

**University of Florida
College of Public Health and Health Professions
Summer A, 2008**

**Course: PHC 6937
Designing Public Health Information for Diverse Populations: Theory
and Methods
(3 credits)**

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Course Description: Social and behavioral science (SBS) is a core area in public health. A critical skill for SBS students is the ability to develop health information that is appropriate for specific audiences – including high-risk audiences – and that will increase knowledge and change attitudes, beliefs, and behaviors. This is an introductory course; as such, we will be examining basic concepts related to how individuals understand and respond to public health information. The overall aims of the course are to: (1) survey the critical components of health information using relevant theories; (2) introduce qualitative and quantitative methods of learning about information receivers and appropriate content; and (3) practice developing health information products. Each class session will have multiple components from among the following: theory, methods, findings, exercises, and article discussions. ***The success of the course will depend heavily upon active participation by the students so you are strongly encouraged to feel free to present your ideas and to listen respectfully to the ideas of others.***

Course Goals:

1. To understand the **uses**, potential, and limitations of public health information products.
2. To develop skills related to conducting **formative** research.
3. To learn about the **process** of designing public health information products that are theoretically and empirically grounded.
4. To gain an understanding of the importance of **population characteristics** (e.g., setting, gender, age, culture, race, ethnicity, SES, and literacy) and **community involvement** to the design of public health information products.

Course Objectives:

1. Describe the uses, potential, and limitations of health information campaigns.
2. Use a process approach to design a public health information campaign.
3. Demonstrate the skills related to conducting formative research for designing a public health information campaign.

4. Demonstrate the skills related to developing materials for designing a public health information campaign
5. Apply communication theories to the design of public health information campaigns.
6. Explain the importance of power differentials, gender, and culture to the design of public health information campaigns.
7. Explain the role of community based participatory research (CBPR) to the design of public health information campaigns.
8. Use program evaluation methods in the design of public health information campaigns.

Course Assignments: The course will have 5 assignments; all of which are to be kept in a **course portfolio**. Assignment 1 is the completion and compilation of lab reports. Each lab report will have its own format, which will be handed out prior to the completion of the lab. Assignments 2 and 3 are based on oral and written (10 pages) presentations of the final project, a detailed plan for the development of a public health information product. Students will work in groups to develop the plan but will **turn in individually written projects**. Assignment 4 is leading a discussion on one of the assigned articles. Assignment 5 is the completion of in-class message development activities. **Detailed instructions and grading criteria will be provided for all assignments.** The course will use a graduate seminar format. **Students are expected to complete all reading assignments and to come to class prepared for discussion and debate.**

Assignments:

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|---------------------------------------|-----------|----------------------|
| • 1. Compilation of lab reports | 40 points | Due: Part 1: 6/10/08 |
| • | | Part 2: 6/20/08 |
| • 2. Project Plan (oral presentation) | 10 points | Due: 6/19/08 |
| • 3. Project Plan (written) | 35 points | Due: 6/20/08 |
| • 4. Article discussion leading | 5 points | Due: as assigned |
| • 5. In class writing activities | 10 points | Due: 6/20/08 |
| • Total Points Possible: 100 | | |

Grading Scale: The final grade will be computed on the basis of the following assessments: 90.0-100% = A; 85.0-89.9% = B+; 80.0-84.9% = B; 75.0-79.9% = C+; 70.0-74.9% = C; 65.0-69.9% = D+; 60.0-64.9% = D; Below 60 %= F

Academic Integrity: Each student is bound by the academic honesty guidelines of the University that state: "The students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code."

And, each student, upon submission of an assignment, implies the pledge: "**On my honor, I have neither given nor received unauthorized aid in doing this assignment.**"

Students with Disabilities: Students with disabilities will be accommodated. Students must follow the written University procedure: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

Readings - Books

1. Perloff, R.M. (2008). *The Dynamics of Persuasion. Communication and Attitudes in the 21st Century*. New York: Lawrence Erlbaum Associates.

2. *Making Health Communications Program Work*. Please download (free) at: <http://cancer.gov/pinkbook>

Readings – Articles - listed below, as assigned.

(1.) Glantz, S.A., et al. (2004). Back to the future: Smoking in movies in 2002 compared with 1950 levels. *American Journal of Public Health, 94*, 261-263.

