

HEALTH COMMUNICATION

HSC 6665, SECTION 1182 (14885)

3 SEMESTER HOURS

FALL 2021



INSTRUCTOR:

Joy L. Rodgers, PhD, MCHES®

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The best way to reach me directly is to use the Inbox tool on the Canvas course website. If you message me using my UFL address (rodgersj@ufl.edu), you risk a longer wait for a response because of the high volume of messages I receive at this email address. Please see "Communications" under the heading **Course Policies for more information.*

DROP-IN ONLINE CHAT:

Tuesday, 3 p.m. to 6 p.m.**

***Although we are meeting in a physical classroom setting, I will be available weekly to meet with you in a Zoom session. Please see "Communications" under the heading **Course Policies** for additional information on how to request a Zoom meeting for drop-in chat hours.*

CLASS MEETINGS:

3 p.m. to 6 p.m., Wednesdays, Weimer 1070

CANVAS COURSE WEBSITE: <http://elearning.ufl.edu>

REQUIRED TEXTS*:**

National Cancer Institute. (2004). *Making health communication programs work.*

****Available as a PDF and is accessible in the Readings folder under Files on the Canvas course website. This course has been awarded an Affordable UF badge because of its low cost (free) materials and resources.*



ADDITIONAL RESOURCES: Supplemental readings and materials may be assigned throughout the course of the semester. These readings and materials will be made available in the “Files” folder on Canvas.

WHY TAKE THIS COURSE? The goal of this course is to promote your understanding of the principles, theories, and techniques that provide a sound foundation for successful health communication programs. The philosophy behind the course is to provide you with a practical approach for planning and implementing health communication programs – meaning, guidelines, not hard and fast rules.

INSTRUCTIONAL METHODS: This is a residential course, meaning classes require your physical presence in an assigned campus location (classroom). A variety of learning modalities are offered and encouraged, including in-class lectures (not recorded), class activities, application assignments, class discussions, and quizzes. Coursework may be assigned for completion both in class and outside of class meetings. Your Canvas account should be utilized for accessing course materials (<http://elearning.ufl.edu/>).

CLASS FORMAT NOTE: As of this date (August 14, 2021), the state of Florida, Board of Trustees, and UF administration have deemed it safe to hold face-to-face classes in a physical classroom. This means you are expected to be physically present in the classroom on the designated in-class meeting day (Wednesday). **No recordings of the in-class sessions will be made and no option to attend via Zoom will be available.**

COURSE POLICIES

NAMES & PRONOUNS: Everyone has the right to be addressed by the name and pronouns they use for themselves. You can indicate your preferred/chosen first name and pronouns on Canvas, which appear on class rosters. I am committed to ensuring that I address you with your chosen name and pronouns. Please let me know what name and pronouns I should use for you if they are not on the roster. Please remember: A student’s chosen name and pronouns are always to be respected in discussions.

COMMUNICATION: You should make a point to regularly check for course-related notices via the Announcement tool on the Canvas course website. To “regularly check” means at least two times a week. If you fail to keep up with posted Announcements, you risk missing important information related to the course, including possible changes in assignment due dates. Announcements also may be made during regularly scheduled class meetings, making attendance important, as well.

Communication related to personal concerns such as grades, missed assignments, and/or emergency situations are best handled outside of class time. Personal communication with me outside of class time may take place in one of two ways:

1. During my weekly Drop-In Online Chats, which are held from 3 p.m. to 6 p.m. on Tuesdays. These are my online office hours, the time I have set aside to answer questions about assignments or other course content, or to address any student concerns. If you wish to drop by my online chat hours, you should send a message through the Canvas Inbox stating you would like to meet with me in my office via Zoom. I will be happy to open a Zoom session and send you an invitation to join the session. **Note: I encourage you to attend office hours because that is the best way to communicate with me outside of class.**
2. Through email using the Inbox tool on Canvas. Mail inquiries received Mondays through Fridays will usually receive a reply within 24 hours of receipt. Messages sent after 4 p.m. on Fridays and/or during the weekends will most likely receive a reply the following Monday. **Note: All email correspondence to me must originate from your ufl.edu account, have your full name in the body of the e-mail, and contain your course and section number in the subject line. Messages without a proper subject line may not receive a response because they can be easily overlooked or may go to a Spam folder.**

You also have two options for asking course-related questions of a non-personal nature (e.g., clarification of assignment requirements):

1. During our class meetings, which are the perfect times to ask for clarification on course materials or upcoming assignments.
2. Through Canvas discussions by posting your question in the “Raise Your Hand” Discussion Forum.

