

University of Florida  
College of Public Health & Health Professions Syllabus  
Course Number PHC 6195: Public Health Communications/Health Information for Diverse  
Populations: Theory & Methods (3 credit hours)  
Semester: Fall 2023  
Delivery Format: In-Person, Tuesdays, Periods 4-6 (10:40am -1:40pm), HPNP G-307  
Course Website: E-Learning

**Instructor Information:**

Instructor Name: Nichole Stetten, PhD, MPH, CPH  
Office Number: PPHP 4144  
Email Address: n.e.stetten@php.h.ufl.edu  
Office Hours: Thursdays, 10am to 11am or By Appointment  
Preferred Course Communications: Email via eLearning

**Prerequisites:**

- There are no prerequisites for this course. Although there are no prerequisites, the course operates under the assumption that students have had exposure to the following MPH courses:
  - PHC 6410 Psychological, Behavioral, and Social Issues in Public Health.
  - PHC 6146 Public Health Program Planning and Evaluation
  - PHC 6251 Assessment and Surveillance in Public Health

**Course Overview:**

During this course, we will be exploring and learning how to develop and communicate public 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.

**Relation to Program Outcomes:**

This is a Social and Behavioral Science (SBS) Masters of Public Health concentration core course. Although this course is a core course for SBS, the content applies to all students working on public health or other fields within the Health Sciences (Epidemiology, Rehabilitation Sciences, Psychology, etc.).

**Course Objectives:**

Communication 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 products and campaigns.
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. Conduct a needs assessment for a chosen target population and topic area and design a public health campaign around those needs.
7. 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

**Topical Outline & Course Schedule**

- ❖ Readings listed below are due before class on listed date. For example, readings listed under Week 2, Sept. 2 should be read before class at 10:40am.
- ❖ Assignments listed are due at 11:59pm, on the date listed. For example the Topic Area & Target Audience Pitch Assignment is due Week 3, Sept 12 @ 11:59pm

Week	Date(s)	Topic(s)	Readings & Assignments
1	Aug. 29	Introduction to Course & Course Expectations  Health Communication 101  Final Project Review & Group Assignments	Readings: <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Public Health Communications               <ul style="list-style-type: none"> <li>○ Ch. 1: Intro to Public Health Communication</li> </ul> </li> <li>• Tipping Point:               <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Ch. 1: The Rule of Epidemics</li> </ul> </li> </ul> Assignments: <ul style="list-style-type: none"> <li>• Work on Topic Area &amp; Target Audience Assignment</li> </ul>
2	Sept. 5	Understanding Science & Communicating Data  Group Work: Topic Area & Target Population	Readings: <ul style="list-style-type: none"> <li>• Public Health Communications:               <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> </li> </ul> Assignments: <ul style="list-style-type: none"> <li>• Work on Topic Area &amp; Target Audience Assignment</li> </ul>

