

College of Public Health & Health Professions

PHC 6195: Health Communications

Spring 2022

TIME & LOCATION

Online via Canvas e-Learning
Weekly Module Schedule: Tuesdays to Monday

INSTRUCTOR INFORMATION

Nichole Stetten, PhD, MPH, CPH
Research Assistant Professor, Department of Occupational Therapy
Email: n.e.stetten@php.ufl.edu
Office Hours: By Appointment

COURSE OVERVIEW

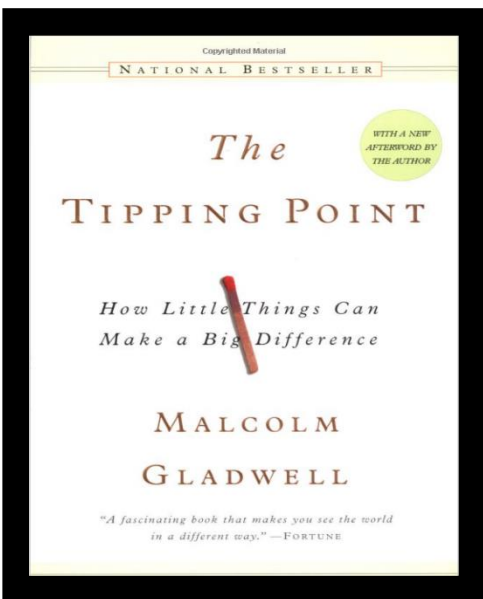
During this course, we will be exploring and learning how to develop and communicate health information. We will learn how to take these messages and tailor them to specific populations to increase knowledge and change attitudes, beliefs, and behaviors. You will learn the basic concepts of communication, how individuals process and respond to public health information, and how to create persuasive health communication messages using relevant theories and research. 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. 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

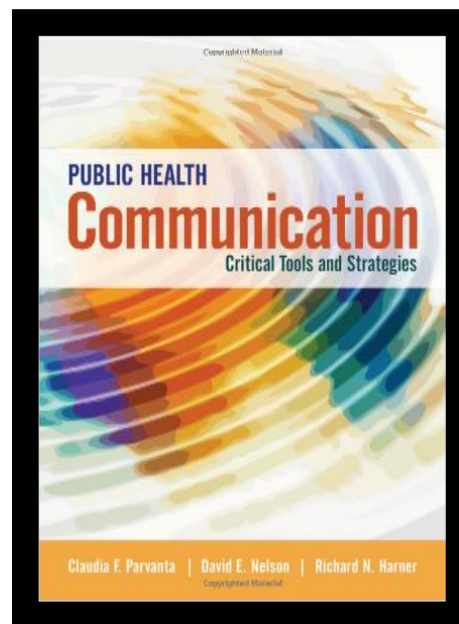
Communication, in itself, is a large field of knowledge. That is why there is a whole college program dedicated to its craft. For this course, I do not expect you to walk away as the next big public health influencer, but as a social-behavioral scientist armed with more skills and knowledge to help make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

REQUIRED TEXTS



Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown.



Parvanta, C.F., Nelson, D.E. & Harner, R.N. (2018). *Public Health Communications: Critical Tools and Strategies*. ISBN: 9781284065947

This semester, we will be using [Kritik](#), a peer-to-peer learning and evaluation platform. It is an engaging and gamified web platform that helps you develop your critical thinking skills according to [Bloom's Taxonomy](#).

Each Kritik activity has 3 unique stages:

Stage 1: Create → Follow the instructions, read the provided rubric and create a submission

Stage 2: Evaluate → Anonymously score your peers based on a rubric, and give a provide written comments

Stage 3: Feedback → Provide peer evaluators anonymous feedback on how motivational/critical their comments were

Grading

When you participate in Kritik activities, you will receive 3 scores: Creation score, Evaluation score and Participation score. To understand what these scores mean and exactly how they are calculated, please read the section **How Scoring Works** in Kritik's [help center](#).

Registration/Support

An email invitation will be sent to your school email account that contains the link to register for a Kritik account and enroll in the course. **You MUST use your university email to sign up in order to access the course.** If you did not receive any email yet, please contact Kritik using the live chat button on their website.