Don’t be shy about asking questions in class or in the “Raise Your Hand” forum. If you have a question, chances are that one or more of your classmates may be wondering about the same thing! Asking questions during class meetings and/or using the Canvas discussion forum to post your question allows me to respond to the benefit of everyone.

ENGAGEMENT AND CONTRIBUTION: Attendance is my first recommendation for successful completion of this course and the means to receive optimal benefit for your time and money. Your active participation is important for your learning experience, your peers' learning experience, and your course grade. In-class engagement and contribution encompass:

1. Being physically and mentally present in class.
2. Actively paying attention to me (instructor), guest speakers, and/or your peers during presentations and class discussions.
3. Contributing to in-class small group activities (regardless of out-of-class assignment submission).

Class absences will affect your course engagement and contribution grade. No makeups are given for missed in-class activities without an excused reason accompanied by formal documentation. **NOTE: See next section titled "Allowable Late Assignments and Makeups."** If you need to be absent from class, you are responsible for first checking with your class peers about information and/or assignments discussed. If more information is needed about what was missed, please discuss with me during the next available office hours. Emails concerning missed information/assignments will go unanswered.

A NOTE ABOUT PARTICIPATION AND DIFFICULT MOMENTS: Sometimes class discussions can be difficult. You might feel triggered by course content or by something said in a discussion. You might find it difficult to communicate with others across differences. Or, you haven't had much practice talking about a difficult and/or controversial topic in public settings.

I suspect that as we practice talking about difficult topics, we may make missteps, embarrass ourselves, or even hurt one another's feelings. Such occurrences are part of the learning process and will most likely occur with this class as well. I hope we can forgive ourselves and others as we make these missteps.

I also hope that when such situations arise, we can talk about them. I know that we will all get better at these "difficult moments" in time, and I urge you to stay with the process. Refusing to speak or missing a discussion may bring some relief in the short term, but in the long run, these behaviors tend to curtail learning, and we all lose an opportunity to gain more experience in communicating with and across all differences.

Let's try to keep the lines of communication open. I invite you to talk to me personally or drop me an email and let me know how the course is going for you at any time. Your feedback is important to my teaching and to your classmates' learning.

ALLOWABLE LATE ASSIGNMENTS AND MAKEUPS: All assignments should be submitted before the time and date listed in the Course Schedule. Nonetheless, I recognize that life happens, and challenges may arise that prevent you from completing an assignment on time. In these rare instances, you may (no guarantee) be given an opportunity to submit after the deadline **only after you provide an acceptable, University-approved reason with proper documentation for missing the deadline.**

Among the reasons missed assignments may be considered excused by the University are the following:

- Participation in an activity appearing on the University-authorized list
- Death or major illness in a student's immediate family (mother, father, sister, brother, etc.)
- Illness of a dependent family member
- Participation in legal proceedings or administrative procedure that require a student's presence
- Observance of religious holy day

If an emergency arises that causes you to miss an assignment deadline or an in-class activity, you must **contact me within 24 hours and provide formal documentation within 48 hours so that you may have an opportunity to make up what was missed.** I encourage you to communicate with me immediately if you miss a submission deadline, or beforehand if you know that you will be unable to meet a submission. The longer you wait to communicate a difficulty, the less likely a makeup will be possible. **Excused makeup work must be submitted via Canvas within one week.** Decisions to allow makeups will be made by me after consulting the university-wide attendance policies at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> and in accordance with course policies outlined in this syllabus. ***Note: Project teams are responsible for ensuring all group assignment deadlines are met. No late submissions will be accepted for group project assignments.***

ELECTRONICS USE IN CLASS: Technology benefits our lives in many ways. To ensure that we, as a class, maintain this benefit, I expect you to adhere to the following policies related to the use of electronics in our classroom. If you fail to abide by these policies, you will be asked to leave and receive an unexcused absence. **I reserve the right to change this policy at any time:**

- Cell phones and other communicative devices (e.g., Smart watches) must be turned to off or silent during our class meeting times.

