

HSC 6665 – Fall 2025

Health Communication

I. General Information

CLASS MEETINGS

- 100% online

INSTRUCTOR

- Ashlee Ossiboff, MA, MS, PhD, MCHES, NBC-HWC
- **Office:** FLG 20
- **Phone:** (352) 294-1023
- **Office Hours:** Wednesday 10-11:30 am, Thursday 10:45-12:15
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COURSE COMMUNICATION

ALL communication through the Canvas inbox tool. Expect responses through this modality during normal, weekday business hours (9am-5pm).

Canvas Inbox: tool in the left panel. This is to prioritize student needs and execute the question.

Course Announcements: Students are sent weekly (and supplemental) announcements throughout the course. These are created to assist and respond to any potential concerns. Reading these communications is a REQUIREMENT of the course.

COURSE DESCRIPTION

Survey of theory and research relevant to the role of communication processes in health behavior, health care, and health promotion.

For questions about course content, your grade or other personal issues, use the Canvas mail tool. Expect a response within 48 hours.

COURSE POLICIES

Quizzes

- Quizzes are random and drawn from a quiz bank.
- Due on Sunday, before the module is presented.
- Lowest TWO quiz score will be dropped.
- Course includes syllabus quiz, one for each module (13 modules), and an overall quiz

- Quizzes are locked at the time they are due and CANNOT be made up for any reason (two are dropped for unexpected issues [i.e. something comes up, loss of internet access, illness, etc.]).
- Incorrect answer feedback is provided immediately following submission.
- Questions about quiz questions will be answered following the completion of the quiz by all students.
- Students have ONE WEEK from submission to view address any concerns with quiz questions (must include question [not number, since all questions are random and each student will have different questions], a specific reference from the textbook or supplemental materials presented in the module (i.e. source, page number, paragraph number, time in film, etc.-be as detailed as possible).

Assignment Submissions

- Assignments are due according to the due dates described in the directions (in the Eastern Standard time zone) and listed in course schedule/calendar
- All assignments include corresponding rubrics, under assignment directions in Canvas
- All assignments must be uploaded or submitted through the assignment listing on Canvas
- Emailed assignments will not be accepted

Microsoft Word

Microsoft Word is accessible and FREE to all UF students. It can be accessed through GatorCloud:

<https://cloud.it.ufl.edu/> > Office365. Once accessed and used, document must be saved to computer via File (top toolbar) > Save As (left menu) > Download a Copy > a prompt will appear that says, Do you want to download a copy of this file and work offline? > select Download a Copy > a pop up box may appear asking about opening the file, select Save As > for most, it will save their document in the Download file. Some may have their computer settings to save to desktop (it will appear on your desktop).

Office365 can also be accessed directly through Canvas on the left button bar.

Incomplete & Corrupt File Submissions

Incomplete assignment submissions will be graded as incomplete. Corrupt file submissions will be graded as a 0. If missing components are submitted after the due date, they will be graded at 50% of the earned value of the assignment.

It is students' responsibility to ensure assignment submission is correct, viewable, and accurate. This can be done by selecting the assignment > (under Submission on right) select Submission Details > (to right of document link) select View Feedback. Students should be able to see their document.

Assignment Feedback

Depending on detail needed for each assignment submission, feedback will be provided through rubrics, on assignment comments, and directly on submitted document (select assignment > Submission Details > View Feedback [feedback looks similar to Track Changes in Microsoft Word]). Students are expected to review all feedback and incorporate it prior to the next module submission. Any questions about grading and/or feedback must be addressed within one week (7 calendar days) of when the assignment is returned.

Paraphrasing & Quotations

All assignments are designed to assess students' ability to synthesize and apply information learned in the course. Therefore, ALL assignment submissions MUST be in students' OWN words. Direct quotes ARE NOT accepted

Turnitin

All assignments in this course will be evaluated through Turnitin once submitted through Canvas. Turnitin generates a report on the originality of writing by comparing it with a database of periodicals, books, online content, a repository of previously submitted student papers, and other published work. This report helps determine appropriate use of sources, proper citation, and paraphrasing effectively — skills essential to academic performance.