How to get help: If you have any questions about Kritik, please use **the live chat** in the app. A human agent will respond promptly in a few minutes during business hours. You can also visit Kritik's [help center](#) which should address any questions you have about the platform.



ACADEMIC REQUIREMENTS

1. Kritik Calibration Exercise (10 points)

This exercise will help introduce you to Kritik and how the system works.

2. Critical Application Activity (160 points – 40 points each x 4):

Students are expected to participate in four critical application activities throughout the semester. These assignments will be split into two parts. Part A will give an activity to work on that builds off of course materials. Part B will consist of a reading reflection where you will need to apply the readings to a series of questions.

3. Campaign Topic & Target Audience Pitch (45 points): The topic pitch paper will be completed in a group. For this assignment groups will decide what topic their public health communication campaigns will cover. Within the topic pitch paper you will provide information on your chosen topic and pitch why it is an important area of focus. Topics should not be broad (i.e. mental health, sexual health, etc.) but more specific (i.e. self-care, scooter helmet use, STI screening). After introducing your topic area, you will then identify your target audience. Further instructions for this assignment are located on Canvas and Kritik.

4. Creative Brief (45 points):

The creative brief will be completed in a group. The creative brief will build off the topic pitch assignment. This assignment will focus on the full narrative for your public health campaign. Within the creative brief you will provide information on your chosen topic and chosen population, needs assessment, campaign slogan and overall theme, and what course information and models/theories will you use to structure your campaign. Further instructions for this assignment are located on Canvas and Kritik.

5. Storyboards, Scripts & Mockups Presentation (70 Points):

This assignment will be completed as a group. This assignment will build upon your creative brief. For this assignment you will translate your visions and ideas by creating storyboards, scripts and mock-ups for each piece of your individual health communication campaign products. Further instructions on each campaign product are on Canvas Kritik.

6. Kritik Evaluation Assignments (120 points – 40 points each x 3)

You will evaluate and provide feedback to your classmates on three of their group project assignments (Campaign Topic & Target Audience Pitch, Creative Brief and Storyboards, Scripts, & Mock-Up Presentation). This evaluations will provide groups with critical feedback in order to revise and improve their campaign and campaign materials each submission.

7. Kritik Feedback Assignments (30 points – 10 points each x 3)

After your group receives feedback from your peers, you will then evaluate and rate how helpful that feedback was to improving your campaign and campaign materials.

8. Final Project Presentation (155 points):

For the final project, your group will create a presentation to “kick off” your public health communication campaign. During this presentation you will display your public health communication campaign products and discuss how your campaign promotes inclusivity across all individuals within your population (i.e., BIPOC, LGBTQIA+, and Disability), the rationale for product development based on communication theories, principles and design methodologies,

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
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Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher

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

More information on UF grading policy may be found at:
<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

ATTENDANCE & LATE ASSIGNMENTS

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 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.

PROFESSIONALISM & COVID-19

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic, given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment:

<https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

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. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 SYMPTOMS

See <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html> for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

TOPICAL OUTLINE

Week	Date(s)	Topic(s)	Readings & Assignments
1	Jan 5 th to Jan 10 th	Introduction to Course	Readings for Week 1 -Syllabus -Kritik Introduction Videos
2	Jan 11 th to Jan 17 th	Health Communication 101	Readings for Week 2: Textbook: -Ch. 1: Introduction to Public Health Communication Tipping Point: -Introduction -Ch.1 The Rules of Epidemics Work on Topic Pitch Assignment
3	Jan 18 th to Jan 24 th	Understanding Science & Communicating Data	Readings for Week 3: Textbook: -Ch. 4 How to Communicate about Data -Ch. 5 Understanding and Reporting the Science Work on Topic Pitch Assignment Due Jan 24th @ 11:59pm <ul style="list-style-type: none"> • Critical Application Activity #1 • Kritik Calibration Exercise
4	Jan 25 th to Jan 31 st	Formative Research	Readings for Week 4: Textbook: -Ch. 9 Formative Research Tipping Point: -Ch. 2 The Law of the Few: Connectors, Mavens, and Salesmen Due Jan 31st @ 11:59pm <ul style="list-style-type: none"> • Campaign Topic & Target Audience Pitch
5	Feb 1 st to Feb 7 th	Media Vehicles	Readings for Week 5: Textbook: -Ch. 10 Media Vehicles, Platforms, and Channels -Ch.11 Implementing a Communication Intervention Due Feb 7th @ 11:59pm <ul style="list-style-type: none"> • Kritik Evaluations for Topic & Target Audience Pitch Work on Creative Brief Assignment