- Pedagogical research shows that your electronic use can be more distracting to your peer than to you, reducing learning significantly. For this reason, **tablets and other flat screened (non-standing) electronics are welcome. You may sit anywhere you wish with these items. However, if you choose to take notes on your laptop (or other standing electronic device), you must sit behind your classmates** who are not using laptops or along the wall with your computer angled away from the center of the room.

We will engage in some class activities where you will be asked to use electronics; thus, you are encouraged to come to class with your laptop and/or other electronic device(s).

A NOTE ABOUT HOUSE BILL 233 INTELLECTUAL AND VIEWPOINT DIVERSITY ACT: Per the House Bill 233 Intellectual and Viewpoint Diversity Act, you 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.
3. As evidence in, or in preparation for, a criminal or civil proceeding.

All other purposes are prohibited. **You may not publish recorded lectures without my written consent.**

As defined in the bill, 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 UF course.

This 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 my permission 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.

COURSE GRADING AND ASSIGNMENT POLICIES

COURSE OBJECTIVES: By the end of this course, you should be able to:

1. Conduct background research on a health issue and target population.
2. Apply appropriate theoretical framework to health program development.
3. Write SMART objectives for health program development.
4. Identify appropriate media channels and settings for health program implementation.
5. Identify existing materials for use in health program development.
6. Develop culturally appropriate messages and materials for health program implementation.
7. Create an action plan for health program implementation.
8. Develop a creative brief for communication strategies.
9. Develop an evaluation plan to assess effectiveness of health program processes and outcomes.
10. Apply the principles and concepts associated with health communication program development in the creation of a health communication program plan.
11. Share health communication plan with project client and class peers.

YOUR SUCCESS DEFINED: If you understand and perform the following actions, you have the most potential for achieving success in HSC 6665:

1. Be an active participant in class discussions and activities. Take notes on each resource and refer to them when completing your assignments and in-class discussions.
2. Complete readings before each class meeting. In doing so, you will be familiar with the material and better prepared to contribute to in-class discussions and complete in-class and out-of-class activities.
3. Bring a laptop or mobile device to each class to facilitate in-class activities.
4. Ensure reliable high-speed Internet access to submit assignments online.
5. Be sure to use Microsoft Word (.doc or .docx) to submit assignments. Word is the industry standard in health professions practices and knowing how to use the software is important to success as a health educator. You also will be able to use the spelling and grammar checkers before you submit your work. **Note: Submissions made with other tools such as Google docs will not be accepted.**

UF offers students steep discounts on Microsoft products, including Word. Contact the UF Computing Help Desk for additional information.

6. Plan to spend at least five to seven hours a week outside the classroom on this course. Schedule time to work on your course(s). Be sure this is a time in which you can work without interruptions. Check in to the course website at least two times a week.
7. Inform me whenever a problem related to the course arises, whenever you feel the need to clarify questions, or whenever you desire to further explore the topics of particular interest.
8. Respect my viewpoints and contributions, as well as those of your fellow classmates.

ASSIGNED WORK: You are expected to do your own original and best work. The grade at the end of the semester is the one you have earned. **No extra credit opportunities, additional assignments, or opportunities to revise assignments will be provided.** You should submit assignments via the Canvas course website. Late submissions will receive a zero (0) in the gradebook. Except for medical or immediate family emergencies, no makeups of assignments will be allowed. Proper documentation in a timely manner is required in the case of medical or family emergencies. “Timely” will be defined by the nature of the circumstances and the ability to obtain appropriate documentation given the circumstances. **Note: Any assignments that are time-stamped later than the stated “Due Date” will be considered late and receive a zero (0) in the grade book. For exceptions, see additional information in earlier section titled: “Allowable Late Assignments and Makeups” under the heading Course Policies. Special Note: Don’t be confused by the “Due Date” and “Available Until” date. All assignments should be submitted before the “Due Date”; otherwise, they are late.**