Early assignment submission is encouraged to review associated Turnitin report prior to the due date. This allows the opportunity to revise, reach out with concerns, or contact the Writing Studio (<https://writing.ufl.edu/writing-studio/>) for assistance.

Original work is expected in this course. All responses must illustrate individual interpretation and presented in your own words. Assignments are used to assess student ability to understand, synthesize, and explain course content. Therefore, plagiarism of any kind is unacceptable. Similarity scores 20% and above will not be accepted and will be further reviewed for potential Honor Code Violation (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>).

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at Attendance Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.

Format & References

Format and references are aligned with the American Psychological Association (APA) Style Guide (7th edition). Included in assignment directions are templates to use. This course also includes a APA Format page, which includes descriptions and examples.

VIDEO RECORDING FOR ASSIGNMENTS

Some assignments and discussion activities in this course require a video component. All videos **must be embedded directly within your Canvas submission**. Videos **may not** require downloading or accessing an external site to view.

Because video files can be large and sometimes difficult to upload directly to Canvas, students are encouraged to upload their video to **YouTube (set to Unlisted)** and then embed it.

How to Embed a Video in a Canvas Assignment

1. Open the assignment and select **“Text Entry”** as the submission type.
2. In the Rich Content Editor toolbar, click the **Apps icon** (small plug/stacked shapes).
3. Choose **“YouTube”** or **“Embed”** if pasting an embed code.
4. Insert your video link or embed code.
5. Confirm the video displays in the editor before clicking **Submit**.

How to Embed a Video in a Canvas Discussion Post

1. Open the discussion and click **“Reply.”**
2. In the Rich Content Editor toolbar, click the **Apps icon**.
3. Select **“YouTube”** or paste an **embed code** using the **“Embed”** option.

4. Once inserted, ensure the video appears directly in the reply box.
5. Click **“Post Reply.”**

If you need assistance embedding your video, please contact the **UF Help Desk** or Canvas Support **well before the deadline.**

IMAGE EMBEDDING REQUIREMENTS

Some assignments and discussion posts require you to embed images directly within your Canvas submission. All images **must be embedded**—not attached as separate files—and must display clearly within the text entry area.

Please note that Canvas works best with **.png** or **.jpeg/.jpg** formats.

Images taken on an iPhone often save as **.heic**, which **Canvas does not reliably support**. If your image is in **.heic** format, you must convert it to **.png** or **.jpeg** before embedding.

How to Embed an Image in a Canvas Assignment or Discussion

1. In the Text Entry box (for assignments) or the Reply box (for discussions), place your cursor where you want the image to appear.
2. In the Rich Content Editor toolbar, click the **Image icon** (mountains/sun picture icon).
3. Choose **“Upload Image.”**
4. Select your **.png** or **.jpeg** file from your device.
5. Once uploaded, the image will automatically appear in the editor.
6. Adjust size if needed, then click **Submit** (for assignments) or **Post Reply** (for discussions).

Converting iPhone Images (HEIC → JPEG/PNG)

If your image is an **.heic** file, use one of the following options:

- **On iPhone:**
Go to *Settings* → *Camera* → *Formats* → Select *“Most Compatible”* to save future images as JPEG.
- **Convert Manually:**
Use your computer’s default photo viewer, screenshot tool, or an online converter to save the image as **.png** or **.jpeg** before uploading.

If you have difficulty embedding images, please reach out to the **UF Help Desk** or Canvas Support **before the assignment deadline.**

Make-Up Work

- Written assignments will be accepted late for 50% reduction in score. Submit work early to avoid technical problems.
- Quizzes CANNOT be made up.
- Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.
- Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Extra Credit

Extra credit may be offered in this class. To take advantage of these opportunities, students must also meet the following requirements:

