

HEALTH COMMUNICATION FOR CONSUMERS – HSC 4664

University of Florida, Department of Health Education and Behavior

Summer A - 2011

Mondays, Tuesdays, Wednesdays, Thursdays, & Fridays, 2:00-3:15 PM

Florida Gym (FLG), Room 245

Instructor: Michael Stellefson, Ph.D.

Office: FLG 8

Office Phone: 392-0583 ext. 1310

Office Hours: Mondays: 1:00-2:00 PM, 4:00-5:00 PM; Tuesdays: 1:00-2:00 PM or by appt (preferred)

E-mail: mstellefson@ufl.edu

Graduate Assistant: Bethany Tennant, M.S. (*primary contact person*)

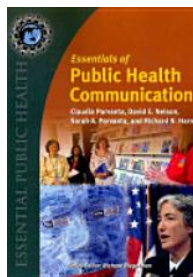
Office: FLG 65

Office Phone: 352-392-0583 x1431

Office Hours: Mondays: 2:00-4:00 PM, Wednesdays: 1:00-2:00 PM

Email: btennant@ufl.edu

REQUIRED TEXT: Parvanta, C., Nelson, D. E., Parvanta, S. A., & Harner, R. N. (2011). *Essentials of Public Health Communication*. The American Public Health Association Press.



COURSE DESCRIPTION

Health communication processes and practices for health consumers and health professionals who facilitate health consumers.

COURSE OBJECTIVES

Upon completion of Chapter 1, students will be able to:

- Clarify the subfields of public health communication and informatics
- Identify the competencies defined by the Association of Schools of Public Health (ASPH) in health communication and informatics
- Explain how communication fits into the ecological model of public health and supports public health objectives
- Describe health communication as used by several government and international organizations

Upon completion of Chapter 2, students will be able to:

- Select an overall approach to planning health communication campaigns
- Identify the key elements of each core health communication strategy based on best practice
- Identify stakeholder partnerships for a communication intervention
- Create a macro plan for a health communication intervention

Upon completion of Chapter 3, students will be able to:

- Describe the major areas of public health informatics and their relationship to communication
- Understand how and why information systems are developed and used in public health communication and action
- Identify and utilize public health informatics approaches and tools
- Recognize challenges and opportunities associated with the adoption and utilization of information technology in public health

Upon completion of Chapter 4, students will be able to:

- Assess the quality of scientific evidence and level of consensus among scientists on public health issues
- Identify sources of more credible information
- Understand factors influencing how “nonscientific audiences” process and understand scientific information
- Recognize four questions that the general public usually asks concerning a scientific study or report: What did you find (description)? Why did it happen (explanation)? What does it mean (interpretation)? What needs to be done about it (action)?
- Use a single overriding communication objective (SOCO) form to help shape a scientific report for different audiences

Upon completion of Chapter 5, students will be able to:

- Describe how the leading causes of death in the US have changed over the past 100 years and how health leaders have responded to these causes in terms of assessing and resolving the problems

- Illustrate how social determinants are related to health among different population groups
- Understand the four main determinants of health and how we can communicate about these determinants to the public
- Name major modes of data collection for assessing health determinants and measuring health behaviors
- List multiple sources of comprehensive information about evidence-based solutions to health problems
- Consider the challenges involved in communicating about population health

Upon completion of Chapter 6, students will be able to:

- Understand the importance of policy in influencing health and well-being
- Describe the characteristics of policymakers and how these help shape communication strategies
- Identify the role of the message, messenger, and modes of delivery
- Conduct an environmental scan
- Understand the barriers and challenges when communicating with policymakers
- Describe key advocacy strategies
- Develop several policy and advocacy strategies

Upon completion of Chapter 7, students will be able to:

- Identify key principles of information processing theory that underlie literacy
- Define basic literacy, health literacy, and numeracy
- Describe the factors that affect health literacy
- Define the current state of health literacy in the United States
- Explain why health literacy is important to the public's health
- Describe tools for assessing health literacy in research and practice

Upon completion of Chapter 11, students will be able to:

- Define a spectrum of traditional and new media options available to health communicators
- Describe the state of traditional media use in the United States
- Use a systematic and data-based approach for selecting media channels to reach a target audience
- Describe examples of several government and foundation-led health communication efforts using new media
- Choose among multiple media options and approaches for a health communication plan

CLASS FORMAT

A combination of lectures, class discussions, and in- and out-of-class projects will be used to cover the course content. Health communication topics will be covered through lectures, and students will be asked to critically examining relevant health communication topics throughout the duration of the semester.

WHAT IS EXPECTED OF YOU

In this course, you will be expected to:

1. Be prepared for every class by studying the material prior to coming to class. As we engage in class discussions, you will want to be familiar with the material so that you may contribute to discussions.
2. Participate in class discussions and contribute to the overall productivity of the class. This can be achieved by completing your readings, being sure that you understand them, and contacting the instructor if you have any questions.
3. Be present at all class meetings. In order to contribute to the overall productivity of the class, you must be here. Please inform the instructor of any scheduling conflicts prior to the beginning of class. Missed classes will result in an increased burden to catch up with those who are present to class.
4. If you miss class for an emergency or professional activity/responsibility, it is your responsibility to obtain missed notes and materials from your classmates.

COURSE REQUIREMENTS

1. Class Attendance (25 total points)

Participation involves regular attendance, thoughtful preparation of readings, completion of the assignment, and contributing to in-class discussions and to projects. Please make plans to attend all sessions, as a class such as this one operates best when all are present.

