PHC 6195: Health Information for Diverse Populations:
Theory & Methods (3 credit hours)
College of Public Health & Health Professions Syllabus
University of Florida
Spring 2024
Delivery Format: Asynchronous Online
Course Website: UFL E-Learning

Instructor:	Gaia Zori, PhD, MPH, CHES
Office:	HPNP 4135 (4th floor)
Email Address:	gaia.zori@ufl.edu
Office Hours:	Wednesday 2:00-3:00 PM EST via Zoom, or by appointment (please email gaia.zori@ufl.edu to set up an appointment)
Teaching Assistant:	Mariam Badru, MPH, PhD student, Public Health: Social and Behavioral Sciences
Email Address:	mariambadru@ufl.edu
Office Hours:	By appointment

Preferred Course Communications and Email Policy: Direct Outlook email (gaia.zori@ufl.edu) is the preferred method of communication, ***not the message function within Canvas***. Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm on Friday will be answered by 1pm on the following Monday.

PREREQUISITES

Admission to program or approval of instructor.

PURPOSE AND OUTCOME

Course Overview

During this course, we will be exploring and learning how to develop and communicate health information. We will learn how to take these messages and tailor them to specific populations to increase knowledge and change attitudes, beliefs, and behaviors. You will learn the basic concepts of communication, how individuals process and respond to public health information, and how to create persuasive health communication messages using relevant theories and research.

Course Objectives

The course objectives for PHC6195 were developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public health (ASPPH). Communication is a large field of knowledge. That is why there is a whole college program dedicated to its craft. For this course, I do not expect you to walk away as the next big public health influencer, but as a social-behavioral scientist armed with more skills and knowledge to help make a difference in our communities and in the field of public health. By the end of this course, students will be able to:

1. Describe the uses, potential, and limitations of health information products and campaigns.
2. Use a process approach to design a public health information product and campaign.
3. Apply persuasive communication theories to the design of public health information products and campaigns.

4. Explain the importance of power differentials, gender, culture, and other population characteristics to design public health information products and campaigns.
5. Demonstrate the skills needed to develop targeted materials for designing public health information products and campaigns.
6. Apply program evaluation methods to the design and (process/outcome) assessment of public health communication products and campaigns.

What is expected of you?

You are expected to actively engage in the course throughout the semester. This course relies heavily on participation in the online discussion boards with instructor and classmates; your participation fosters a rich course experience for you and your peers. It is the sole responsibility of the student in online courses to keep up with course requirements. You are expected to do preparatory work (including reading and/or watching videos linked in Canvas) each week prior to participating in online discussion boards, which will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout online course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates post, and critique and extend the course readings and lectures. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

Late work is not accepted without instructor approval**.** Quizzes and assignments will lock at the end of each module (all dates and times noted below in the course outline).

Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.
A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Teaching Philosophy

The aims of graduate school are different from those of undergraduate education. Undergraduate education is concerned primarily with instilling the essential knowledge in a field and—at its best—with preparing students for a lifetime of learning. Graduate education is about turning students into professional researchers and teachers. These different aims correspond to distinct responsibilities

for both teachers and learners at the graduate and undergraduate levels. As aspiring professionals, you are responsible for taking initiative to master the key ideas and literature in the field and for seeking out the resources you need. My role is to facilitate your learning and professional development as independent scholars by introducing you to pertinent literature, by challenging you to evaluate and synthesize the material, and by rewarding individual initiative.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu.

DESCRIPTION OF COURSE CONTENT

Course Materials, Instructional Methods, and Technology

Required Textbooks: Gladwell, M. (2000). The tipping point: How little things can make a big difference. Boston: Little, Brown.

Parvanta, C.F., Nelson, D.E. & Harner, R.N. (2018). Public Health Communications: Critical Tools and Strategies. ISBN: 9781284065947

Additional Required Readings: Posted on the course website (Canvas).