(2.) Blair, N.A., Yue, S.K., Singh, R., & Bernhardt, J.M. (2005). Depictions of substance use in reality television: a content analysis of *The Osbornes*. *British Medical Journal, 331*, 1517-1519.

(3.) Clarke, J.N., McLellan, L., & Hoffman-Goetz, L. (2006). The portrayal of HIV/AIDS in two popular African American magazines. *Journal of Health Communication, 11*, 495-507.

(4.) Porto, M.P. (2007). Fighting AIDS among adolescent women: Effects of a public health campaign in Brazil. *Journal of Health Communication, 12*, 121-132.

(5.) Reed, J.E. & Trigwell, P. (2006). Treatments recommended by health shops for symptoms of depression. *Psychiatric Bulletin, 30*, 365-368.

(6.) Fouts, G., Callan, M., Piasentin, K., & Lawson, A. (2006). Demonizing in children’s television cartoons and Disney animated films. *Child Psychiatry and Human Development, 37*, 15-23.

(7.) de Wit, J.B.F., Das, E., & Vet, R. (2008). What works best: Objective statistics of a personal testimonial? An assessment of the persuasive effects of different types of message evidence on risk perception. *Health Psychology, 27*, 110-115.

(8.) Flynn, B.S., Worden, J.K., Bunn, J.Y., Dorwaldt, A.L., Connolly, S.W., & Ashikaga, T. (2007). Youth audience segmentation strategies for smoking-prevention mass media campaigns based on message appeal. *Health Education & Behavior, 34*, 578-593.

(9) Ryan, S., Franzetta, K., Manlove, J. & Holcombe, E. (2007). Adolescents’ discussions about contraception or STDs with partners before first sex. *Perspectives on Sexual and Reproductive Health, 39*, 149-157.

(10.) Schapira, M.M., Nattinger, A.B., & McAuliffe, T. L. (2006). The influence of graphic format on breast cancer risk communication. *Journal of Health Communication, 11*, 569-582.

(11.) Wolf, M.S., Williams, M.V., Parker, R.M., Parikh, N.S., Nowlan, A.W., & Baker, D.W. (2007). Patients’ shame and attitudes toward discussing the results of literacy screening. *Journal of Health Communication, 12*, 721-732.

- (12.) Rao, D. et al. (2007). Stigma and social barriers to medication adherence with urban youth living with HIV. *AIDS Care*, 19, 28-33.
- (13.) Stice, E., Marti, C.N., Spoor, S., Presnell, K., & Shaw, H. (2008). Dissonance and health weight eating disorder prevention programs: Long-term effects from a randomized efficacy trial. *Journal of Consulting and Clinical Psychology*, 76, 329-340.
- (14.) Hersey, J.C., Niederdeppe, J., Blahut, S., Holden, D., Messeri, P., & Haviland, M.L. (2005). The theory of "truth:" How counterindustry media campaigns affect smoking behavior among teens. *Health Psychology*, 24, 22-31.
- (15.) Latner, J.D., Rosewall, J.K., Simmonds, M.B. (2007). Childhood obesity stigma: Association with television, videogame, and magazine exposure. *Body Image*, 4, 147-155.
- (16.) Rouner, D. & Lindsey, R. (2006). Female adolescent communication about sexually transmitted diseases. *Health Communication*, 19, 29-38.
- (17.) Turrisi, R., Mastroleo, N.R., Mallett, K.A., Larimer, M.E., & Kilmer, J.R. (2007). Examination of the mediational influences of peer norms, environmental influences, and parent communications on heavy drinking in athletes and nonathletes. *Psychology of Addictive Behavior*, 21, 453-461.
- (18.) Abrams, D., Hothrow, T., Hulbert, L., & Frings, D. (2006). "Groupdrink"? The effect of alcohol on risk attraction among groups versus individuals. *Journal of Studies on Alcohol*, 67, 628-636.
- (19.) Polonec, L.D., Major, A.M., & Atwood, L.E. (2006). Evaluating the believability and effectiveness of the social norms message "Most students drink 0 to 4 drinks when they party." *Health Communication*, 20, 23-34.