- Complete and submit ALL assignments including peer reviews

REQUIRED READINGS & WORKS

- Parvanta, C. & Bass, S. (2020). *Health communication: Strategies and skills for a new era*. Jones and Bartlett Learning
- ISBN: 9781284065879
- Text is available through UFallAccess. UF All Access is the University of Florida's digital course materials program. Selected courses are available through UF All Access to provide students with the lowest prices on their eBooks. Students can choose to opt into these materials and be provided instant access to their access codes for their homework systems and/or access to a digital version of their books. The charges will be billed to their student accounts automatically and if they have Financial Aid available, it will automatically pay for these charges.
 - Click here to access course codes: <https://www.bsd.ufl.edu/AllAccess/OptIn>
 - Click here for All Access support: <https://www.bsd.ufl.edu/AllAccess/Home/Support>
 - If you cannot find the answer, please email: allaccess@bsd.ufl.edu

COURSE OBJECTIVES

By the end of this course, you will be able to:

- Knowledgeably discuss current issues in health care.
- Apply strategies to improve communication between patients and providers.
- Contrast cultural viewpoints about health.
- Define the role of social support in maintaining health and coping with illness.
- Explain advantages and challenges of communicating about health through various forms of media and media channels.
- Evaluate health images in the media and apply media literacy concepts to improving health messages.
- Identify appropriate theoretical frameworks to promote behavior change.
- Create effective message strategies to promote better health among populations.

II. Graded Work

DESCRIPTION OF GRADED WORK

My aim as an educator is to facilitate an educational environment conducive to learning and personal growth while providing an atmosphere that engages students and provokes further interest in the designated subject area. I would like to strengthen students' confidence and belief in their ability and future. Further, I strive to increase students' capacity of lifelong learning by exposing them to various methods of learning, understanding, and participation in a diverse and captivating setting.

Individuals learn in unique ways; therefore, a variety of learning modalities (lecture, participation activities, application assignments, and class discussions) are offered and encouraged.

This class is divided into 11 modules. Each module is interactive and includes the following components:

Chapter and Supplemental Reading – Students will first read associated textbook chapter(s) to establish a foundation of knowledge, strengthen comprehension and interaction of course information, and have a foundation of lecture information.

Lectures and Additional Engagement – After reading, students will learn more about module topics by viewing module lectures, additional readings, and other activities associated with module.

Quiz – After learning module information, students are tested on knowledge gained by taking a 10-item quiz, designed to assess reading and lecture comprehension.

Health Communication Tasks – Designed to apply information learned in the module and refine skills as a health educator. Each module includes a Health Communication Task designed to help students apply what they have learned to real-life scenarios and situations. These tasks allow students to practice creating communication materials—such as messages, visuals, or strategies—that reflect the concepts covered in the module. This ongoing application strengthens understanding, builds practical skills, and prepares students to translate health communication theory into effective, real-world practice.

Peer Review Requirement for Design Assignments

For each Design assignment, students are required to complete two peer reviews. These reviews are intended to help you strengthen your own skills, learn from your peers' work, and engage in constructive professional feedback. Peer reviews are automatically assigned once the assignment deadline passes. You can access your assigned reviews by opening your own submission and selecting the peer review links that appear in the top right corner.

All reviews must be completed using the provided rubric, include feedback for any criteria not fully met, highlight what was strong or well-executed, and offer at least one suggestion for improvement. Please note: perfect scores should not be given, as thoughtful critique and growth-oriented feedback are essential to the learning process.

Health Communication Campaign – Culminating experience for the course. In this final project, students will apply the strategies, theories, and methods learned throughout the semester to design a comprehensive campaign addressing a specific health issue. The campaign integrates audience analysis, message development, communication channels, and evidence-based approaches to create a clear, impactful plan. This assignment demonstrates students' ability to translate course concepts into a practical, professional health communication product.

MINIMUM TECHNOLOGY REQUIREMENTS

The University of Florida expects students entering a program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)
- Minimum Technical Skills
- To complete your tasks in this course, you will need a basic understanding of operating a computer and using word processing software.

MATERIALS & SUPPLIES

There is no supply fee for this course.

Zoom

Office hours and meetings with instructor will be held through Zoom. Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants.

