

College of Public Health & Health Professions  
PHC 6195: Health Information for Diverse Populations: Theory & Methods  
Fall 2018  
Tuesdays 10:40 am to 1:40 pm (G 109)

**Instructor Information**

Instructor Name	Mark Hart, Ed.D.
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Office Hours	by appointment

**Course Overview**

Social and behavioral science (SBS) is a core area in public health. A critical skill for SBS students is the ability to develop and to communicate health information that is appropriate for specific audiences, including high-risk populations, and can effectively increase knowledge **AND** change attitudes, beliefs, and behavior. This is an introductory course; as such, we will be examining basic concepts and social scientific research in persuasive communication to gain an understanding of how individuals process and respond to public health information. The overall aims of the course are to: (a) survey the critical components of health information using relevant theories and research; (b) introduce qualitative and quantitative methods of gathering target populations' health attitudes and perceptions and designing population-specific health information; and (c) practice developing health information products. Each class will consist of theoretical and methodological lectures/discussions as well as presentations of relevant research. The success of the course will depend heavily upon active class participation. That said, students are strongly encouraged to present their thoughts and ideas; ask critical questions; and listen and respond respectfully to the ideas and inquiries of others.

**Course Goals**

1. To understand the **uses**, potential, and limitations of public health information products and campaigns.
2. To learn the systematic **process** by which public health information products and campaigns are designed, including the theoretical and empirical foundations of persuasive communication.
3. To gain an understanding of the importance of **population characteristics** (e.g., Socio-cultural-historical context, gender, age, culture, race, ethnicity, SES, literacy) and **community involvement/engagement** to the design of public health information products and campaigns.
4. To develop skills related to conducting **formative** research to ensure health information appropriately targets intended populations.

## **Course Objectives**

1. Describe the uses, potential, and limitations of health information products and campaigns.
2. Use a process approach to design a public health information product and campaign.
3. Apply persuasive communication theories to the design of the public health information products and campaigns.
4. Explain the importance of power differentials, gender, culture, and other population characteristics to the design of public health information products and campaigns.
5. Explain the role of community-based participatory research (CBPR) to the design of public health information products and campaigns.
6. Demonstrate the skills needed to develop targeted materials for designing public health information products and campaigns.
7. Apply program evaluation methods to the design and (process/outcome) assessment of public health communication products and campaigns.

## **Course Materials**

### **Required Texts**

- Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown.
- Mnookin, S. (2011). *The panic virus: The true story behind the vaccine-autism controversy*. New York: Simon & Schuster.

### **Required Articles**

See topical outline

## **Course Requirements/Evaluation/Grading**

1. **Research Article / SWOT Analysis (50 points):** Each student will choose one article for which s/he will analyze using the SWOT (strengths / weaknesses / opportunities / threats) framework. In this capacity, the student will work to find a current article on health communication research and potentially pair with a content area they are interested.
2. **Discussion Boards (120 points):** Students are expected to participate in six DBs throughout the duration of this course. These questions and responses are worth a total of 20 points each (6 DBs x 20 points each = 120 points total). Grades will be assigned based on accuracy, depth, and thoughtfulness of content, as well as integration of course topics. This means your questions and responses should become more complex over the course of the semester. When communicating via Canvas, please do so professionally and respectfully—as is expected in the classroom.

### **1 FULL RESPONSE + 1 RESPONSE TO CLASSMATES**

3. **Website / Marketing Critique (50 points):** Each student will work to review all presented Peace4Gainesville marketing materials (primarily social media and website). In a 2-3 page paper, using techniques and criteria learned in class, students will write a formal review of their products and suggestions for improvement or future efforts
4. **Press (Media) Statement (50 points):** You will be given a current public health condition which traveler's might need to be warned. You will work to write a travel, press release for this condition, as it relates to the environment of the situation.
5. **Class Participation (30 points):** Students are expected to attend and participate actively in all scheduled class meetings in order to obtain the full value of this course. Attendance will not be taken; however, written opportunities to demonstrate class

participation (in addition to verbal) will be given to students who are present for class and who **thoughtfully participate**. **Students will be picked (at random) each week to facilitate discussion of the assigned readings. Full credit for class participation will be based on the quality of the response provided or participation displayed, in addition to attendance.**

6. **Trauma / Resiliency Course Project (150 points):** As part of this course, you will receive Trauma / Resiliency training through the Peace4Gainesville organization we will be using as a case study in class and be asked to design, develop, and present a Peace4Gainesville health information campaign targeting a specific demographic for Peace4Gainesville distribution (more details provided below). Health campaigns will be comprised of 3-4 (depending on the number of team members) individual health information products devised by your team. For your project, each team will conduct formative/qualitative research (e.g., focus groups) prior to and after developing your health information products. In addition to conducting formal literature searches to research your chosen health behavior and population of interest, focus group findings will be used to generate and target your health information products toward the intended population (both before and after final message creation).