GRADING SCALE: Assignment of final course grades will be made based on the scale that follows. No extra credit assignments or points will be given in this course. That means that if, at the end of the term, your final course percentage totals 89.9999999999, your grade equals a “B+” for the semester. **Note: UF grades and grading policies may be accessed online at [Grades and Grading Policies < University of Florida \(ufl.edu\)](https://www.ufl.edu/grades)**

FINAL GRADING SCALE (PERCENTAGE)

A	100.0-95.0	A-	94.9-90.0		☺
B+	89.9-87.0	B	86.9-83.0	B-	82.9-80.0
C+	79.9-77.0	C	76.9-74.0	C-	73.9-70.0
D+	69.9-67.0	D	66.9-63.0	D-	62.9-60.0
E	≤59.9		☹		

Note: If you have a very low grade but do not drop/withdraw from this course on or before **November 22, 2021**, and do not explain your situation to me **on or before November 22, 2021**, you will be given the failing grade (E), **not** an “I” (Incomplete).

GRADING DISPUTES: If you believe an error has been made in grading, you should first review the assignment instructions and rubric carefully. Then, you should check relevant policies on the syllabus. If, after doing these two things, you still believe an error has been made, you should (1) state the problem **in detail** in writing and (2) follow up with me during office hours. **Note: You are expected to review my feedback given on each assignment within 24 hours of the return of the assignment. If a grade input error occurs, you should notify me immediately. I will examine the Canvas grade to determine whether a calculation error has occurred. If an error occurred, the grade will be adjusted accordingly.**

GRADE ADJUSTMENTS: It is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable grade adjustment. Examples of unjustifiable grade adjustments include **requests for extra credit, to revise and resubmit assignments, and to round up grades.** Under no circumstances will I ever “round up” a student’s grade (an 89.99% is a B+), nor will I offer extra credit or allow an assignment do-over.

If you have questions following the posting of final course grades at the end of the term, you should **present your concerns in person or by phone, during finals week or at the beginning of the next semester, as appropriate. No e-mails will be responded to regarding final grades. Note: As stated earlier, you are expected to review each returned assignment immediately and bring any concerns to my attention within 24 hours of release of the returned assignments. No grades will be reviewed after that 24-hour period.**

COURSE SCHEDULE BY WEIGHTED ASSIGNMENT GROUPS

Detailed descriptions and instructions for each course assignment may be found under the Assignments tab on the Canvas course website. **Note: You should review all assignments as soon as they become available to ensure you understand all instructions and requirements for each assignment. If you have questions about any assignment, you should ask during our class meeting or post to the Raise Your Hand (Course Questions) Discussion Forum.** The following gives a brief overview of assignments by weighted groups on which course grades will be determined.

1. **ENGAGEMENT & CONTRIBUTION (5%):** Various in-class activities are required. These activities supplement information from your assigned readings, possible

video viewings, and class lectures, serving to reinforce and/or practically apply skills you learn in class. Assignment of **In-Class Engagement and Contribution** points will be completed at the end of the term, based on attendance and participation records. A **Syllabus Quiz** aims to orient you to the course and set the stage for the coursework that follows throughout the semester.

2. **READINGS ANALYSIS (10%):** The goals of the Readings Analysis assignments are for you to (1) demonstrate a clear understanding of health communication research and (2) help promote engaging in-class discussions based on factual knowledge of the content and comprehension of how the knowledge applies to health communication. This assignment involves synthesizing and analyzing assigned readings. You will write a one-page analysis of the assigned readings and **submit your analysis on the Monday before the Wednesday in-class discussion of the readings**. The number of assigned readings for each discussion range from one to three on each of nine dates in the semester. Each one-page analysis is worth 5 points for a total of 45 points possible on this assignment.
3. **DISCUSSION MODERATION (25%):** This assignment involves leading at least one 20- to -30-minute class discussion on assigned readings dates. The goals of the Discussion Moderation assignment are for you to: (1) demonstrate a clear understanding of health communication research and (2) practice public speaking and leading a discussion. For this assignment, you should aim to ask questions, direct conversation, and moderate. In other words, you should aim to “guide” the discussion, ***not*** to do most of the talking. You should engage the class by asking thought-provoking questions, posing unique scenarios, and/or conducting activities that highlight conceptually important or difficult aspects of the readings, or point to the contextual similarities and differences that you identified in your **Readings Analysis** assignment. Simply stated, you should avoid simply repeating what the articles discuss.
4. **CASE STUDIES (35%):** Around the midterm of the semester, you (individually) or your team (two or three students) will present a health communication case study for in-class discussion and review. **NOTE: *Whether the case presentation is completed as an individual assignment or as a team will depend on the number of students enrolled in the class.*** The purpose of this assignment is to highlight examples of health communication in practice, public health problems and how communication works to improve the issue.
5. **CLIENT-BASED TEAM PROJECT (25%):** You will demonstrate your knowledge of the principles and frameworks of health communication in an applied end-of-term group project on a specific health issue and target population for a real client. The purpose of this client-based team project is to help you gain practical