You can find resources and help using Zoom at the UFIT's Zoom page: <https://ufl.zoom.us/>

Grading Scale

All assignments are graded according to associated rubrics. Specific feedback on assignments and APA formatting will be provided through document feedback, submission comments, and described directly on rubric. Students are expected to review feedback and ask any questions for clarity prior to submitting future assignments. Effort to have each assignment graded and posted within one week of the due date will be made.

All questions related to grades must be asked through the Canvas Inbox within 7 days of when the grade is presented.

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%		C	73 – 76.9%
A-	90 – 92.9%		C-	70 – 72.9%
B+	87 – 89.9%		D+	67 – 69.9%
B	83 – 86.9%		D	64 – 66.9%
B-	80 – 82.9%		D-	60 – 63.9%
C+	77 – 79.9%		E	< 60

POINT BREAKDOWN

ASSIGNMENT	POINTS EACH	POINTS TOTAL
Quizzes modules, syllabus, & overall – 2 dropped	10 points each	100 points
Communication Assignments modules– 1 drop	30 points each	360 points
Health Communication Campaign		40 points
TOTAL POINTS		550 points

It is unethical and in direct violation of the UF Student Honor Code to request an unjustifiable grade adjustment. Under no circumstances will I 'round up' a student's grade (an 89.99% is a B+), nor will I offer additional extra credit

assignments. If a grade input error occurs, students are required to notify me as soon as possible. I will examine the eLearning grade to determine whether a calculation error has occurred. If an error occurs, the grade will be adjusted.

All assignments are graded according to associated rubrics. Specific feedback on assignments and APA formatting will be provided. Students are expected to review feedback and ask any questions for clarity prior to submitting future assignments. Effort to have each assignment graded and posted within one week of the due date will be made.

Note: Students have 7 days to review assignment grades/comments and contact the instructor with questions concerning their assignment grade. Students who fail to review their assignment scores within 7 days of the release of grades may not request retroactive adjustments on scores at the end of the term.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
<p>Week 1</p> <p>August 21 - August 24</p>	<p>Topic: <i>Course Introduction</i></p> <p>Summary: Familiarize students with course materials and expectations of the course. Students will engage in introductory tasks to ensure a complete understanding of course requirements and how to succeed in the course.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Syllabus <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 0 – <i>Course Introduction</i> • Communication 0 – <i>Introduce Yourself</i> • Quiz 1 – <i>Health Overview</i> • Extra Credit
<p>Week 2</p> <p>August 25 - August 31</p>	<p>Topic: <i>Module 1 – Health Overview</i></p> <p>Summary: A strong foundation is the basis of any success. In this module, we will review significant factors that affect life expectancy and health outcomes. We will explore internal and external factors that play a role in our health and behavior. We will also learn how to review information to develop direction in communication efforts.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 1: Your World, Your Health • Lozano, R., et al. (2012). Global and regional mortality from 235 causes of death for 20 age groups in 1990 and 2010: a systemic analysis for the Global Burden of Disease Study 2010. <i>The Lancet</i>, 380(9859), 2095-2128. • Turner, J. C., Leno, E. V., & Keller, A. (2013). Causes of mortality among American college students: A pilot study. <i>Journal of College Student Psychotherapy</i>, 27(1), 31-42. https://doi.org/10.1080/87568225.2013.739022 <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 1 – <i>Health Overview</i> • Communication 1 – <i>Diagram Social Ecological Model</i>
<p>Week 3</p> <p>September 1 - September 7</p>	<p>Topic: <i>Module 2 – Communication 101</i></p> <p>Summary: This module offers an overview of what goes into communication. We will discuss how models are used in communication – what it heads, how we process, and the challenges incurred. We will then determine how to approach health communication.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 2: Communication 101: What’s Health Got to Do with It? • Mcleod, S. (2023). What Is Cognitive Dissonance Theory? <i>Simply Psychology</i>. https://www.simplypsychology.org/cognitive-dissonance.html • Brewer, N. T., Chapman, G. B., Gibbons, F. X., Gerrard, M., McCaul, K. D., & Weinstein, N. D. (2007). Meta-analysis of the relationship between risk perception and health behavior: The example of vaccination. <i>Health Psychology</i>, 26(2), 136-145. https://doi.org/10.1037/0278-6133.26.2.136 <p>Assignment:</p> <ul style="list-style-type: none"> • Participation 2 – <i>Communication Reflection</i> • Communication 2 – <i>Health Communication Examples</i> • Quiz 2 – <i>Communication 101</i>