3	Sept. 12	Formative Research  Group Work: Finalize Topic Area & Target Audience Pitch Assignment	Readings: <ul style="list-style-type: none"> <li>• Public Health Communications: <ul style="list-style-type: none"> <li>○ Ch. 9: Formative Research</li> </ul> </li> <li>• Tipping Point: <ul style="list-style-type: none"> <li>○ Ch. 2: The Law of the Few: Connectors, Mavens, and Salesman</li> </ul> </li> </ul> Assignments: <ul style="list-style-type: none"> <li>• <b>Topic Area &amp; Target Audience Pitch Assignment – Part A Due @ 11:59pm</b></li> </ul>
4	Sept. 19	Media Vehicles  Group Work: Creative Brief	Readings: <ul style="list-style-type: none"> <li>• Public Health Communications: <ul style="list-style-type: none"> <li>○ Ch. 10: Media Vehicles, Platforms, and Channels</li> <li>○ Ch.11: Implementing a Communication Intervention</li> </ul> </li> </ul> Assignments: <ul style="list-style-type: none"> <li>• <b>Topic Area &amp; Target Audience Pitch Assignment – Part B Due @ 11:59pm</b></li> <li>• Work on Creative Brief Assignment</li> </ul>
5	Sept. 26	Public Health Communication Theories  Group Work: Creative Brief	Readings: <ul style="list-style-type: none"> <li>• Public Health Communications: <ul style="list-style-type: none"> <li>○ Ch. 3: A Public Health Communication Planning Framework</li> <li>○ Ch. 8: Behavior Change Communication: Theories, Models, and Practice Strategies</li> </ul> </li> </ul> Assignments: <ul style="list-style-type: none"> <li>• Work on Creative Brief</li> <li>• Study for Exam 1</li> </ul>
6	Oct. 3	No Class/ Exam	Readings: <ul style="list-style-type: none"> <li>• None</li> </ul> Assignments: <ul style="list-style-type: none"> <li>• <b>Exam 1 – Due @ 11:59pm</b></li> </ul>
7	Oct. 10	Health Literacy, Stigma & Cultural Influences in Public Health Communication  Group Work: Finalize Creative Brief Assignments	Readings: <ul style="list-style-type: none"> <li>• Public Health Communications: <ul style="list-style-type: none"> <li>○ Ch. 7: Health Literacy and Clear Health Communication</li> </ul> </li> <li>• Tipping Point: <ul style="list-style-type: none"> <li>○ Ch. 3: The Stickiness Factor</li> </ul> </li> </ul> Assignments: <ul style="list-style-type: none"> <li>• <b>Creative Brief Assignments Part A Due @ 11:59pm</b></li> </ul>

8	Oct. 17	Social Media & Public Health  Traditional Health Communication  Group Work: Storyboard, Script and Mock-Up Materials	Readings: <ul style="list-style-type: none"> <li>• Tipping Point: <ul style="list-style-type: none"> <li>○ Ch. 4: The Power of Context- Part 1</li> <li>○ Ch. 5: The Power of Context – Part 2</li> </ul> </li> </ul> Assignments: <ul style="list-style-type: none"> <li>• <b>Creative Brief Assignments Part B Due @ 11:59pm</b></li> <li>• Work on Storyboard, Script and Mock-Up Materials Assignment</li> </ul>
9	Oct. 24	Crisis and Emergency Risk Communication  Group Work: Storyboard, Script and Mock-Up Materials	Readings: <ul style="list-style-type: none"> <li>• Public Health Communications: <ul style="list-style-type: none"> <li>○ Ch. 15 Crisis and Emergency Risk Communication: A Primer</li> </ul> </li> </ul> Assignments: <ul style="list-style-type: none"> <li>• Work on Storyboard, Script and Mock-Up Materials Assignment</li> </ul>
10	Oct. 31	Health Informatics  Mobilizing the Community  Group Work: Finalize Storyboard, Script and Mock-Up Materials	Readings: <ul style="list-style-type: none"> <li>• Tipping Point: <ul style="list-style-type: none"> <li>○ Ch. 7 Case Study: Suicide, Smoking and the Search for the Unsticky Cigarette</li> <li>○ Ch. 8 Conclusion: Focus, Test, and Believe</li> <li>○ Afterward: Tipping Point</li> </ul> </li> </ul> Assignments: <ul style="list-style-type: none"> <li>• <b>Storyboard, Script and Mock-Up Assignment Part A Due @ 11:59pm</b></li> </ul>
11	Nov. 7	Program Evaluation  Group Work: Final Project Presentations & Communication Toolkit	Readings: <ul style="list-style-type: none"> <li>• Public Health Communications: <ul style="list-style-type: none"> <li>○ Ch. 12 Evaluating a Health Communication Program</li> </ul> </li> </ul> Assignments: <ul style="list-style-type: none"> <li>• <b>Storyboard, Script and Mock-Up Assignment Part B Due @ 11:59pm</b></li> <li>• Study for Exam 2</li> </ul>
12	Nov. 14	No Class/Exam	Readings: <ul style="list-style-type: none"> <li>• None</li> </ul> Assignments: <ul style="list-style-type: none"> <li>• <b>Exam 2 Due @ 11:59pm</b></li> </ul>
13	Nov. 21	No Class --Thanksgiving Break	