experience with and demonstrate an understanding of key health communication concepts. The goal of the project is to identify real-world needs for health communication materials and to use the knowledge and skills you acquire during this semester to produce media that meet specific communication objectives for your client.

To achieve this goal, you will work in a group of three to five of your classmates. Since you are working for a real client, you should consider yourself and your group members as health communication consultants who have the semester to develop a communication plan to meet the needs of your client. Part of your communication plan development will entail the creation of at least one resource for your client – e.g., infographic, information/fact sheet, poster, flier, webpage, social media posts.

The project entails six assignments. One of the six project assignments is to be completed and submitted individually, with the remaining five project assignments completed and submitted as a team. **Additional information on the course project is given on Canvas in the module titled Course Project & Wrapup. Assignment details and submission due dates and times also are available under the Assignments and Course Syllabus and Summary links in Canvas.**

COURSE SCHEDULE AS OF AUGUST 14, 2021

COURSE OUTLINE: The course schedule that follows represents my current plans and objectives. As the semester progresses, those plans may need to change either because of unforeseen circumstances or to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.



Week/Dates	Content Topics	Readings Due	Assignments Due
COURSE INTRODUCTION & FOUNDATIONAL FRAMEWORKS			
1/Aug 25	Syllabus & Course Logistics Introduction to Health Communication	Canvas orientation module	Syllabus Quiz, due by 11:59 p.m., Aug 30
2/Sep 1	1.1: What Is Health Communication?	Pink Book: Introduction CDC Gateway to Health Communication & Social Marketing Practice campaigns (https://www.cdc.gov/healthcommunication/campaigns/index.html [review campaigns for in-class discussion/activity]) Healthy People 2030 (https://health.gov/healthypeople [browse objectives for in-class discussion/activity])	<i>No outside assignments due; complete assigned readings in preparation for in-class activities.</i>
3/Sep 8 Labor Day, Sep 6	1.2: Theories & Frameworks Client Presentation	Pink Book: Appendix B Theory readings: Savage, M. W., Deiss Jr., D. M., Roberto, A. J., & Aboujaoude, E. (2017). Theory-based formative research on anti-cyberbullying victimization intervention message. <i>Journal of Health Communication, 22</i> (2), 124-134. DOI: 10.1080/10810730.2016.125818 Willis, E. (2018). Applying the Health Belief Model to medication adherence: The role of online health communities and peer reviews. <i>Journal of Health Communication, 23</i> (8), 743-750. DOI: 10.1080/10810730.2018.1523260	Analysis 1 (theory), due by 11:59 p.m., Sep 6 Student-led Discussion Moderation 1 (in-class activity)

