

College of Public Health & Health Professions
PHC 6195: Health Information for Diverse Populations: Theory & Methods
Spring 2021

Instructor Information

Instructor: Nichole Stetten, PhD, MPH, CPH
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Office Hours: By Appointment, via Zoom

When sending me an email – please do so through Canvas. I receive a lot of emails daily, and sometimes emails can go unnoticed in my inbox. Sending emails through Canvas guarantees that I will see them when I check Canvas periodically throughout the day. During the week, emails will be responded to within 24 hours. During the weekend, emails will be responded to within 48 hours.

Teaching Assistant: Kelsea LeBeau

Email: klebeau@ufl.edu
Office Hours: By Appointment, via Zoom

COVID-19

These past couple of semesters have been challenging as we all adapt to work and learn while staying safe from COVID-19. As this class is online and asynchronous, you will not be required to attend a lecture at a specific time on Zoom or in the classroom. Please review the UF COVID guidelines below:

- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information on the university attendance policies](#).
- If you are on campus, you are required to wear approved face coverings at all times within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.

Course Overview

Welcome to PHC 6195 Health Information for Diverse Populations: Theory and Methods or, in short - Health Communications. During this course, we will be exploring and learning how to develop and communicate health information. We will learn how to take these messages and tailor them to specific populations to increase knowledge and change attitudes, beliefs, and behaviors. In the age of social media and advertisements bombarding us all the time - composing these types of messages can appear “easy” at first glance, but underneath the shiny, appealing pictures and messages we see hides a lot of work. During this course, you will learn the basic concepts of communication, how individuals process and respond to public health information, and how to create persuasive health communication messages using relevant theories and research. My hope is that you will walk away from this course with the confidence to critically analyze messages and the ability to create impactful public health messages.

Course Goals

Communication, in itself, is a large field of knowledge. That is why there is a whole college program dedicated to its craft. For this course, I do not expect you to walk away as the next big public health influencer, but as a social-behavioral scientist armed with more skills and knowledge to help make a difference in our communities and the field of public health. After taking this course, you should be able to:

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 public health information products and campaigns.
4. Explain the importance of power differentials, gender, culture, and other population characteristics to design public health information products and campaigns.
5. Demonstrate the skills needed to develop targeted materials for designing public health information products and campaigns.
6. 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.

Course Requirements/Evaluation/Grading

1. **Syllabus Quiz (16 points)**
2. **Discussion Boards (270 points)**: Students are expected to participate in nine DBs throughout the duration of this course. These questions and responses are worth a total of 30 points each (9 DBs x 30 points each = 270 points total). Grades will be assigned based on accuracy, depth, and thoughtfulness of content, as well as the 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 + 2 RESPONSE TO CLASSMATES

3. **Final Course Project (250 points)**: As part of this course, you will receive training on a specific case study in class and be asked to design, develop, and present a health information campaign targeting a specific demographic for distribution. 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 developing your health information products. Focus groups will occur with another team within the class. 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 Course Project Breakdown:

PROJECT DUE ALONG THE WAY (150 POINTS)

- Creative Brief (35 Points)
- Storyboard (80 points)
- Focus Group Reports (35 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 assignment from the product lead.*

BACK TO SCHOOL SAFETY (UF)

-Mental Health-

-Scooter/Helmet Safety-

-Assault; Physical Safety; Toxic Masculinity-

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; around campus, in doctors' offices, health departments, or other types of health care or public facilities (Infographic)
2. ***Multimedia presentation (40 points):*** Presentation featuring information pertinent to educating graduate students in Gainesville, FL. This will consist of a video PSA (20 points) and a podcast (20 points).
3. ***Communications Toolkit (20 points):***
 - Fact Sheet
 - 101 PPT; 6-8 Slides
 - Social Media Strategy (1-2 pages); with 20 premade posts (Facebook posts, Twitter tweets, Instagram posts, etc.)
4. ***Video 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) how your campaign promotes inclusivity and includes BIPOC and LGBTQ+ in your health communication materials (c) rationale for product development based on persuasive communication theories, principles, and design methodologies; and (d) discussion of how your team will measure the preliminary efficacy of your targeted health information products and campaign. Your team presentation should be **15-20 minutes**.

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. Syllabus Quiz | 16 points |
| 2. Discussion Boards | 270 points |
| 3. Creative Brief | 35 points |
| 4. Mock-Ups/Storyboards | 80 points |
| 5. Focus Group Report | 35 points |
| 6. Final Project | 100 points |
| | 536 possible points |

Point System Used

The course is comprised of 536-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>

Late assignments: Assignments turned in up to 24 hours late will be discounted 15% of the grade they would otherwise receive. Assignments turned in more than 24 hours late will be discounted at an additional 15% per day unless arrangements have been made in advance with the instructor. Assignments that are 72 hours late will receive a zero.

| Time Turned in Late | Deduction % |
|----------------------------|-----------------------------------|
| 1 minute to 24 hours late | 15% reduction |
| 24.1 hours to 48 hours | 30% reduction |
| 48.1 hours to 71.9 hours | 45% reduction |
| 72+ hours late | Assignment will be scored a zero. |

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 students' responsibility to open your submission and verify that an assignment was submitted but that an attachment was made and was the correct attachment.