Instructional Methods

This course is offered online, in weekly "modules." Each module is made up of the following:

1.) Assigned readings (textbook chapters and/or articles posted to eLearning)
2.) Lectures/videos (posted to eLearning)
3.) A quiz (covering all content presented within the module, including readings and videos)
4.) Weekly writing prompts or other assignments

Course Website: The course website is available on Canvas and can be accessed through the eLearning @ UF website. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

Announcements: Class announcements will be sent via the announcements tool in Canvas. Depending on your Canvas notification settings, you may or may not be notified via email; ***you are responsible for all information in these announcements*** whether or not you see them in your email. ***Please update your settings so that you are notified of announcements.***

This course will use Canvas. The textbook readings make up the core foundation of this course, and supplemental articles, lectures, and videos are provided to supplement the course textbook by offering applied examples, clarification of difficult concepts, and extensions of textbook material. Thus, I assume that you have completed the assigned readings when watching the videos; if you have not done so, the video content may be confusing

Technical Requirements: You are REQUIRED to have a webcam and microphone. Browser requirements may change; please consult https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites to see a list of supported browsers and recommendations for browser configuration.

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

Email: helpdesk@ufl.edu
Phone: (352) 392-HELP - select option 2 · https://helpdesk.ufl.edu/
Website: https://elearning.ufl.edu/help.shtml

Additional Academic Resources

- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.

ACADEMIC REQUIREMENTS AND GRADING

Course Components:

1. **Syllabus/Academic Integrity Quiz:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. *Please review the syllabus, course overview, and the academic integrity materials before completing the quiz.* **NOTE:** While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.

2. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned textbook chapters and/or specified journal articles to read. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos). Whether these materials are required or optional will be described within that week's page on Canvas.

3. **Weekly Quizzes (20% of final grade):** To encourage completion of the readings/assigned material, to help assess if there are any areas that students are having difficulty with, and because we will not have exams, you will be asked to complete a quiz on each week's material. This quiz is intended to assess overall comprehension of the material and you will have two attempts each week to complete the quiz. Questions are randomly drawn from a question bank, however, so it is unlikely that you will see the exact same set of questions each time. Each quiz is worth 10 points. You will be able to drop your lowest quiz score for a total of 100 points for the semester. **The weekly quizzes account for 20% of the final course grade.** Please see Canvas for full assignment details and requirements.

4. **Online Discussion Assignments & Writing Prompts (30% of final grade)**: The exchange of ideas between colleagues is a key aspect of learning and is a required activity in this course. In several modules, we will have a group discussion component. You may also have short out-of-class assignments that you will discuss on the discussion board that will be considered part of this grade; more information on these assignments will be provided under the appropriate module. While you are graded on overall participation each week, you are required to complete each week's discussion post and reply to a minimum of one other student's post on that week's group board. Discussion posts should address all questions in that week's prompt (you can separate sections by question # or write all answers in a narrative form, just be clear to indicate that you've answered all questions), and you should end your post in a way that engages the class in discussion (e.g., ending with a question to the group that will generate interesting discussion about the topic and must demonstrate critical thinking related to the week's readings/content). Appropriate questions include those that 1) seek clarity on course material; 2) relate the course material to other public health issues/theories or discussions we've had; 3) provide the basis for further investigation that would build on the readings; 4) generate interesting course discussion/debate. Please consult the rubric posted online on Canvas for an outline of what we are looking for in the discussion posts and how they will be scored. There will be a total of 7 discussion posts over the course of the semester. Students can earn up to 20 points each week for submitting these weekly discussion posts, for a total of 140 points over the course of the semester. **The discussion assignments and writing prompts account for 30% of the final course grade.** Please see Canvas for full assignment details and requirements.

5. **Development of Health Communication Campaign (50% of final grade)**: To integrate what you've learned about behavior change theories and health communication, you will prepare a health communication campaign consisting of two health communication products aimed at health promotion and behavior change in a public health area of your choosing. You will submit this project in stages over the course of the semester and will receive formative feedback after each submission to help you improve the final products. Submissions throughout the semester include the following: topic selection (10 points), campaign research (30 points), primary health communication campaign development (30 points), health communication campaign draft (50 points), and final health communication campaign submission (100 points). You will also provide peer feedback on the campaign draft and complete a peer reflection in the final week of the course. **The final project, including all submissions throughout the semester and peer reviews, is worth 50% of the final course grade.** Please see Canvas for full assignment details and requirements.

All activities are due at the days/times listed. All submissions will be through Canvas. NO EXCEPTIONS.