2. Using Popular Media for Health Communication and Social Change (50 total points)

I will select a movie or other popular media vehicle to analyze from the context of this course (e.g. types and potential effectiveness of messages; audience to whom it is directed; what changes you would make to create a true public health or social impact from this medium/vehicle). All students will be required to submit a summary of their interpretations of the effectiveness the tool to communicate information or persuasive messages related to health. These papers are to be no more than 5 typed, double spaced pages with 12-point Times New Roman font, and 1 inch margins throughout. In addition, the paper is to conform to APA guidelines, include a title page, 150 word abstract, and appropriately cited references.

3. Student-Driven Communication Group Activities (25 points each = 100 total points)

There will be 4 days throughout the semester where the class discussion will be driven by students in an attempt to generate ideas on selected health communication topics of interest. These will be designated as Communication Group Days (CGDs). The instructor will formulate several discussion questions for each of these CGDs in an effort to guide critical thinking and active discussion on timely and relevant issues in health communication. Students will be asked to actively offer their own personal thoughts, ideas, solutions, etc. during each of these CGDs while concomitantly listening and taking notes on the thoughts and ideas offered by other students in the class as well. Following each CGD, students will be asked to critically think about information both offered and received and respond to the day's discussion taking into account your own contributions and the contributions of others. This response can be delivered in 1 of 3 ways: (1) a single-spaced written, one-page executive summary of your interpretation of the discussion; (2) a 2-5 minute verbal, in class "informal

presentation” delivered during class time; or (3) an uploaded YouTube™ video response to be viewed by the instructor and the class (as appropriate). If you choose option #3 for any of the 4 response assignments, you will have the luxury of working with a partner. If options #1 or #2 are selected, this assignment will need to be completed individually.

4. Quizzes (25 points each = 50 total points)

Students will complete 2 objective quizzes on relevant course material. Quiz #1 will cover all course material and associated lectures from Chapters 1 and 2, while Quiz #2 will cover all course material and associated lectures from Chapters 5 and 6. Each quiz will consist of 25 multiple choice and true/false questions.

5. Exams (100 points each = 200 total points)

There will be a midterm and final examination. Each examination will consist of between 50 and 100 multiple choice and true/false questions. The Midterm examination will cover all readings and lecture material from Chapters 1-4, while the Final examination will cover all readings and lecture material from Chapters 5-7 and 11. Please remember to bring a #2 pencil to the examinations as they will be completed using Scantrons.

GRADE BREAKDOWN

<i>Evaluation Items</i>	<i>Points</i>
Class Attendance	25
Popular Media Paper	50
Communication Group Response #1	25
Communication Group Response #2	25
Communication Group Response #3	25
Communication Group Response #4	25
Quiz #1	25
Quiz #2	25
Midterm	100
Final	100
TOTAL POINTS	425

GRADING POINTS

- A = 395-425
- A- = 382-394
- B+ = 370-381
- B = 353-369
- B- = 340-352
- C+ = 327-339
- C = 306-326
- C- = 297-305
- D+ = 284-296
- D = 255-283

E = Below 255

****Note: Late work will be subject to a 10% decrease for every day received after the specified due date. For example, an assignment worthy of a 95% will receive a final grade of 85%, if turned in a day past due.***

Academic Honesty:

Though this course involves group work where individuals are expected to share information and work together, several assignments are to be accomplished by an individual working alone. In the case of individual assignments, the acts of cheating, plagiarism, and falsification or attempts to cheat, plagiarize or falsify will not be tolerated. Should an academic integrity violation take place, the student(s) involved will either be assigned a grade penalty or the case will be referred to the Dean of Students Office for further evaluation. The *minimum* grade penalty that will be assigned is an “E” for the assignment. As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the University of Florida Student Rules (<http://regulations.ufl.edu/chapter4/4017.pdf>), (Student Honor Code). Every student that is admitted to the University of Florida has signed a statement of academic honesty committing him/her to be honest in all academic work and understanding that failure to comply with this commitment will result in disciplinary action.

This statement is a reminder to uphold your obligation as a student at the University of Florida and to be honest in all work submitted and exams taken in this class and all others.

Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Dean of Students Office, The Disability Resource Center, 001 Reid Hall, 352-392-8565.

TENTATIVE CLASS SCHEDULE

Date	Topic	Items Due
May 9	Course Introduction	
May 10	Chapter 1	
May 11	Chapter 1	
May 12	Chapter 2	
May 13	Chapter 2	

May 16	Quiz #1 (Ch. 1 and 2)	
May 17	CGD #1	
May 18	Chapter 3	
May 19	Chapter 3	Communication Group #1 Responses Due
May 20	Chapter 3	
May 23	Chapter 4	
May 24	Chapter 4	
May 25	Chapter 4	
May 26	CGD #2	
May 30	Mid-Term Review	Communication Group #2 Responses Due
May 31	MIDTERM (Ch. 1-4)	
June 1	Popular Media Presentation	
June 2	Chapter 5	
June 3	CGD #3	
June 6	Chapters 5 & 6	Communication Group #3 Responses Due
June 7	Chapter 6	
June 8	Quiz #2 (Ch. 5 and 6)	
June 9	Chapters 6 & 7	
June 10	CGD #4	
June 13	Chapter 7	Communication Group #4 Responses Due
June 14	Chapters 7 & 11	
June 15	Chapter 11	Popular Media Papers Due
June 16	Final Review	
June 17	FINAL (Ch. 5-7, 11)	