

College of Public Health & Health Professions  
PHC 6195: Health Communication  
Summer 2019  
Online

**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 population

**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 campaign

### **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**

As added in Canvas

### **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 (200 points):** Students are expected to participate in ten DBs throughout the duration of this course. These questions and responses are worth a total of 20 points each (10 DBs x 20 points each = 200 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. **Health Information Product: Trauma / Resiliency Course Final Project (200 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). For your project, you 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).

# **FINAL PROJECT**

## **POINTS BREAKDOWN:**

### **PROJECT DUE ALONG THE WAY (75 POINTS)**

- Creative Brief (25 Points)
- Mock-Up of Posters & “Storyboard” of Podcast – or – PSA (25 points)
- Focus Group Reports (25 points)

### **FINAL PROJECT DUE (125 POINTS)**

- Poster for Peace4Gainesville
- Infographic on Trauma and / or Resiliency
- Podcast – or – PSA

For your individual health information product

Campaign products include:

1. **Poster:** Design a poster for Peace4Gainesville which quickly and easily explains visually; who they are, and what services or information they offer the community
2. **Infographic on Trauma and / or Resiliency:** Design an infographic poster which explains for the average adult (I think either; to do both on one would be “too much”):
  - ACEs and Trauma
  - Resiliency and Resiliency Techniques
3. **Podcast – or – PSA:** Presentation featuring information pertinent to educating the population of Gainesville, FL on trauma, resiliency techniques, and the organization itself.... 1 Podcast related to; trauma, trauma-informedness, resiliency, or the Peace4Gainesville
  - **If you are doing a Podcast, this should be around 15 minutes... talking yourself, talking with another, interview with a professional, etc...**
  - **If you are doing a PSA (video), this should be between 60-90 seconds**

**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, as such, students are expected to check Canvas often.. This is a mandatory course requirement. Keep in mind 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                             | 200 points        |
| 3. Website / Marketing Critique                  | 50 points         |
| 4. Press (Media) Statement                       | 50 points         |
| 5. <u>Individual Health Information Products</u> | <u>200 points</u> |

**550 possible points**

## Point System Used

The course is comprised of 550-points, with each assignment worth the points noted above.

<b>Percentage</b>	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%
<b>Letter Grade</b>	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

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	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.asp>

## 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.

Discussion Boards cannot be made-up without clearance from instructor... the objective of Discussion Boards are for others to also see your contributions

**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.

**Turn-it-in:** The Turn-it-in program will be used for clearance of all papers. Instructions on how to use the program will be provided.

**TOPICAL OUTLINE**

DATE	TOPIC(s)	HOMEWORK READINGS
Week 1	<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(s)</b></p> <ul style="list-style-type: none"> <li>• Discussion Board (DB) – Introduce Yourself (not graded, but I think it would be great if everyone would take 5 minutes to post and meet others in class)</li> </ul>	<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>
Week 2	<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>CONTENT / PROJECT INFORMATION:</b></p> <ul style="list-style-type: none"> <li>• ACEs and Trauma</li> </ul> <p><b>ASSIGNMENT(s)</b></p> <ul style="list-style-type: none"> <li>• DB #1 All Posts Due 5/26 – 11:59pm (20 points)</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>
Week 3	<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>CONTENT / PROJECT INFORMATION:</b></p> <ul style="list-style-type: none"> <li>• Resiliency</li> </ul> <p><b>ASSIGNMENT(s)</b></p> <ul style="list-style-type: none"> <li>• RESEARCH ARTICLE / SWOT ANALYSIS: Due 6/2 – 11:59pm (50 points)</li> <li>• DB #2 All Posts Due 6/2 – 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>
Week 4	<p><b>HEALTH COMMUNICATION LECTURE:</b></p> <ul style="list-style-type: none"> <li>• Mobilizing the Community</li> </ul> <p><b>CONTENT / PROJECT INFORMATION:</b></p> <ul style="list-style-type: none"> <li>• Peace4Gainesville</li> </ul> <p><b>ASSIGNMENT(s)</b></p> <ul style="list-style-type: none"> <li>• DB #3 All Posts Due 6/9 – 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>
Week 5	<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>ASSIGNMENT(s)</b></p> <ul style="list-style-type: none"> <li>• WEBSITE (Peace4Gainesville) / MARKETING CRITIQUE: Due 6/16 – 11:59pm (50 points)</li> <li>• DB #4 All Posts Due 6/16 – 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>
Week 6	<p><b>HEALTH COMMUNICATION LECTURE:</b></p> <ul style="list-style-type: none"> <li>• “Traditional” Health Communication</li> </ul> <p><b>ASSIGNMENT(s)</b></p> <ul style="list-style-type: none"> <li>• CREATIVE BRIEF: Due 6/23– 11:59pm (25 points)</li> <li>• DB #5 All Posts Due 6/23 – 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>

	<h1>SUMMER BREAK</h1> <h2>June 24<sup>th</sup> – June 30<sup>th</sup></h2>	
<b>Week 7</b>	<p>HEALTH COMMUNICATION LECTURE:</p> <ul style="list-style-type: none"> <li>Social Media &amp; Public Health</li> </ul> <p>CONTENT / PROJECT INFORMATION:</p> <ul style="list-style-type: none"> <li>Focus Groups</li> </ul> <p><b>ASSIGNMENT(s)</b></p> <ul style="list-style-type: none"> <li>MOCK UP / STORYBOARDS: Due 7/7 – 11:59pm (25 points)</li> <li>DB #6 All Posts Due 7/7 – 11:59pm (20 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>
<b>Week 8</b>	<p>HEALTH COMMUNICATION LECTURE:</p> <ul style="list-style-type: none"> <li>Social Media &amp; Public Health</li> </ul> <p>CONTENT / PROJECT INFORMATION:</p> <ul style="list-style-type: none"> <li>Video / Audio</li> </ul> <p><b>ASSIGNMENT(s)</b></p> <ul style="list-style-type: none"> <li>DB #7 All Posts Due 7/14 – 11:59pm (20 points)</li> </ul>	<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>
<b>Week 9</b>	<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>FOCUS GROUPS REPORT Due 7/21 – 11:59pm (25 points)</li> <li>DB #8 All Posts Due 7/21 – 11:59pm (20 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>
<b>Week 10</b>	<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(s)</b></p> <ul style="list-style-type: none"> <li>DB #9 All Posts Due 7/28 – 11:59pm (20 points)</li> </ul>	<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>
<b>Week 11</b>	<p>HEALTH COMMUNICATION LECTURE:</p> <ul style="list-style-type: none"> <li>Risk &amp; Emergency Communication</li> </ul> <p><b>ASSIGNMENT(s)</b></p> <ul style="list-style-type: none"> <li>PRESS (MEDIA) STATEMENT Due 8/4 – 11:59pm (20 points)</li> <li>DB #10 All Posts Due 8/4 – 11:59pm (20 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>
<b>Week 12</b>	<p><b>FINAL PROJECT DUE DUE AUGUST 7 (11:59PM)</b></p>	

	<b>(125 Points)</b>	
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**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

- **Expectations Regarding Course Behavior and Communication Guidelines**

As this is an online course, the expectation is for all students to write in a formal manner, and extend professional curtesy and respect to all other students and staff as we often discuss sensitive topics. Email correspondence, along with in-class communication, should be written in a formal tone, and all discussions should have an academic focus in debate versus personal comments towards others in the class

- **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. 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>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

- **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.



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## 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.

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