Grading

Requirement	*Due date*	*Percent*
Syllabus Quiz	Must be completed to unlock course materials by Wednesday 1/10 at 12:00 PM EST	--
Weekly Quizzes	Ongoing; due Fridays by 11:59 PM EST	20%
Weekly Online Writing Prompts/Discussion Posts	Ongoing; due Fridays by 11:59 PM EST Discussion replies due Mondays by 11:59 PM EST	30%
Final Project: Health Communication Campaign *All assignments due by 11:59 PM EST on listed due date*	Topic Selection due 1/24 Campaign Research due 2/7 Primary Campaign Development due 2/28 Health Communication Campaign Draft due 3/28 Campaign Draft Peer Reviews due 4/4 Final Campaign Submission due 4/23	50%
TOTAL		**100%**

Translating Course Percentages to Letter Grades

Letter Grade	Letter Grade
A (93-100%)	C+ (77-79%)
A- (90-92%)	C (70-76%)
B+ (87-89%)	D+ (67-69%)
B (83-86%)	D (63-66%)
B-(80-82%)	D- (60-62%)
	E (<60%)

NOTE: Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter grade to grade point conversions are fixed by UF and cannot be changed.

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

For greater detail on the meaning of letter grades and university policies related to them, see the Grading and Grade Policies posted by the Registrar's Office.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Communication Guidelines

Please email the instructor and TA directly rather than using the messaging tool in Canvas. For digital communication, please see the following Netiquette Guidelines: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Policy Related to Make ups or Other Work

If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the course instructor as soon as possible. **Late assignments will not be accepted**

without an approved arrangement with the course instructor. Failure to complete work prior to the deadlines outlined in this syllabus may result in a zero grade for that assignment.

Policy Related to Technical Issues
Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing help desk (http://helpdesk.ufl.edu/) created when the problem was reported to them. The ticket number will document the time and date of the problem. You **must** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Polices Related to Remote and Online Synchronous Sessions
Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: **"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Codes information at the Dean of Students Office website or the Academic Expectations information at the Graduate School website for additional details. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Policy Related to Plagiarism
Plagiarism, as defined in the UF Student Honor Code (https://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf), will not be tolerated. Plagiarism detection software (e.g., TurnItIn) and other resources may be used to detect plagiarism. Assignments where the instructor deems that plagiarism has occurred may receive a zero grade, and may be reported to the Dean of Students office as a Student Honor Code violation. The APA publication manual (optional textbook) provides guidelines on avoiding plagiarism; for more details you can also reference the Purdue Online Writing Lab website (https://owl.purdue.edu/owl/purdue_owl.html).

Self-plagiarism is the reuse of the student's own submitted work, or the simultaneous submission of the student's own work, without the full and clear acknowledgment and permission of the instructor to whom it is submitted. You must be original in composing all assignments in this class. To copy

text or ideas from another source (including your own previously, or concurrently, submitted course work) without appropriate reference is plagiarism and will result in a failing grade for your assignment and possibly further disciplinary action. If you plan to use a component of an assignment completed for another class to fulfill a requirement for this class, you must contact the instructor ahead of time to ask for permission and your previous work must be cited and paraphrased.

Turnitin

Academic integrity is a serious issue that has been a growing problem at universities. I have a zero tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to properly quote and cite other people's work. With each assignment you complete you are pledging that you hold yourself and your classmates to the highest standards of academic integrity. I use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything though assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, at minimum.

Artificial Intelligence (AI)

When authorized by the course instructor, students may use AI technologies in the completion of coursework as long as they cite all such use by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

Course instructors may adjust limitations on AI assistive technology use and must communicate any limitations to students sufficiently in advance of the assignment due date. Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct. **The use of AI on assignments, essays/reflection papers, exams, and quizzes when prohibited by course or college instructions is considered cheating** and students are violating the UF Regulations 4.040 Student Honor Code and Student Conduct Code.

It is important to note that many generative AI models (e.g. ChatGPT, ChatSonic, Google Bard etc) place any information that they are provided with into the public domain. When using such tools, you must therefore ensure that they are **never provided with confidential information**. UF AI systems (e.g., Co-Pilot, NaviGator) should never be provided with confidential information. For the avoidance of doubt, the use of such tools is prohibited for generating any confidential communications, including, but not limited to, communications relating to patient records, clients, students, and intellectual property. You are also reminded that you should always review the terms and conditions of any third party software you use (e.g. proof reading tools) to ensure that any data they are provided with is appropriately protected. Always verify information and sources generated by AI tools. AI has been known to generate false information and to cite non-existent sources. Also, because AI-generated text mines people's intellectual property without appropriate credit, this raises ethical concerns.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or their designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. Online and in person assistance is available.
    - Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
- **U Matter We Care** website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/.