<p>Week 4</p> <p>September 8 - September 14</p>	<p>Topic: Module 3 – <i>Health Literacy</i></p> <p>Summary: Health literacy, encompassing personal and organizational aspects, is crucial for advancing health equity by building trust and empowering individuals to make informed health decisions.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 3: Getting it Right: Words, Numbers, & Meaning • Beauchamp, A., Buchbinder, R., Dodson, S., Batterham, R. W., Elsworth, G. R., McPhee, C., Sparkes, L., Hawkins, M., & Osborne, R. H. (2015). Distribution of health literacy strengths and weaknesses across socio-demographic groups: a cross-sectional survey using the Health Literacy Questionnaire (HLQ). <i>BMC Public Health</i>, 15(678). <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 3 – <i>Health Literacy</i> • Communication 3 – <i>Health Literacy Solutions</i>
<p>Week 5</p> <p>September 15 - September 21</p>	<p>Topic: Module 4 – <i>Strategies & Theories</i></p> <p>Summary: This module explores health communication strategies and theories, focusing on how engagement, information, and persuasion can effectively motivate behavior change and improve health outcomes.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 4: Health Communication Practice Strategies and Theories • Collins, S. E., & Carey, K. B. (2007). The theory of Planned Behavior as a model of heavy episodic drinking among college students. <i>National Library of Medicine</i>, 21(4), 498-507. https://doi.org/10.1037/0893-164X.21.4.498 • Wallace, L. S., Buckworth, J., Kirby, T. E., & Sherman, W. M. (2000). Characteristics of exercise behavior among college students: Application of Social Cognitive Theory to predicting stage of change. <i>Science Direct</i>, 31(5), 494-505. https://doi.org/10.1006/pmed.2000.0736 • The Health Communication Capacity Collaborative HC3. (2014). <i>A theory-based framework for media selection demand generation programs</i>. Baltimore: Johns Hopkins Bloomberg School of Public Health Center for Communication Programs. <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 4 – <i>Strategies & Theories</i> • Communication 4 – <i>Theory Application & Channel Selection</i>
<p>Week 6</p> <p>September 22 - September 28</p>	<p>Topic: Module 5 – <i>Meaningful Communication</i></p> <p>Summary: Understanding the unique beliefs, experiences, and cultural perspectives of an audience is crucial for tailoring health messages that resonate and encourage positive responses.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 5: Creating Meaningful Health Communication • Hawkins, R. P., Kreuter, M., Resnicow, K., Fishbein, M., Dijkstra, A. (2008). Understanding tailoring in communicating about health. <i>National Library of Medicine</i>, 23(3), 454-466. https://doi.org/10.1093/her/cyn004 • Rothman, A. J., Bartels, R. D., & Salovey, P. (2006). The strategic use of gain-and-loss-framed messages to promote healthy behavior: how theory can inform practice. <i>Journal of Communication</i>. https://doi.org.10.1111/j.1460-2466.2006.00290.x <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 5 – <i>Meaningful Communication</i> • Communication 5 – <i>McGuire’s Hierarchy of Effects</i>
<p>Week 7</p> <p>September 29 - October 5</p>	<p>Topic: Module 6 – <i>Channel Selection</i></p> <p>Summary: This module explores how evolving communication technologies, from social media to traditional media, impact the delivery of health information and how to choose the most effective channel for your audience.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 6: Media and Communication Channel Selection and Planning: The Plot Thickens • Moorhead, S. A., Hazlett, D. E., Harrison, L., Carroll, J. K., Irwin, A., & Hoving, C. (2013). A new dimension of health care: Systemic review of the uses, benefits, and limitations of social media for health communication. <i>National Library of Medicine</i>, 15(4), 85. https://doi.org/10.2196/jmir.1933 • Kontos, E., Blake, K. D., Chou, W. S., & Prestin, A. (2014). Predictors of eHealth usage: Insights on the digital divide from the Health Information National Trends Survey 2012. <i>Journal of Medical Internet Research</i>, 16(7). • Baezconde-Garbanati, L. A., Chatterjee, J. S., Frank, L. B., Murphy, S. T., Moran, M. B., Werth, L. N., Zhao, N., Amezola de Herrera, P., Mayer, D., Kagan, J., & O’Brien, D. (2014). Tamale Lesson: A case study of a narrative