Week/Dates	Content Topics	Readings Due	Assignments Due
4/Sep 15	1.3: Research Methods	<p>Pink Book: Communication Research Methods</p> <p>Research readings:</p> <p>Cheezum, R. R., Rosso, M. T., Niewolak, N., & Cobb, T. (2019). Using PhotoVoice to understand health determinants of formerly homeless individuals living in permanent housing in Detroit. <i>Qualitative Health Research</i>, 29(7), 1043-1055. DOI 10.1177/1049732318816670</p> <p>Matthews, K. L., Baird, M., & Duchesne, G. (2018). Using online meeting software to facilitate geographically dispersed focus groups for health workforce research. <i>Qualitative Health Research</i>, 28(10), 1621-1628. DOI: 10.1177/1049732318782167</p> <p>Voorhees, H. L. & Howell Smith, M. C. (2020). Qualitative and quantitative method integration in diabetes communication research: Applications and contributions. <i>Qualitative Health Research</i>, 30(2), 228-235. DOI: 10.1177/1049732319868985</p>	<p>Analysis 2 (research), due by 11:59 p.m., Sep 13</p> <p>Student-led Discussion Moderation 2 (in-class activity)</p> <p>Team Contract, due by 11:59 p.m., Sep 17</p>
STAGE 1: PLANNING FOR A COMMUNICATION CAMPAIGN			
5/Sep 22	2.1: Situation & Audience Analysis	<p>Pink Book: Stage 1 Planning & Strategy Development</p> <p>Audience Segmentation readings:</p> <p>Evans, W. D., Thomas, C. N., Favatas, D., Smyser, J., Briggs, J. (2019). Digital segmentation of priority populations in public health. <i>Health Education & Behavior</i>, 46(2S), 81S-89S. DOI: 10.1177/1090198119871246</p>	<p>Analysis 3 (segmentation), due by 11:59 p.m., Sep 20</p> <p>Student-led Discussion Moderation 3 (in-class activity)</p>

Week/Dates	Content Topics	Readings Due	Assignments Due
6/Sep 29	2.2: Goals & Objectives	Pink Book: Stage 1 Planning & Strategy Development	<i>No outside assignments due; complete assigned readings in preparation for in-class activities.</i>
7/Oct 6	2.3: Settings, Channels, & Activities	<p>Pink Book: Stage 1 Planning & Strategy Development</p> <p>mHealth readings:</p> <p>Early, J., Gonzalez, C., Gordon-Dseagu, V., & Robles-Calderon, L. (2019). Use of mobile health (mHealth) technologies and interventions among community health workers globally: A scoping review. <i>Health Promotion Practice, 20</i>(6), 805-817. DOI: 10.1177/152483919855391</p> <p>Elavsky, S., Smahel, D., & Machackova, H. (2017). Who are mobile app users from healthy lifestyle websites? Analysis of patterns of app use and user characteristics. <i>Society of Behavioral Medicine, 891-901</i>. DOI: 10.1007/s13142-017-0525-x</p> <p>Ernsting, C., Dombrowski, S. U., Oedekoven, M., O'Sullivan, J. L., Kanzler, M., Kuhlmeier, A., Gellert, P. (2017). Using Smartphones and health apps to change and manage health behaviors: A population-based survey. <i>Journal of Medical Internet Research, 19</i>(4), e101. DOI: 10.2196/jmir.6838</p>	<p>Analysis 4 (mHealth), due by 11:59 p.m., Oct 4</p> <p>Student-led Discussion Moderation 4 (in-class activity)</p> <p>Progress Report 1, due by 11:59 p.m., Oct 8</p>
MIDTERM: CASE STUDY PRESENTATIONS			
8/Oct 13	Case Studies	Assigned Case Studies	<p>Case Study (written overview), due by 11:59 p.m., Oct 11</p> <p>Case Study Presentations (in-class activity)</p>

Week/Dates	Content Topics	Readings Due	Assignments Due
STAGE 2: DEVELOPING CAMPAIGN MATERIALS			
9/Oct 20	3.1: Develop Message Concepts	<p>Pink Book: Stage 2 Developing and Pretesting Messages, Concepts and Materials</p> <p>Messages 1 readings:</p> <p>Hust, S., Adams, P. M., Fitts Willoughby, J., Ren, C., Lei, M., Ran, W., & Garrigues Marett, E. (2017). The entertainment-education strategy in sexual assault prevention: A comparison of theoretical foundations and a test of effectiveness in a college campus setting. <i>Journal of Health Communication, 22</i>(9), 721-731. DOI: 10.1080/10810730.2017.1343877</p> <p>Sundstrom, B., DeMaria, A. L., Meier, S., Jones, A., & Moxley, G. E. (2015). "It makes you rethink your choice of the pill": Theory-based formative research to design a contraceptive choice campaign. <i>Journal of Health Communication, 20</i>(11), 1346-1354. DOI: 10.1080/10810730.2015.1018650</p> <p>Sundstrom, B., Smith, E., Vyge, K., Miletich, A., Benigni, G., Delay, C., Mann, E. S., & DeMaria, A. L. (2020). Moving oral contraceptives over the counter: Theory-based formative research to design communication strategy. <i>Journal of Health Communication</i>. DOI: 10.1080/10810730.2020.1752334</p>	<p>Analysis 5 (Messages 1), due by 11:59 p.m., Oct 18</p> <p>Student-led Discussion Moderation 5 (in-class activity)</p>