#### **PROJECT DUE ALONG THE WAY (50 POINTS)**

- Creative Brief (10 Points)
- Storyboard (20 points)
- Focus Group Reports (20 points)

#### **FINAL PROJECT DUE (100 POINTS) – 80 POINTS MATERIALS / 20 POINTS PRESENTATIONS**

**Each member of the team is responsible for directing and managing the creation and development of one of the health information products. *All team members are expected to contribute to the creation and development of all campaign products per assignments from the product lead.*** An individual health information product will be assigned to each team member the first week of class.

Campaign products include:

For your individual health information product, each team member will design and produce one of the following health campaign products:

1. **Print material (20 points):** Brochure or poster related to team's health campaign to be distributed in doctors' offices, health departments, or other types of health care facilities (Infographic)
2. **Multimedia presentation (2):** Presentation featuring information pertinent to educating the population of Gainesville, FL on trauma, resiliency techniques, and the organization itself related to trauma, trauma-informedness, resiliency, or the Peace4Gainesville network
  - 1 Video PSA (20 points)
  - 1 Podcast (20 points)
3. **Social media (20 points):** Some type of social networking site (e.g, Facebook) or blog/microblog (e.g., Twitter) used to promote your group's health campaign, monitor community interest, and evaluate network reach
4. **Oral presentation (20 points):** Persuasive presentation to community members and key stakeholders (e.g., community advisory board) to kick-off group's health campaign; presentations should include: (a) an overview of all health communication materials created for health campaign, i.e., print material, multimedia presentation, social media site, and PSA; (b) rationale for product development based on

persuasive communication theories, principles, and design methodologies; and (c) discussion of how your team will measure the preliminary efficacy of your targeted health information products and campaign. Your team presentation should be **12-15 minutes**, with **3-5 additional minutes for Q&A** after your presentation. You are free to craft any style/mode of presentation you wish. Oral presentations are scheduled for the last day of class.

**Additional Course Materials and Grade Updates:** All course material, including supplemental readings; additional information on assignments and grading rubrics; and grade updates will be available on Canvas (the University of Florida’s e-Learning site). Class announcements and related postings will be made regularly regarding course content and in-class activities. As such, students are expected to check Canvas before each class meeting and bring all necessary materials (paper or electronic) to class as directed. This is a mandatory course requirement. Keep in mind that all supplemental material, including readings, is included to enhance student learning and understanding of course material. If you have a specific question regarding course content or assignments, please contact the instructor or course assistant/moderator via email on Canvas.

**Your final grade in this course will consist of the following:**

- |  |            |
|--|------------|
| 1. Research Article / SWOT Analysis              | 50 points  |
| 2. Discussion Boards                             | 120 points |
| 3. Website / Marketing Critique                  | 50 points  |
| 4. Press (Media) Statement                       | 50 points  |
| 5. Class Participation                           | 30 points  |
| 6. <u>Individual Health Information Products</u> | 150 points |

**450 possible points**

**Point System Used**

The course is comprised of 400-points, with each assignment worth the level of points noted above.

Percentage	93% to 100%	90% to 92%	88% to 89%	83% to 87%	80% to 82%	87% to 79%	73% to 77%	70% to 72%	68% to 69%	63% to 67%	60% to 62%	<60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **Policy Related to Make up Exams or Other Work**

**Late assignments (NOT DISCUSSION BOARDS):** Assignments turned in up to 24 hours late will be discounted 5% of the grade they would otherwise receive. Assignments turned in more than 24 hours late will be discounted at an additional 5% per day, unless arrangements have been made in advance with the instructor. *Please note:* assignments turned in at 11:59:01PM are LATE, the computer counts on-time submission up to 11:59:00PM, so do not wait until 11:54 or later to submit an assignment unless you understand that your assignment may be marked late. It is the responsibility of students to open your submission and verify not only that an assignment was submitted, but that an attachment was made and was the correct attachment.