Class/ Date	Topic
Class 1 Tuesday 5/13/08	a. Introduction to class
	b. Important Constructs: Communication, Persuasion, Attitudes, and Beliefs
	c. Methods 1: Artifacts and documents
	d. Exercise: (a) Getting ready -- group selection for projects (b) Discovery based on artifacts and documents
	Readings: <ul style="list-style-type: none"> • Perloff Ch 1; Ch 2 • (1.) Glantz, S.A., et al. (2004). Back to the future: Smoking in movies in 2002 compared with 1950 levels. <i>American Journal of Public Health, 94</i>, 261-263.
Class 2 Thursday 5/15/08	a. Theory: Attitudes, Beliefs, and Behaviors
	b. Exercise: Measuring Attitudes and Beliefs
	c. Article Discussion.
	Readings: <ul style="list-style-type: none"> • Perloff Ch 3, Ch 4 • (2.) Blair, N.A., Yue, S.K., Singh, R., & Bernhardt, J.M. (2005). Depictions of substance use in reality television: a content analysis of The Osbornes. <i>British Medical Journal, 331</i>, 1517-1519. • (3.) Clarke, J.N., McLellan, L., & Hoffman-Goetz, L. (2006). The portrayal of HIV/AIDS in two popular African American magazines. <i>Journal of Health Communication, 11</i>, 495-507.
	Part A: Meet with media consultant for 1 hour concerning use of Mac software. Part B: To be completed prior to 5/20/08: In your group, spend 2 hours collecting information about your target audience based on artifacts or documents.
Class 3 Tuesday 5/20/08	a. Theory: Sources
	b. Exercise: Source characteristics for your project
	c. Methods 2: Participant Observation
	d. Exercise: Participant Observation Planning
	e. Article Discussion.
	Readings: <ul style="list-style-type: none"> • Perloff Ch 6 • (4.) Porto, M.P. (2007). Fighting AIDS among adolescent women: Effects of a public health campaign in Brazil. <i>Journal of Health Communication, 12</i>, 121-132. • (5.) Reed, J.E. & Trigwell, P. (2006). Treatments recommended by health shops for symptoms of depression. <i>Psychiatric Bulletin, 30</i>, 365-368.
Class 4 Thursday 5/22/08	a. Theory: Messages: Rational and Emotional Appeals
	b. Exercise: Message characteristics for your project
	c. Article discussion.
	Readings: <ul style="list-style-type: none"> • Perloff Ch 7 • (6.) Fouts, G., Callan, M., Piasentin, K., & Lawson, A. (2006). Demonizing in children's television cartoons and Disney animated films. <i>Child Psychiatry and Human Development, 37</i>, 15-23. • (7.) de Wit, J.B.F., Das, E., & Vet, R. (2008). What works best: Objective statistics of a personal testimonial? An assessment of the persuasive effects of different types of message evidence on risk perception. <i>Health Psychology, 27</i>, 110-115.

Class/ Date	Topic
Lab 2 5/22/08	Part A: Meet with media consultant for 1 hour to review use of video camera. Part B: To be completed prior to 5/27/08: In pairs, spend 2 hours engaging in unobtrusive observation of members of your target audience.
Class 5 Tuesday 5/27/08	a. Theory: Receivers, part 1
	b. Methods 3: Information design based on interviews
	c. Exercise: Practice interviewing skills
	d. Article Discussion.
	Readings: <ul style="list-style-type: none"> • Perloff Ch 8 • (8.) Flynn, B.S., Worden, J.K., Bunn, J.Y., Dorwaldt, A.L., Connolly, S.W., & Ashikaga, T. (2007). Youth audience segmentation strategies for smoking-prevention mass media campaigns based on message appeal. <i>Health Education & Behavior</i>, 34, 578-593. • (9) Ryan, S., Franzetta, K., Manlove, J. & Holcombe, E. (2007). Adolescents' discussions about contraception or STDs with partners before first sex. <i>Perspectives on Sexual and Reproductive Health</i>, 39, 149-157.
Class 6 Thursday 5/29/08	a. Receivers, part 2: Cultural, Gender, Race, Ethnicity, SES, and Literacy Differences
	b. Methods 4: Presenting Risk
	c. Exercise: Tobacco-related risk information
	d. Article discussion.
	Readings: <ul style="list-style-type: none"> • (10.) Schapira, M.M., Nattinger, A.B., & McAuliffe, T. L. (2006). The influence of graphic format on breast cancer risk communication. <i>Journal of Health Communication</i>, 11, 569-582. • (11.) Wolf, M.S., Williams, M.V., Parker, R.M., Parikh, N.S., Nowlan, A.W., & Baker, D.W. (2007). Patients' shame and attitudes toward discussing the results of literacy screening. <i>Journal of Health Communication</i>, 12, 721-732.
Lab 3 5/29/08	Part A: Meet with video consultant for 1 hour to review elements of storyboarding. Part B: Complete tobacco product interview Part C: Complete at least two story boards for your project
Class 7 Tuesday 6/3/08	a. Theory: Receivers Part 3, Cognitive Models of Persuasion; Cognitive Dissonance
	b. Methods 5: Information design based on focus groups
	c. Article Discussion.
	Readings: <ul style="list-style-type: none"> • Perloff Ch 5, Ch 9 • (12.) Rao, D. et al. (2007). Stigma and social barriers to medication adherence with urban youth living with HIV. <i>AIDS Care</i>, 19, 28-33. • (13.) Stice, E., Marti, C.N., Spoor, S., Presnell, K., & Shaw, H. (2008). Dissonance and healthy weight eating disorder prevention programs: Long-term effects from a randomized efficacy trial. <i>Journal of Consulting and Clinical Psychology</i>, 76, 329-340.

