

**College of Public Health & Health Professions**  
**PHC 6195: Health Communications**  
**Fall 2022**

**TIME & LOCATION**

Tuesdays, Period 4-6 (10:40am – 1:40pm)  
Room: Communicore CG-056 & CG-057

**INSTRUCTOR  
INFORMATION**

**Instructor:**

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

**Teaching Assistant:**

Shahzadhi Nyakhar  
Email: s.nyakhar@ufl.edu  
Office Hours: TBD

**Supervised Teaching Student:**

Isabelle Wandenkolk  
Email: iwadenkolk@ufl.edu

**COURSE  
OVERVIEW**

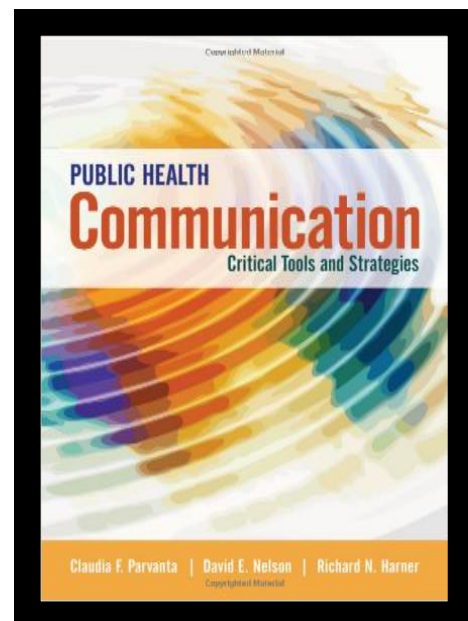
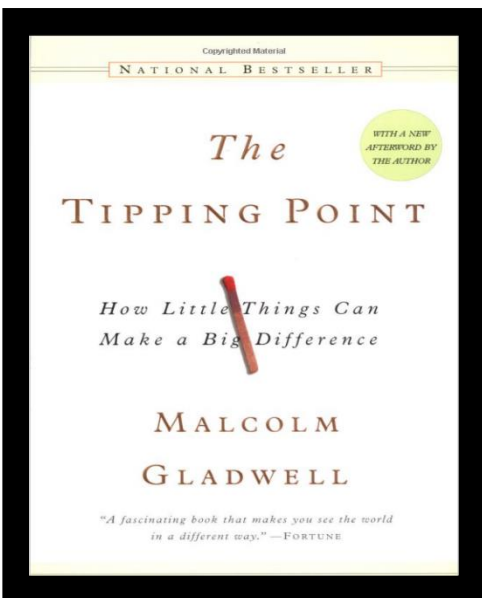
During this course, we will be exploring and learning how to develop and communicate health information. We will learn how to take these messages and tailor them to specific populations to increase knowledge and change attitudes, beliefs, and behaviors. You will learn the basic concepts of communication, 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

## ACADEMIC REQUIREMENTS

### **1. In-Class Discussions & Presentations (180 points – 20 points each x 9):**

Students are expected to participate in nine in-class discussions throughout the duration of the course. Prompts will be given in class, and then students will have time to research and respond (through discussion and/or presentation). These discussion prompts will occur either individually or within an assigned group.

### **2. Reading Reflections (160 points – 20 points each x 8):**

Each week students will be assigned readings from one or both of the required texts. Students will be expected to complete 8 out of 9 reading reflections for the semester. For each reflection students will be asked a set of questions that requires them reflect on what was read, how it connects to public health communication and how it can be used within their final project.

**3. Topic Pitch Presentation (40 points):** The topic pitch presentation 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 presentation 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.

### **5. Creative Brief Presentation (40 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.

### **6. Storyboards, Scripts & Mockups (80 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 (i.e., communication toolkit, PSA/podcast, print material).

### **7. Focus Group Reports (40 points):**

This assignment will be completed as a group. This assignment will build upon your storyboard, scripts and mock-ups. For this assignment, you will conduct a focus group (other class members will be your focus group members) examining each other's public health communication campaign products. After the focus groups have been conducted, a report will be created detailing feedback given and how this feedback can be used to improve your products.

### **8. Final Project Presentation (100 points):**

For the final project, an in-class presentation will be given to “kick off” your public health communication campaign. During this presentation you will display your public health communication campaign products (i.e., communication toolkit, PSA/podcast, print material), and discuss how your campaign promotes inclusivity across all individuals within your population (i.e., BIPOC, LGBTQIA+, Disability), the rationale for product development based on

communication theories, principles and design methodologies, and how preliminary efficacy of your campaign products will be measures. Your team presentation should be 35 to 40 minutes.

**9. Group Member Evaluation (20 points):** Each member of a group will evaluate each group member and themselves on a scale of 1 to 4 across 6 categories. Average scores across all group members will be incorporated into the final project grade. For example, if a student scores an average of 22, they will receive full points for group member participation (incorporated into final project presentation grade). If a student receives a score of 15, they will earn 10 points (10 point deduction). Grades for the group member evaluation assignment are determined on completion of the assignment, scores received are incorporated into the final project grade.