14	Nov. 28	Course Wrap Up  Group Work: Final Project Presentations & Communication Toolkit	Readings: <ul style="list-style-type: none"> <li>• None</li> </ul> Assignments: <ul style="list-style-type: none"> <li>• Work on Final Project Presentations &amp; Communication Toolkit</li> </ul>
15	Dec. 5	Final Project Presentations	Readings: <ul style="list-style-type: none"> <li>• None</li> </ul> Assignments: <ul style="list-style-type: none"> <li>• <b>Final Project Presentations &amp; Communication Toolkit Submission Due @ 11:59pm</b></li> <li>• <b>Group Member Evaluations Due @ 11:59pm</b></li> </ul>

### Technology Requirements:

As this course occurs synchronously online, students will need the following:

- PC or Laptop
- Access to the Internet
- Webcam and Microphone

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

- Email: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- Phone: (352) 392-HELP - select option 2
- Website: <https://helpdesk.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.](#)

## Academic Requirements

### Individual Assignments:

1. **In-Class Discussions & Activities (270 points – 30 points each x 9)**  
Student will be given discussion prompts/activities in-class individually or within a group. Students with an excused absence that miss class will be given a make-up assignment.
2. **Exams (200 points – 100 points each x 2)**  
Students will be assigned a mid-term and final exam. Exams will occur online through eLearning. Exams will be open-book but time-limited. Each exam will cover required readings and lecture materials.

### Group Assignments:

3. **Topic Pitch Presentation (50 points):**  
**Part A (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. Presentations will be posted on the dedicated discussion board.  
**Part B (10 points):** Students will be responsible for providing feedback individually for two groups. Students will assigned which groups they will provide feedback for.
4. **Creative Brief Presentation (50 points):**  
**Part A (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. Presentations will be posted on the dedicated discussion board.  
**Part B (10 points):** Students will be responsible for providing feedback individually for two groups. Students will assigned which groups they will provide feedback for.
5. **Storyboards, Scripts & Mockup Presentation (100 Points):**  
**Part A (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). Presentations will be posted on the dedicated discussion board.  
**Part B (20 points):** Students will be responsible for providing feedback individually for two groups. Students will assigned which groups they will provide feedback for.
6. **Final Project & Presentation (120 points):**  
For the final project, you will submit a link the website that contains your public health communication campaign. The website should include all of 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.

**7. 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

**Assignment Summary**

Assignment	Due Date	Points
In-Class Discussions	Varies	270
Exam	Oct. 3 Nov. 14	200
Topic Area & Target Audience Pitch	Part A: Sept. 12 Part B: Sept. 19	50
Creative Brief	Part A: Oct. 10 Part B: Oct. 17	50
Storyboards, Scripts & Mockups	Part A: Oct. 31 Part B: Nov. 7	100
Final Project	Dec. 5	120
Group Member Evaluation	Dec. 5	20
Total Points		810

**Late Submission Policy**

For unexcused late submissions of assignments – a penalty of 10% will be deducted from the assignment, with an additional 10% deduction each day. After 3 days (72 hours) and assignment will receive an automatic zero. If you are experiencing an illness or personal stressor that is preventing you from submitting an assignment on time, please let me know and we can work out an assignment extension as needed.

### Grading Point System

Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	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. More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

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

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

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. 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**

Class Attendance is required, any assignments missed during class can only be made up if the absence is excused.

Please note 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>

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>

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

### **Expectations Regarding Course Behavior**

Students are expected to attend all class on time, unless excused or an emergency arises. All students are expected to act professionally when interacting with classmates and the professor.

### **Communication Guidelines**

Students are expected to email any issues or absences to the professor. Please allow 24 hours for a response to your email during the work week and 48 hours during the weekend.

### **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.

### **Recording Within the Course:**

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.

### **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: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

### **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/>.

## SUPPORT SERVICES

### Accommodations for Students with Disabilities

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)

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