Class/ Date	Topic
Class 8 Thursday 6/5/08	a. Theory: Mass Media and other Modalities for Communication
	b. Exercise: Model Depiction
	c. Article Discussion.
	Readings: <ul style="list-style-type: none"> • Perloff Ch 11, Ch 12 • (14.) Hersey, J.C., Niederdeppe, J., Blahut, S., Holden, D., Messeri, P., & Haviland, M.L. (2005). The theory of "truth:" How counterindustry media campaigns affect smoking behavior among teens. <i>Health Psychology, 24</i>, 22-31. • (15.) Latner, J.D., Rosewall, J.K., Simmonds, M.B. (2007). Childhood obesity stigma: Association with television, videogame, and magazine exposure. <i>Body Image, 4</i>, 147-155.
Lab 4 6/5/08	To be completed Prior to 6/10/08 Part A: Meet with focus group to review story boards Part B: Revise story boards Part C: Meet with media consultant to review storyboard and plan for filming video.
Class 9 Tuesday 6/10/08	a. Theory: Interpersonal Influence and Communication
	b. Exercise: Crafting theory-based public health communication
	c. Article discussion.
	Readings: <ul style="list-style-type: none"> • Perloff Ch 10 • (16.) Rouner, D. & Lindsey, R. (2006). Female adolescent communication about sexually transmitted diseases. <i>Health Communication, 19</i>, 29-38. • (17.) Turrise, R., Mastroleo, N.R., Mallett, K.A., Larimer, M.E., & Kilmer, J.R. (2007). Examination of the mediational influences of peer norms, environmental influences, and parent communications on heavy drinking in athletes and nonathletes. <i>Psychology of Addictive Behavior, 21</i>, 453-461.
Class 10 Thursday 6/12/08	a. Theory: Small Group Settings and Communication
	b. Exercise: Small Group Dynamics
	d. Article discussion.
	Readings: <ul style="list-style-type: none"> • (18.) Abrams, D., Hothrow, T., Hulbert, L., & Frings, D. (2006). "Groupdrink"? The effect of alcohol on risk attraction among groups versus individuals. <i>Journal of Studies on Alcohol, 67</i>, 628-636. • (19.) Polonec, L.D., Major, A.M., & Atwood, L.E. (2006). Evaluating the believability and effectiveness of the social norms message "Most students drink 0 to 4 drinks when they party." <i>Health Communication, 20</i>, 23-34.
Lab 5 6/12/08	To be completed Prior to 6/17/08 Part A: Film PSA Part B: Meet with media consultant to edit PSA.
Class 11 Tuesday 6/17/08	a. Theory: Community Settings
	b. Methods 6: Process and Formative Evaluation
	c. Exercise: Planning an evaluation for your public health communication
	Readings: <ul style="list-style-type: none"> • Making Health Communication Programs Work. pp 99-123; 157-167.

Lab 6 6/17/08	To be completed Prior to 6/19/08 Part A: Meet with focus group to review PSA Part B: Revise PSAs for showing on 6/19/08
Class 12 Thursday 6/19/08	Final Group Presentations, including PSAs
6/20/08	Final papers due by noon. Hand in to Ann Daugherty or Eileen Phillips in the BSCH office.