Average Score	Points Earned
19 to 24	20 points
13 to 18	10 points
6 to 12	5 points

**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.

Requirement	Due Date	Points
In Class Discussions & Presentations	Randomly selected dates	180 (20 points each x 9)
Reading Reflections	Sep. 13 <sup>th</sup> , 20 <sup>th</sup> , 27 <sup>th</sup> , Oct. 4 <sup>th</sup> , 11 <sup>th</sup> , 18 <sup>th</sup> , 25 <sup>th</sup> Nov. 1 <sup>st</sup> , 29 <sup>th</sup>	160 (20 points each x 8)
Topic Pitch	Sept. 27 <sup>th</sup>	40 points
Creative Brief	Oct. 18 <sup>th</sup>	40 points
Storyboards, Scripts & Mockups	Nov. 8 <sup>th</sup> & 15 <sup>th</sup>	60 points
Focus Group Reports	Nov. 22 <sup>nd</sup>	40 points
Final Project Presentations	Dec. 6 <sup>th</sup>	120 points
Group Member Evaluation	Dec. 6 <sup>th</sup>	20 points
	<b>Total Points</b>	<b>660 points</b>

## GRADING SYSTEM

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. 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

**Attendance Policy:** Attendance is required for this course. If an unexcused absence occurs a zero will be given for the in-class discussion & presentation assignment for that day. Unexcused absences for group presentations, will result in a 25% deduction from your grade (this deduction will only occur for the student that was absent not for the other members of the group). Excused absences will require students to complete a make-up assignment for the in-class discussions & presentation assignment. Excused absences on group presentations days will require the student to work with group members to ensure their piece is pre-recorded for the presentation.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.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 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.

## TOPICAL OUTLINE

Week	Date(s)	Topic(s)	Readings & Assignments
1	Aug 30	Introduction to Course	<p><b>Readings for Week 1</b></p> <ul style="list-style-type: none"> <li>-Syllabus</li> <li>-Plagiarism Videos on Canvas</li> </ul> <p><b>Readings for Week 2:</b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>-Ch. 1: Introduction to Public Health Communication</li> </ul> <p>Tipping Point:</p> <ul style="list-style-type: none"> <li>-Introduction</li> <li>-Ch.1 The Rules of Epidemics</li> </ul>
2	Sept 6	Health Communication 101	<p><b>Readings for Week 3:</b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>-Ch. 4 How to Communicate about Data</li> <li>-Ch. 5 Understanding and Reporting the Science</li> </ul> <p><b>Work on Topic Pitch Assignment</b></p>
3	Sep 13	Understanding Science & Communicating Data	<p><b>Reading Reflection #1 Due @ 11:59pm</b></p> <p><b>Work on Topic Pitch Assignment</b></p> <p><b>Readings for Week 4:</b></p> <p>Textbook:</p> <ul style="list-style-type: none"> <li>-Ch. 9 Formative Research</li> </ul> <p>Tipping Point:</p> <ul style="list-style-type: none"> <li>-Ch. 2 The Law of the Few: Connectors, Mavens, and Salesmen</li> </ul>

4	Sep 20	Formative Research	<p><b>Reading Reflection #2 Due @11:59pm</b></p> <p><b>Work on Topic Pitch Assignment</b></p>
			<p><b>Readings for Week 5:</b> Textbook: -Ch. 10 Media Vehicles, Platforms, and Channels -Ch.11 Implementing a Communication Intervention</p>
5	Sep 27	Media Vehicles  <b>Topic Pitch Presentations</b>	<p><b>Reading Reflection #3 Due @11:59pm</b></p> <p><b>Readings for Week 6:</b> Textbook: -Ch. 3 A Public Health Communication Planning Framework -Ch. 8 Behavior Change Communication: Theories, Models, and Practice Strategies</p>
6	Oct 4	Health Communication Theories	<p><b>Reading Reflection #4 Due @11:59pm</b></p> <p><b>Work on Creative Brief Assignment</b></p> <p><b>Readings for Week 7:</b> Textbook: -Ch. 7 Health Literacy and Clear Health Communication  Tipping Point: -Ch. 3 The Stickiness Factor</p>
7	Oct 11	Health Literacy, Stigma, Cultural Influences & Racism	<p><b>Reading Reflection #5 Due @11:59pm</b></p> <p><b>Work on Creative Brief Assignment</b></p> <p><b>Readings for Week 8:</b> Tipping Point: -Ch. 4 The Power of Context Part 1 -Ch. 5 The Power of Context Part 2</p>
8	Oct 18	Social Media & Public Health  Traditional Health Communication  <b>Creative Brief Presentations</b>	<p><b>Reading Reflection #6 Due @11:59pm</b></p> <p><b>Work on Storyboard, Script &amp; Mock-Up Assignment</b></p> <p><b>Readings for Week 9:</b> Textbook: -Ch. 15 Crisis and Emergency Risk Communication: A Primer</p>

9	Oct 25	Crisis and Emergency Risk Communication	<b>Reading Reflection #7 Due @11:59pm</b> <b>Work on Storyboard, Script &amp; Mock-Up Assignment</b> <b>Work on Focus Group Assignment</b>
10	Nov 1	Program Evaluation Health Informatics Mobilizing the Community	<b>Reading Reflection #8 Due @11:59pm</b> <b>Work on Storyboard, Script &amp; Mock-Up Assignment</b> <b>Work on Focus Group Assignment</b>
11	Nov 8	Storyboard, Script, and Mock-Up Presentations & Focus Groups	<b>Work on Focus Group Report</b>
12	Nov 15	Storyboard, Script, and Mock-Up Presentations & Focus Groups	<b>Work on Focus Group Report</b> <b>Readings for Week 13:</b> Textbook: Ch. 12 Evaluating a Health Communication Program  Tipping Point: - Ch. 7 Case Study: Suicide, Smoking and the Search for the Unsticky Cigarette Ch. 8 Conclusion: Focus, Test, and Believe -Afterward: Tipping Point
13	Nov 22	NO CLASS- THANKSGIVING	<b>Focus Group Reports Due</b> <b>Work on Final Project</b>
14	Nov 29	Final Project Work	<b>Reading Reflection #9 Due @11:59pm</b> <b>Work on Final Project</b>
15	Dec 6	<b>Final Project Presentations</b>	<b>Group Member Evaluations Due</b>



“Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

## 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](http://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](mailto:helpdesk@ufl.edu)

(352) 392-HELP - select option 2

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