

HEALTH COMMUNICATION

HSC 6665

University of Florida, Department of Health Education and Behavior

Fall 2011

Mondays, Wednesdays, & Fridays, 10:40-11:30 AM

Norman Hall (NRN), Room 342

Instructor: Michael Stellefson, Ph.D.

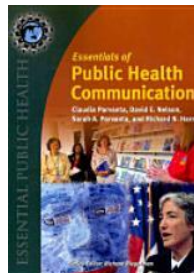
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REQUIRED TEXT: Parvanta, C., Nelson, D. E., Parvanta, S. A., & Harner, R. N. (2011). *Essentials of Public Health Communication*. The American Public Health Association Press.



COURSE DESCRIPTION

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

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 examine 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. 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 of 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.

2. 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. Responses will be delivered using multiple channels including, but not limited to: (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).

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, 11, and material covered during Graduate

Student presentations. Please remember to bring a #2 pencil to the examinations as they will be completed using Scantrons.

6. Health Communication Topic Presentation (100 points)

All Graduate Students enrolled in Health Communication (HSC 6665) will be asked to give a 15-20 minute presentation on an approved health communication topic covered in one of the textbook chapters not covered in lecture by the instructor (but approved by the instructor). Graduate students have the option to work independently on this project or with a graduate student partner. If working with a partner, the presentation must last for 30-40 minutes. The selection of topics should be done after reviewing the Table of Contents and Chapters within the textbook, and graduate students should carefully choose a topic that is relevant and interesting for an undergraduate student audience. Please choose a topic that you have a genuine interest in so that your classmates will see your interest come to light during your presentation. The chapter content covered in these presentations will be fair game for the Final Examination. More detailed guidelines for presentations will be distributed later in the semester.

GRADE BREAKDOWN

<i>Evaluation Items</i>	<i>Points</i>
Popular Media Paper	50
Communication Group Day Response #1	25
Communication Group Day Response #2	25
Communication Group Day Response #3	25
Communication Group Day Response #4	25
Quiz #1	25
Quiz #2	25
Midterm	100
Final	100
Grad Student HC Topic Presentation	100
TOTAL POINTS	500

GRADING SCALE (Out of 500 points)

A= 93 – 100%	C + = 77 – 79%
A- = 90 – 93%	C = 73 – 76%
B+ = 87 – 89%	C - = 70 - 72%
B = 83 – 86%	D + = 67 – 69%
B - = 80 – 82%	D = 60 – 66%
	F = LESS THAN 60% %

****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
August 22	Course Introduction	
August 24	Chapter 1	
August 26	Chapter 1	
August 29	Chapter 1	
August 31	Chapter 2	
September 2	Chapter 2	
September 5	NO CLASS – LABOR DAY	
September 7	Chapter 2	CGD #1 Discussion Questions Handed Out
September 9	Chapter 3	
September 12	CGD #1	
September 14	Chapter 3	
September 16	NO CLASS MEETING	
September 19	Chapter 3	<i>CGD #1 Responses Due;</i> CGD #2 Discussion Questions Handed Out
September 21	CGD #2	
September 23	Chapter 4	
September 26	Chapter 4	
September 28	Chapter 4	<i>CGD #2 Responses Due</i>
September 30	Chapter 4	
October 3	Mid-Term Review	
October 5	MIDTERM EXAM (Ch. 1-4)	
October 7	Popular Media Presentation	
October 10	Popular Media Presentation	
October 12	Chapter 5	
October 14	Chapter 5	
October 17	Chapter 5	CGD #3 Discussion Questions Handed Out
October 19	CGD #3	
October 21	Chapter 6	
October 24	Chapter 6	<i>CGD #3 Responses Due</i>
October 26	Chapter 6	
October 28	Chapter 7	
October 31	Chapter 7	
November 2	Chapter 7	CGD #4 Discussion Questions Handed Out
November 4	NO CLASS	
November 7	CGD #4	
November 9	Chapter 11	

November 11	NO CLASS – Veteran’s Day	
November 14	Chapter 11	<i>CGD #4 Responses Due</i>
November 16	Chapter 11	
November 18	Grad Student Presentations	Textbook Chapter TBD
November 21	Grad Student Presentations	Textbook Chapter TBD; <i>Popular Media Paper Due</i>
November 23	NO CLASS - Thanksgiving	
November 25	NO CLASS – Thanksgiving Holiday	
November 28	Grad Student Presentations	Textbook Chapter TBD
November 30	Grad Student Presentations	Textbook Chapter TBD
December 2	Grad Student Presentations	Textbook Chapter TBD
December 5	Grad Student Presentations	Textbook Chapter TBD
December 7	Final Exam Review	
December 14, 3-5 PM	FINAL EXAM (Ch. 5-7, 11, Content Covered in Grad Student Presentations)	