6	Feb 8 th to Feb 14 th	Health Communication Theories	<p>Readings for Week 6: Textbook: -Ch. 3 A Public Health Communication Planning Framework -Ch. 8 Behavior Change Communication: Theories, Models, and Practice Strategies Due Feb 14th @ 11:59pm</p> <ul style="list-style-type: none"> • Kritik Feedback for Topic & Target Audience Pitch • Critical Application Activity #2 <p>Work on Creative Brief Assignment</p>
7	Feb 15 th to Feb 21 st	Health Literacy, Stigma, Cultural Influences & Racism	<p>Readings for Week 7: Textbook: -Ch. 7 Health Literacy and Clear Health Communication</p> <p>Tipping Point: -Ch. 3 The Stickiness Factor</p> <p>Due Feb 21st @ 11:59 pm</p> <ul style="list-style-type: none"> • Creative Brief
8	Feb 22 nd to Feb 28 th	Social Media & Public Health Traditional Health Communication	<p>Readings for Week 8: Tipping Point: -Ch. 4 The Power of Context Part 1 -Ch. 5 The Power of Context Part 2</p> <p>Due Feb 28th @ 11:59 pm</p> <ul style="list-style-type: none"> • Kritik Evaluations for Creative Brief <p>Work on Storyboard, Script & Mock-Up Assignment</p>
9	Mar 1 st to Mar 4 th	Crisis and Emergency Risk Communication	<p>Readings for Week 9: Textbook: -Ch. 15 Crisis and Emergency Risk Communication: A Primer</p> <p>Work on Storyboard, Script & Mock-Up Assignment</p>
10	Mar 8 th to Mar 14 th	NO CLASS – Spring Break	NONE

11	Mar 15 th to 21 st	Work on Storyboard, Script & Mock-Up Assignment	<p>Readings for Week 11: Textbook: Ch. 12 Evaluating a Health Communication Program</p> <p>Work on Storyboard, Script & Mock-Up Assignment</p> <p>Due on Mar 21st @ 11:59 pm</p> <ul style="list-style-type: none"> • Critical Application Activity #3 • Kritik Feedback for Creative Brief
12	Mar 22 nd to Mar 28 th	Storyboard, Script and Mock-Up Presentations	<p>Readings for Week 12: Tipping Point: - Ch. 7 Case Study: Suicide, Smoking and the Search for the Unsticky Cigarette</p> <p>Due on Mar 28th @ 11:59 pm</p> <ul style="list-style-type: none"> • Storyboard, Script & Mock-Up Assignment
13	Mar 29 th to April 4 th	Program Evaluation Health Informatics Mobilizing the Community	<p>Readings for Week 13: Tipping Point: Ch. 8 Conclusion: Focus, Test, and Believe -Afterward: Tipping Point</p> <p>Due April 4th @ 11:59 pm</p> <ul style="list-style-type: none"> • Kritik Evaluations for Storyboards, Script & Mockups
14	April 5 th to April 11 th	Work on Final Projects	<p>Due April 11th @ 11:59 pm</p> <ul style="list-style-type: none"> • Kritik Feedback for Storyboards, Script & Mockups <p>Work on Final Project</p>
15	April 12 th to April 18 th	Work on Final Projects	<p>Work on Final Project</p> <p>Due April 18th @ 11:59pm</p> <ul style="list-style-type: none"> • Critical Application Activity #4
16	April 19 th to April 25 th	Final Project Presentations	<p>Due April 25th @ 11:59 pm</p> <ul style="list-style-type: none"> • Group Member Evaluations Due • Final Project Presentations

STUDENT EXPECTATIONS AND ROLES

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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Disability Resource Center

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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.

U 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>

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

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.

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

Additional Academic Resources

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.

On-Line Students Complaints: View the Distance Learning Student Complaint Process.

For technical support for this class, please contact the UF Help Desk at:

helpdesk@ufl.edu

(352) 392-HELP - select option 2

<https://helpdesk.ufl.edu/>