- Crisis intervention is always available 24/7 from: **Alachua County Crisis Center**: (352) 264-6789
  http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx.

- **University Police Department**: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

- **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

Interpersonal Violence
University of Florida is a Green Dot campus which means that interpersonal violence of any kind is not tolerated. If you experience any form of violence, I am here to support you. Please do not hesitate to reach out to me directly or contact any of the following offices:

- **Office of Victim Services**
  352-392-5648 (Monday - Friday 8am-5pm)
  352-392-1111 (after business hours and on weekends)

- **Office of Accessibility and Gender Equity**
  352-273-1094
  https://titleix.ufl.edu/

- **U Matter We Care**
  352-294-CARE (2273)
  umatter@ufl.edu

Weekly Course Schedule
Materials subject to change. Please visit Canvas modules for most updated materials in each module. Full details for each reading listed below can also be found within the corresponding module on the course Canvas page.

Week	*Date*	*Topics*	*Core Readings*	*Assignments*
1	1/13-1/17	**Introduction to Course & Health Communication 101**	• Syllabus • Chapter 1: Introduction to Health Communication	• Syllabus Quiz • Discussion 1 Due
2	1/21-1/24	**Understanding Science & Communication Data**	• Chapter 4: How to Communicate about Data Chapter 5: Understanding and Reporting the Science	• Week 2 Quiz Due • **Final Project: Topic Selection Due** • Discussion 2 Due
3	1/27-1/31	**Health Literacy**	• Ch. 7 Health Literacy and Clear Health Communication	• Week 3 Quiz Due • Discussion 3 Due

Week	*Date*	*Topics*	*Core Readings*	*Assignments*
4	2/3-2/7	**Public Health Communication Theories**	• Ch. 3 A Public Health Communication Planning Framework • Ch. 8 Behavior Change Communication: Theories, Models, and Practice Strategies	• Week 4 Quiz Due • Discussion 4 Due
5	2/10-2/14	**Formative Research**	• Ch. 9 Formative Research	• Week 5 Quiz Due • **Final Project: Campaign Research Due**
6	2/17-2/21	**Media Vehicles Public & Mass Media**	• Ch. 10 Media Vehicles, Platforms, and Channels • Ch.11 Implementing a Communication Intervention	• Week 6 Quiz Due • Discussion 5 Due
7	2/24-2/28	**Traditional Health Communication**	• Howard: 10 effective public health social media campaigns	• Week 7 Quiz Due • **Final Project: Primary Communication Campaign Development Due**
8	3/3-3/7	**Social Media & Public Health**	• Gatewood et al. (2020) • Kanchan & Gaidhane (2023)	• Week 8 Quiz Due • Discussion 6 Due
9	3/10-3/14	**Stigma & Cultural Influences in Public Health Communication**	• CDC's Guiding Principles to Promote an Equity-Centered	• Week 9 Quiz Due • Work on Final Project: Health Communication Campaign Draft
10	3/17-3/21	**SPRING BREAK**		
11	3/24-3/28	**Health Informatics** **Mobilizing the Community**	• Loue: Community health advocacy	• Week 11 Quiz Due • **Final Project: Health Communication Campaign Draft Due**
12	3/31-4/4	**Program/Campaign Evaluation**	• Ch. 12 Evaluating a Health Communication Program	• Week 12 Quiz Due • **Peer Reviews of Health Communication Draft Due**

Week	*Date*	*Topics*	*Core Readings*	*Assignments*
13	4/7-4/11	**Crisis and Emergency Risk Communication**	Ch. 15 Crisis and Emergency Risk Communication: A Primer	• Week 13 Quiz Due Discussion 7 Due
14	4/14-4/18	**Application and Future Directions**		• Work on Final Project: Health Communication Campaign
15	4/21-4/23	**Final Project: Health Communication Campaign Due**		