	<p>health communication intervention. <i>Journal of Communication in Healthcare</i>, 7(2), 82-92. https://doi.org/10.1179/1753807614Y.0000000055</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 6 – <i>Channel Selection</i> • Communication 6 – <i>Social Media Strategy</i>
<p>Week 8</p> <p>October 6 - October 12</p>	<p>Topic: Module 7 – <i>Communication Interventions</i></p> <p>Summary: This module focuses on developing health communication programs by involving the target community, planning interventions, and using formative research to ensure the messages meet audience needs.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 7: Planning Health Communication Interventions • Maar, M. A., Yeates, K., Toth, Z., Barron, M., Boesch, L., Hua-Stewart, D., Liu, P., Perkins, N., Sleeth, J., Wabano, M. J., Williamson, P., & Tobe, S. W. (2016). Unpacking the black box: A formative research approach to the development of theory-driven, evidence-based, and culturally safe text messages in mobile health interventions. <i>National Library of Medicine</i>, 4(1), 10. https://doi.org/10.2196/mhealth.4994 <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 7 – <i>Communication Interventions</i> • Communication 7 – <i>Audience Segmentation</i>
<p>Week 9</p> <p>October 13 - October 19</p>	<p>Topic: Module 8 – <i>Implementation & Evaluation</i></p> <p>Summary: This module highlights the importance of creating a tactical plan for executing health communication interventions, including testing through pilot phases and soft launches to ensure smooth implementation.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 8: Implementation & Evaluation • TURiskCommLab. (2016). Using eye tracking to test a literacy appropriate decision aid [Video]. <i>YouTube</i>. https://www.youtube.com/watch?v=gA-Vm_OQIMk • Compass. (2012). How to develop a monitoring and evaluation plan. <i>The Compass for SBC</i>. https://thecompassforsbc.org/how-to-guide/how-develop-monitoring-and-evaluation-plan • Compass. (2022). Handbook: Sexy, Smart, and Safe. <i>The Compass for SBC</i>. https://thecompassforsbc.org/project-examples/handbook-sexy-smart-and-safe <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 8 – <i>Implementation & Evaluation</i> • Communication 8 – <i>Create a Logic Model</i>
<p>Week 10</p> <p>October 20 - October 26</p>	<p>Topic: Module 9 – <i>Communication & Healthcare</i></p> <p>Summary: This chapter reviews the essential communication skills needed in healthcare settings to improve patient outcomes and address the ongoing challenges in provider-patient interactions.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 9: Communication in the Healthcare Setting • Kennedy, D. M., Fasolino, J. P., & Gullen, D. J. (2014). Improving the patient experience through provider communication skills building. <i>Patient Experience Journal</i>, 1(1). <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 9 – <i>Communication & Healthcare</i> • Communication 9 – <i>Patient Health Communication</i>
<p>Week 11</p> <p>October 27 - November 2</p>	<p>Topic: Module 10 – <i>School Health</i></p> <p>Summary: This module explores the role of schools in promoting healthy behaviors, highlighting how health communication is used to address youth risk behaviors and support health education programs.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 10: School Health • Compton, J., Jackson, B., & Dimmock, J. A. (2016). Persuading others to avoid persuasion: inoculation theory and resistant health attitudes. <i>Frontiers</i>, 7. https://doi.org/10.3389/fpsyg.2016.00122 <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 10 – <i>School Health</i> • Communication 10 – <i>School Health Index & School Health Materials</i>
<p>Week 12</p>	<p>Topic: Module 11 – <i>Workplace Health</i></p>