Missed Assignments: Missed assignments and discussion posts will be scored as a zero

Plagiarism: Assignments that are plagiarized will be scored as a zero.

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 | READINGS | ASSIGNMENTS |
|-------------|--|-----------------|--|
| 1/11 | Introduction to the Course Plagiarism | <i>Syllabus</i> | Syllabus Quiz Discussion 1 *as 1/18 is a holiday assignments will be due on 1/19 |

| | | | |
|-------|--|---|---|
| 1/19* | <p>What is Health Communication</p> <p>What Makes Something “Viral”</p> | <p><i>Tipping Point:</i></p> <ul style="list-style-type: none"> • <i>Introduction</i> • <i>Ch. 1 -The Rules of Epidemics</i> | Discussion 2 |
| 1/25 | <p>Fake News vs. Media Bias</p> <p>What Make Good Health Communication</p> <p>The Purpose Behind Messages</p> | <p><i>Tipping Point:</i></p> <ul style="list-style-type: none"> • <i>Ch. 2 -The Law of the Few</i> • <i>Ch. 3 -The Stickiness Factor</i> | <p>Watch and read materials for final project information: Mental Health</p> <p>Discussion Board 3</p> |
| 2/1 | <p>Health Literacy</p> <p>Beliefs, Attitudes & Values</p> <p>Cultural Influences on Health Communication</p> <p>Public Service Announcements</p> | <p><i>The Panic Virus:</i></p> <ul style="list-style-type: none"> • <i>Introduction</i> • <i>Ch. 3 -The Polio Vaccine</i> | <p>Watch and read materials for final project information: Scooter/Helmet Safety</p> <p>Discussion Board 4</p> |
| 2/8 | <p>Stigma, Stereotypes, People First Language</p> <p>Mobilizing the Community</p> | <p><i>The Panic Virus:</i></p> <ul style="list-style-type: none"> • <i>Ch. 4 -Fluoride Scares and Swine Flu Scandals</i> | <p>Watch and read material for final project: Assault; Physical Safety; Toxic Masculinity</p> <p>Discussion Board 5</p> |
| 2/15 | <p>The Role of Media in Health Promotion</p> <p>Behavior Change Theory</p> <p>Podcasts, Infographics, Communication Toolkits</p> <p>Creative Brief</p> | <p><i>The Panic Virus:</i></p> <ul style="list-style-type: none"> • <i>Ch. 5 -Vaccine Roulette</i> • <i>Ch. 6 -Autism’s Evolving Identities</i> | Discussion Board 6 |
| 2/22 | <p>“Traditional” Health Communication</p> | <p><i>The Panic Virus:</i></p> <ul style="list-style-type: none"> • <i>Ch. 8 -Enter Andrew Wakefield</i> • <i>Ch. 9 -The Lancet Paper</i> | Creative Brief |

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|------|---|--|--|
| 3/1 | Health Informatics Health Communication | <i>The Panic Virus:</i> <ul style="list-style-type: none"> • Ch. 11 -<i>The Mercury Moms</i> • Ch. 12 -<i>The Simpsonwood Conference</i> • Ch. 15 -<i>The Case of Michelle Cedillo</i> | Discussion Board 7 |
| 3/8 | Social Media & Public Health | <i>The Panic Virus:</i> <ul style="list-style-type: none"> • Ch. 18 -<i>A Conspiracy of Dunces</i> • Ch. 21 -<i>Jenny McCarthy</i> • Ch. 24 -<i>Casualties of a War Built on Lies</i> | Mock-Ups & Storyboards |
| 3/15 | Focus Groups Review Previous Years Projects | <i>Tipping Point:</i> <ul style="list-style-type: none"> • Ch. 4 & 5 -<i>The Power of Context</i> | Discussion Board 8 Conduct Focus Groups |
| 3/22 | No Lectures: Work on Focus Group Reports | None | Focus Group Report |
| 3/29 | Risk & Emergency Communication | <i>Tipping Point:</i> <ul style="list-style-type: none"> • Ch. 7 -<i>Case Study: Suicide, Smoking, and the Search for the Unsticky Cigarette</i> • Ch. 8 -<i>Conclusion: Focus, Test and Believe</i> | Discussion Board 9 |
| 4/5 | Racism and Cultural Diversity in the Mass Media | TBD | None |
| 4/12 | Work on Final Projects | None | None |
| 4/19 | Work on Final Projects | None | None |
| 4/26 | FINAL PRESENTATIONS | None | Final Projects |

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

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 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 911.