**Missed Assignments:** Missed assignments and discussion posts will contribute zero points toward your final grade.

**Special Circumstances:** In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided you have sufficient documentation.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**Policy Related to Required Class Attendance:** All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## TOPICAL OUTLINE

DATE	TOPIC(s)	HOMEWORK READINGS
8/28	<p><b>WELCOME TO CLASS</b>  <b>HEALTH COMMUNICATION LECTURE:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• What is Health Communication</li> <li>• What Makes Something “Viral”</li> <li>• Health Communication Strategies</li> </ul> <p><b>ASSIGNMENT</b>            DB #1 All Posts Due 9/4 – 11:59pm (20 points)</p>	<p><i>Tipping Point:</i></p> <ul style="list-style-type: none"> <li>• <i>Introduction</i></li> <li>• <i>The Rules of Epidemics</i></li> </ul>
9/4	<p><b>HEALTH COMMUNICATION LECTURE:</b></p> <ul style="list-style-type: none"> <li>• Function of Attitudes / Behaviors / Beliefs</li> <li>• Spectrum: Education through Manipulation</li> </ul> <p><b>ASSIGNMENT</b>            WATCH CONTENT / PROJECT INFORMATION (Canvas):</p> <ul style="list-style-type: none"> <li>• ACEs and Trauma</li> </ul>	<p><i>Tipping Point:</i></p> <ul style="list-style-type: none"> <li>• <i>The Law of the Few</i></li> <li>• <i>The Stickiness Factor</i></li> </ul>
9/11	<p><b>HEALTH COMMUNICATION LECTURE:</b></p> <ul style="list-style-type: none"> <li>• Culture and its Influence on Health Communication</li> </ul> <p><b>ASSIGNMENTS</b>            WATCH CONTENT / PROJECT INFORMATION (Canvas):</p> <ul style="list-style-type: none"> <li>• Resiliency</li> <li>• DB #2 All Posts Due 9/18 – 11:59pm (20 points)</li> </ul>	<p><i>The Panic Virus:</i></p> <ul style="list-style-type: none"> <li>• <i>Introduction</i></li> <li>• <i>The Polio Vaccine</i></li> </ul>
9/18	<p><b>HEALTH COMMUNICATION LECTURE:</b></p> <ul style="list-style-type: none"> <li>• Mobilizing the Community</li> </ul> <p><b>ASSIGNMENTS</b>            WATCH CONTENT / PROJECT INFORMATION (Canvas):</p> <ul style="list-style-type: none"> <li>• Peace4Gainesville</li> <li>• DB #3 All Posts Due 9/25 – 11:59pm (20 points)</li> </ul>	<p><i>The Panic Virus:</i></p> <ul style="list-style-type: none"> <li>• <i>Flouride Scares and Swine Flu Scares</i></li> </ul>
9/25	<p><b>HEALTH COMMUNICATION LECTURE:</b></p> <ul style="list-style-type: none"> <li>• The Role of Media in Health Promotion</li> </ul> <p><b>ASSIGNMENTS</b></p> <ul style="list-style-type: none"> <li>• WEBSITE (Peace4Gainesville) / MARKETING CRITIQUE: Due 10/2 – 11:59pm (50 points)</li> <li>• DB #4 All Posts Due 10/2 – 11:59pm (20 points)</li> </ul>	<p><i>The Panic Virus:</i></p> <ul style="list-style-type: none"> <li>• <i>Vaccine Roulette</i></li> <li>• <i>Autism’s Evolving Identities</i></li> </ul>
10/2	<p><b>HEALTH COMMUNICATION LECTURE:</b></p> <ul style="list-style-type: none"> <li>• “Traditional” Health Communication</li> </ul> <p><b>ASSIGNMENTS</b></p> <ul style="list-style-type: none"> <li>• CREATIVE BRIEF: Due 10/9 – 11:59pm (25 points)</li> <li>• DB #5 All Posts Due 10/9 – 11:59pm (20 points)</li> </ul>	<p><i>The Panic Virus:</i></p> <ul style="list-style-type: none"> <li>• <i>Enter Andrew Wakefield</i></li> <li>• <i>The Lancet Paper</i></li> </ul>