Week/Dates	Content Topics	Readings Due	Assignments Due
10/Oct 27	3.2: Develop Materials & Pretest Message	Pink Book: Stage 2 Developing and Pretesting Messages, Concepts and Materials Messages 2 readings: Cardoso, P., Hawk, D. V., Cross, D. (2020). What young people need to make better-informed decisions when communicating with digital images: Implications for mental health and well-being. <i>Health Education & Behavior</i> , 47(1), 29-36. DOI: 10.1177/1090198119885433 Yang, B., Liu, J., & Popova, L. (2019). Feeling hopeful motivates change: Emotional responses to messages communicating comparative risk of electronic cigarettes and combusted cigarettes. <i>Health Education & Behavior</i> , 46(3), 471-483. DOI: 10.1177/1090198118825236 Yazel-Smith, L. G., Pike, J., Lynch, D., Moore, C., Haberman, K. Taylor, J. Hannon, T. S. (2019). Blood sugar, your pancreas, and unicorns: The development of health education materials for youth with prediabetes. <i>Health Promotion Practice</i> , 20(4), 565-572. DOI: 10.1177/1524839918778555	Analysis 6 (Messages 2), due by 11:59 p.m., Oct 25 Student-led Discussion Moderation 6 (in-class activity)
STAGE 3: IMPLEMENTING A COMMUNICATION CAMPAIGN			
11/Nov 3	4.1: Launching A Program	Pink Book: Stage 3 Implementing the Program Implementation 1 readings: Gardner, E. A., Kaplan, B. M., Collins, P., Zahran, H. (2020). Breathe Well, Live Well: Implementing an adult asthma self-management education program. <i>Health Promotion Practice</i> . DOI: 10.1177/1524839920933259	Analysis 7 (Implementation 1), due by 11:59 p.m., Nov 1 Student-led Discussion Moderation 7 (in-class activity) Progress Report 2, due by 11:59 p.m., Nov 5

Week/Dates	Content Topics	Readings Due	Assignments Due
12/Nov 10 Veterans' Day, Nov 11	4.2: Managing Implementation	Pink Book: Stage 3 Implementing the Program Implementation 2 readings: Vamos, C. A., Green, S. M., Griner, S., Daley, E., DeBate, R., Jacobs, T., & Christiansen, S. (2020). Identifying implementation science characteristics for a prenatal oral health eHealth application. <i>Health Promotion Practice, 21</i> (2), 246-258. DOI: 10.1177/1524839918793628	Analysis 8 (Implementation 2), due by 11:59 p.m., Nov 8 Student-led Discussion Moderation 8 (in-class activity)
STAGE 4: EVALUATING A COMMUNICATION CAMPAIGN			
13/Nov 17	5.1: Evaluation	Pink Book: Stage 4 Assessing Effectiveness and Making Refinements Evaluation readings: Lin, S. F., Binggeli-Vallarta, A., Cervantes, G., Angulo, J. Moody, J. S. McKenzie, T. L., Horton, L. A. Ayala, G. X. (2020). Process evaluation of an early care and education intervention: The California Childhood Obesity Research Demonstration study (CA-CORD). <i>Health Promotion Practice, 21</i> (2), 298-307. DOI: 10.1177/1524839918786953 Lueck, J. A. (2019). What's the risk in seeking help for depression? Assessing the nature and pleasantness of outcome perceptions among individuals with depressive symptomatology. <i>Health Education & Behavior, 46</i> (3), 463-470. DOI: 10.1177/1090198118811898	Analysis 9 (Evaluation), due by 11:59 p.m., Nov 15 Student-led Discussion Moderation 9 (in-class activity)
PROJECT & COURSE WRAPUP: The remainder of the term is devoted to completion of team project.			
	<p>14 / Nov 24: <i>Thanksgiving, no class</i> 15 / Dec 1: <i>Project Workday (no class)</i> 16 / Dec 8: <i>Final Client Presentations</i></p>		<p>Presentation PPT, due by 11:59 p.m., Dec 6 Written Client Plan, due by 3 p.m., Dec 8 Team Project Evaluation, due by 3 p.m., Dec 8 Course Evaluation, due by 11:59 p.m., Dec 10</p>