<p>November 3 - November 9</p>	<p>Summary: This module examines the unique challenges and strategies of health communication in the workplace, emphasizing the need for a strategic approach to align health initiatives with organizational goals and maintain positive employer-employee relationships.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Textbook – Chapter 11: Workplace Health • Liebert, M. L., Patsch, A. J., Smith, J. H., Behrens, T. K., Charles, T., & Bailey, T. R. (2012). Planning and development of the better bites program: A pricing manipulation strategy to improve healthy eating in a hospital cafeteria. <i>Sage Journals</i>, 14(4). https://doi.org/10.1177/1524839912461792 <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 11 – <i>Workplace Health</i> • Communication 11 – <i>Worksite Health Promotion Initiative</i>
<p>Week 13 November 10 - November 16</p>	<p>Topic: Module 12 – <i>AI & Health Communications</i></p> <p>Summary: AI is transforming health communication by making information more personalized, accessible, and efficient through tools like chatbots, virtual assistants, and automated analysis. It supports public health by tracking trends, simplifying complex information, and enhancing education with interactive tools while helping address misinformation. However, challenges such as privacy, bias, and transparency must be managed to ensure ethical and effective use.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Narayanan, S., Ramakrishnan, R., Durairaj, E., & Das, A. (2023). Artificial intelligence revolutionizing the field of medical education, <i>Cureus</i> 15(11), e49604. https://doi.org/10.7759/cureus.49604 • Wang, J., & Li, J. (2024). Artificial intelligence empowering public health education: Prospects and challenges. <i>Frontiers in Public Health</i>, 12, 1-11. https://doi.org/10.3389/fpubh.2024.1389026 • World Health Organization (2024, April 2). WHO Unveils a Digital Health Promoter Harnessing Generative AI for Public Health, https://www.who.int/news/item/02-04-2024-who-unveils-a-digital-health-promoter-harnessing-generative-ai-for-public-health <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 12– <i>AI in Health Communication</i> • Communication 12 – <i>AI & Health Education Innovations Pitch</i>
<p>Week 14 November 24 - November 30</p>	<p>Topic: Health Communication Campaign</p> <p>Summary: This week, students will focus on completing their Health Communication Campaign, the culminating assignment for the course. This project brings together the strategies, theories, and skills developed throughout the semester and demonstrates how they can be applied to real-world health communication challenges. Students should use this time to refine, organize, and finalize all components of their campaign to produce a clear, polished, and professional final product.</p> <p>Assignment:</p> <ul style="list-style-type: none"> • <i>Health Communication Campaign</i>
<p>Week 15 November 24 - November 30</p>	<p>THANKSGIVING BREAK!! NO CLASS</p>
<p>WEEK 16a December 1 - December 3</p>	<p>Topic: <i>Course Wrap-Up</i></p> <p>Summary: In our closing class session, we wrap up the course and ensure everyone is set for a strong finish. Students can submit any remaining work for partial credit, ask questions, and review their current standing in the course. This is a great time to clarify final details, check on any outstanding assignments, and make sure your grades accurately reflect your efforts throughout the semester. We will also address any last questions so to close out the course together.</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Quiz 14 – <i>Overall</i>
<p>WEEK 16b December 4 - December</p>	<p>READING WEEK – NO CLASS</p>

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WEEK 17 December 8 - December 12	FINALS WEEK – NO CLASS – NO FINAL

VI. Required Policies

ATTENDANCE POLICY

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENTS REQUIRING ACCOMMODATION

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF EVALUATIONS 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/>.

UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. If you have any questions or concerns, please consult with the instructor or TAs in this class.

TECHNICAL DIFFICULTIES

For issues with technical difficulties for Canvas, please contact the UF Help Desk at: <http://helpdesk.ufl.edu> to an external site.

- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

HEALTH & WELLNESS

Counseling and Wellness Center: Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter We Care (<https://umatter.ufl.edu/>) to refer or report a concern and a team member will reach out to the student in distress.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit UF Student Health Care Center (<https://shcc.ufl.edu/>).

University Police Department: Visit UF Police Department (<https://police.ufl.edu/>) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room/Trauma Center: For immediate medical care in Gainesville, call 352-733-0111, or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; UF Health Shands Emergency Room/Trauma Center (<https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center/>).

ACADEMIC & STUDENT SUPPORT

Writing Studio: The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Career Connections Center: 352-392-1601. Career assistance and counseling services UF Career Connections Center (<https://career.ufl.edu/>).

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. UF George A. Smathers Libraries Ask-A-Librarian (<https://uflib.ufl.edu/>).

Teaching Center: 352-392-2010 General study skills and tutoring: UF Teaching Center (<https://academicresources.clas.ufl.edu/>).

Academic Complaints: Office of the Ombuds. Visit the Complaint Portal webpage for more information (<https://ombuds.ufl.edu/complaint-portal/>).

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information (<https://em.ufl.edu/complaint>).

TIPS FOR SUCCESS

- Schedule "class times." It is important to do coursework on time each week.
- Read ALL material contained on this site. There is a lot of helpful information that can save you time and help you meet the objectives of the course.
- Take advantage of the GroupMe chat listed above. Ask for any clarification needed in the course. Do not wait to ask questions
- Complete course work well before the due dates – Sometimes things happen (WiFi goes down, car trouble, etc.)
- Back up your work to an external hard drive, thumb drive, or through a cloud service.
- ALL information for each module are described in each module page. Review ALL information PRIOR to completing any assignments or quizzes.

PRIVACY & ACCESSIBILITY POLICIES

For information about the privacy policies of the tools used in this course, see the links below:

- Infrastructure (Canvas)
 - <https://www.instructure.com/policies/product-privacy-policy>
 - <https://www.instructure.com/products/canvas/accessibility>
- Sonic Foundry (Mediasite Streaming Video Player)
 - <https://mediasite.com/wp-content/uploads/Mediasite-7-Content-Accessibility.pdf>
- Zoom
 - <https://www.zoom.com/en/trust/privacy/>
 - <https://www.zoom.com/en/accessibility/>
- YouTube (Google)
 - <https://policies.google.com/privacy>
 - <https://support.google.com/youtube/answer/189278?hl=en>
- Microsoft
 - <https://www.microsoft.com/en-us/privacy/privacystatement>
 - https://support.microsoft.com/en-us/office/accessibility-tools-for-microsoft-365-b5087b20-1387-4686-a0a5-8e11c5f46cdf?activetab=pivot_1%3Aprimaryr2
- Adobe
 - <https://www.adobe.com/privacy/policy.html>
 - <https://www.adobe.com/trust/accessibility.html>

DISCLAIMER

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

NETIQUETTE & COMMUNICATION COURTESY

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security: Your password is the only thing protecting you from pranks or more serious harm.

- Do not share password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

General Guidelines: When communicating online, you should always...

- Treat instructor with respect, even via email or in any other online communication.
- Always use professors' proper title: Dr. or Prof., or if you are unsure use Mr. or Ms.
- Unless specifically invited, do not refer to a professor by their first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12- or 14-point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

Email: When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, "Reply All."
- Be sure that the message author intended for the information to be passed along before you click the "Forward" button.

Discussion Boards: When posting on the discussion board in your online class, you should:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.
- When posting:
 - Make posts on-topic and within the scope of the course material.
 - Be sure to read all messages in a thread before replying.
 - Be brief as possible while still making a thorough comment.
 - Do not repeat someone else's post without adding something of your own to it.
 - Take posts seriously. Review and edit your posts before sending.
 - Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
 - If you refer to something that was said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.

- Always give proper credit when referencing or quoting another source.
- If you reply to a classmate's question, make sure your answer is correct, don't guess.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Do not write anything sarcastic or angry.
- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

Zoom: When attending a Zoom class or meeting, you should:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
- Your background can express your personality but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.