10/9	<p>HEALTH COMMUNICATION LECTURE:</p> <ul style="list-style-type: none"> <li>• Social Media &amp; Public Health</li> <li>• Focus Groups</li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>• MOCK UP / STORYBOARDS: Due 10/16 – 11:59pm (25 points)</li> </ul>	<p><i>The Panic Virus:</i></p> <ul style="list-style-type: none"> <li>• <i>The Mercury Moms</i></li> <li>• <i>The Simpsonwood Conference</i></li> <li>• <i>The Case of Michelle Cedillo</i></li> </ul>
10/16	<p>HEALTH COMMUNICATION LECTURE:</p> <ul style="list-style-type: none"> <li>• Social Media &amp; Public Health</li> <li>• Video / Audio</li> <li>• Review Previous Years Projects</li> </ul> <p><b>ASSIGNMENT</b></p> <p>DB #6 All Posts Due 10/23 – 11:59pm (20 points)</p>	<p><i>The Panic Virus:</i></p> <ul style="list-style-type: none"> <li>• <i>A Conspiracy of Dunces</i></li> <li>• <i>Jenny McCarthy</i></li> <li>• <i>Casualties of a War Built on Lies</i></li> </ul>
10/23	<p>HEALTH COMMUNICATION LECTURE:</p> <ul style="list-style-type: none"> <li>• Health Informatics</li> </ul> <p><b>ASSIGNMENT(s)</b></p> <ul style="list-style-type: none"> <li>• RESEARCH ARTICLE / SWOT ANALYSIS: Due 10/30 – 11:59pm (50 points)</li> </ul>	<p><i>Tipping Point:</i></p> <ul style="list-style-type: none"> <li>• <i>The Power of Context (Part 1 and Part 2)</i></li> </ul>
10/30	<p><b>FOCUS GROUPS</b></p> <p><b>SWOT ANALYSIS PRESENTATIONS</b></p>	<p><i>Tipping Point:</i></p> <ul style="list-style-type: none"> <li>• <i>Case Study: Suicide, Smoking, and the Search for the Unsticky Cigarette</i></li> </ul>
11/6	<p>HEALTH COMMUNICATION LECTURE:</p> <ul style="list-style-type: none"> <li>• Health Communication Ethics</li> <li>• Case Study: Zika</li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>• FOCUS GROUPS REPORT Due 11/27 – 11:59pm (25 points)</li> </ul>	<p><i>Tipping Point:</i></p> <ul style="list-style-type: none"> <li>• <i>Conclusion: Focus, Test and Believe</i></li> </ul>
11/13	<b>NO CLASS – APHA</b>	
11/20	<b>NO CLASS – WORK ON PROJECTS</b>	
11/27	<p>HEALTH COMMUNICATION LECTURE:</p> <ul style="list-style-type: none"> <li>• Risk &amp; Emergency Communication</li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>• PRESS (MEDIA) STATEMENT Due 12/4 – 11:59pm (50 points)</li> </ul>	
12/4	<b>IN CLASS FINAL PRESENTATIONS TIME &amp; LOCATION TBD</b>	

## **GROUPS**

- #1: Mary / Morgan / Nicholas / Kathryn
- #2: Sarah / Gracelyn / Dania / Jeff
- #3: Maria / Zamyrah / Sue / Carolina
- #4: Chris / Maria / Krystal / Alexis / Meagan
- #5: Samari / Nicole / Daniel / Dawit / Taylor

### ***STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT***

#### **Inclusive Learning Environment:**

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: [www.multicultural.ufl.edu](http://www.multicultural.ufl.edu)

#### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior for graduate students, and violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

#### **Faculty Course Evaluation Process**

Evaluations provide important feedback to faculty and the department on teaching effectiveness and how the course can be improved for future years. Formal end-of-semester evaluations are collected by UF, typically during the last few weeks of the semester. You will be emailed with a link to the evaluation site (<https://evaluations.ufl.edu>) and asked to fill out an anonymous evaluation.

I take your comments on these evaluations very seriously and use them to improve the course during future semesters. Further, evaluation results and comments directly influence the tenure and promotion process and are considered valuable feedback on my teaching by the department.



While your evaluations are anonymous and I cannot see who has completed evaluations and who has not, I can see the percentage of students enrolled in the course that have completed evaluations. So, to encourage participation, all students in the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations and two (2) bonus points if 100% of the enrolled class completes evaluations.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
- **Do not wait until you reach a crisis to come in and talk with us.** We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

#### **U Matter, We Care:**



Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other

helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.