UF POLICIES

DISABILITY ACCOMMODATION & INCLUSIVE LEARNING STATEMENT: Your success in this course is important to me. The University of Florida is committed to making reasonable, effective, and appropriate accommodations to meet the needs of students with disabilities and help create a barrier-free campus. If you have a disability and require accommodations, please register with the Disability Resource Center (DRC) at <https://disability.ufl.edu/students/get-started/> to have an accommodation letter sent to me. **NOTE: Accommodations are not retroactive, so make sure you register with the DRC as soon as possible.**

We all learn differently and bring different strengths and needs to the class. If there are aspects of the course that prevent you from learning or make you feel excluded, please let me know as soon as possible. Together, we will develop strategies to meet both your needs and the requirements of the course. A range of support and help resources on campus are available. Please also see the heading “Getting Help” for additional information on UF resources.

ACADEMIC HONESTY: We want our learning environment to be honest and fair. The University of Florida has an Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) that specifies several behaviors that are in violation of this code and possible sanctions. Cheating and plagiarism are among the forms of dishonest behaviors.

Plagiarism is any attempt to take credit for work done by another person. Yet, all scholars rely on the work of others to shape their own knowledge and interpretations. This means that in your writing you must acknowledge the importance of other works through direct textual references to influential books, articles, media texts (including Internet resources) and ideas. You need to use quotation marks and/or cite your source(s) when you:

- Use other people’s sentences, words, or concepts.
- Summarize or paraphrase ideas or opinions.

Work with a professor, tutor, or friend to clarify your ideas and organization for a paper or presentation is generally not plagiarism. Using an outline or thesis given to you by

someone else without substantial modification is plagiarism. If you have any questions about what may constitute plagiarism, please consult with me.

COURSE EVALUATION: All students are expected to provide professional and respectful feedback on the quality of instruction in all courses by completing an online course evaluation via GatorEvals. You may go to <https://gatorevals.aa.ufl.edu/students/> for guidance on how to give feedback in a professional and respectful manner. You will receive an email from GatorEvals containing information on when the course evaluation period opens. Course evaluations may be completed using the link provided in the email from GatorEvals. Alternatively, you may complete course evaluations via <https://gatorevals.aa.ufl.edu/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

GETTING HELP

For issues with technical difficulties for Canvas, contact the UF Help Desk at:

- <https://helpdesk.ufl.edu/>
- (352) 392-HELP (4357)
- helpdesk@ufl.edu

Academic resources include:

- Career Connections Center (<https://career.ufl.edu/>), Reitz Union, Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support (<https://cms.uflib.ufl.edu/ask>). Various ways to receive help with respect to using the libraries or finding resources.
- Teaching Center (<https://teachingcenter.ufl.edu/>), Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- Writing Studio, 2215 Turlington Hall, 325-846-1138. Help brainstorming, formatting, and writing papers.
- Students Complaints On-Campus (<https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>).

Health and wellness resources include:

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <https://umatter.ufl.edu> to refer or report a concern and a team member will reach out to the person in distress.
- Counseling and Wellness Center: Visit <https://counseling.ufl.edu> or call 352-392-1575 for information on crisis services as well as non-crises services.

- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit <https://shcc.ufl.edu/>.
- University Police Department: Call 352-392-1111 (or 9-1-1 for emergencies) or visit the UF Police Department website at <https://police.ufl.edu/>.
- UF Health Shands Emergency Room/Trauma Center: Call 352-733-0111 for immediate medical care or go to the emergency room at 1515 SW Archer Road, Gainesville. The website is accessible at <https://ufhealth.org/emergency-room-trauma-center>.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website at gatorwell.ufsa.ufl.edu or call 352-273-4450.