PHC 6195: Health Information for Diverse Populations:
Theory & Methods (3 credit hours)
College of Public Health & Health Professions Syllabus
University of Florida
Fall 2025
Delivery Format: On-Campus/Canvas
Course Website: UFL E-Learning

Instructor: Gaia Zori, PhD, MPH, CHES
Course Day and Time: Tuesday, Periods 4-6 (10:40 AM – 1:40 PM)
Room Number: HPNP G307
Office: HPNP 4156 (4th floor)
Email Address: gaia.zori@ufl.edu
Office Hours: Wednesday 1:00-2:00 PM EST via Zoom, or by appointment (please email gaia.zori@ufl.edu to set up an appointment)

Teaching Assistant: Mariam Badru
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.

Blended Learning

This course uses a blending learning model. A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to- face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. This includes attending class, being prepared for class, actively engaging in class discussion, and completing all assignments or course-related work. You are expected to do preparatory work (including reading and/or watching videos listed on the syllabus) each week prior to the class where those readings are being discussed. In class you will be asked to initiate ideas, share relevant experiences, reflect on classmate's comments constructively, and critique and extend the course readings and lectures. Rich discussion frequently entails disagreements not only about issues and conceptual approaches to health, 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."

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 & Co.

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

Optional Text: Gladwell, M. (2024). Revenge of the Tipping Point: Overstories, Superspreaders, and the Rise of Social Engineering. Boston: Little, Brown & Co.

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, for a total of 100 points over the course of the semester. You will be able to drop your lowest quiz score at the end of the semester.**

4. **Online Writing Prompts/Reading Reflection (20% of final grade)**: Given the importance of discussion and in-class activities to this course, it is essential that all students have completed the required readings and grasp that week's concepts *prior* to coming to class. To help you 1) engage with the course readings 2) connect key concepts across readings and 3) practice your written communication skills, you will be asked to submit a short written prompt before you come to class for 6 of the weeks this semester. Most prompts will ask you to summarize the material across readings for a particular audience, and/or to include at least one potential discussion question for use in class. Some weeks will require you to submit comments or reflections on a given reading in Perusall. You will be asked to submit each assignment by Monday at 11:59 pm (prior to the Tuesday class). More information on the online writing prompts/reading reflection. **Students can earn up to 20 points each week for submitting these weekly prompts, for a total of 120 points over the course of the semester.**

5. **Attendance, Professionalism, and Participation (20% of final grade):** Attendance, participation, and professionalism are required each week. Each week, in-class time will be spent on critical discussion of the weekly readings and applied group activities. You may also have short out-of-class assignments (or in-class assignments with an out-of-class portion) that will be considered part of the participation/weekly activities grade; more information on these assignments will be provided in class on the appropriate week. Merely showing up in class and providing minimal discussion/activity input or input that does not demonstrate understanding of that week's materials will result in point deductions. The lowest participation grade will be dropped at the end of the semester. **Students can earn up to 10 points each week for attendance, participation, and completion of weekly activities, for a total of 120 points over the course of the semester.**

   Additionally, students will be placed into groups of 2-3 students for collaboration on the final project and all project components over the course of the semester leading up to the final presentation. Full participation and professionalism from all members of the student groups are essential for effective group functioning and high levels of student learning. Therefore, students will complete a group collaboration contract, provided and facilitated by the course instructor, during the first week of class that establishes expectations for communication and collaboration throughout the semester. **The contract is worth 10 points.** Please see the course Canvas page for full assignment guidelines.

6. **Development of Health Communication Campaign (40% of final grade)**: To integrate what you've learned about behavior change theories and health communication, you will collaboratively 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 group's 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 (100 points). You will also provide peer feedback on the campaign draft in the final week of the course. You will receive 15 points for each peer review, for a total of 30 points. Finally, you will prepare a 10-minute campaign launch presentation to share with your peers on the last day of class (25 points). **The final project, including all submissions throughout the semester and peer reviews, is worth 275 points.** 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 Tuesday 8/26 at 12:00 PM EST	--
Attendance, Professionalism, and Participation	Ongoing	20%
Weekly Quizzes	Ongoing; due Mondays by 11:59 PM EST	20%
Online Writing Prompts/Reading Reflection	Ongoing; due Mondays by 11:59 PM EST	20%
Final Project: Health Communication Campaign *All assignments due by 10:40 AM EST on listed due date*	Topic Selection due 9/2 Campaign Research due 9/23 Primary Campaign Development due 10/14 Health Communication Campaign Draft due 11/4 Campaign Draft Peer Reviews due 11/14 Final Campaign due 12/2 Campaign Launch Presentation due 12/2	40%
TOTAL		**100%**

Translating Points to Letter Grade

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.

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).

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)

While the ever-changing (and exciting) new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. This graduate course is a place for learning and this class is specifically a space for learning how to improve our writing. AI simply cannot do that learning for us. Further, intellectual integrity is vital to an academic community and for my fair evaluation of your work. Therefore, all work completed and/or submitted in this course must be your own, completed in accordance with the University's Guidelines on Academic Integrity. **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.

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. In those instances, students assume full responsibility for all content, including errors and omissions. **Failure to cite the use of AI assistive technology, or use of the technology disregarding specific course limitations is considered academic misconduct.** Assistive technology authorized as part of an accommodation for a disability is always permitted.

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. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at https://my-ufl.bluera.com

Guidance on how to provide constructive feedback is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens. 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.

Week	*Date*	*Topics*	*Readings*	*Assignments*
1	8/26	**Introduction to Course & Health Communication 101**	• Syllabus • Chapter 1: Introduction to Health Communication • Tipping Point: Introduction & Chapter 1	• Syllabus Quiz • Group Collaboration Contract Due
2	9/2	**Understanding Science & Communicating Data**	• Chapter 4: How to Communicate about Data Chapter 5: Understanding and Reporting the Science	• Week 2 Quiz Due • Final Project: Topic Selection Due • Perusall Practice Assignment Due (Optional)
3	9/9	**Health Literacy**	• Chapter 7: Health Literacy and Clear Health Communication • Tipping Point: Chapter 2 • Santana et al. (2021)	• Week 3 Quiz Due • Reading Reflection 1 Due
4	9/16	**Public Health Communication Theories**	• Chapter 3: A Public Health Communication Planning Framework • Chapter 8: Behavior Change	• Week 4 Quiz Due • Reading Reflection 2 Due

Week	Date	Topics	Readings	Assignments
			Communication: Theories, Models, and Practice Strategies	
5	9/23	**Formative Research**	• Chapter 9: Formative Research • Tipping Point: Chapter 3 • Lee & Kottler (2022)	• Week 5 Quiz Due • Final Project: Campaign Research Due
6	9/30	**Media Vehicles, Public & Mass Media**	• Chapter 10: Media Vehicles, Platforms, and Channels • Chapter 11: Implementing a Communication Intervention	• Week 6 Quiz Due • Reading Reflection 3 Due
7	10/7	**Traditional Health Communication**	• Tipping Point: Chapter 4 & 5	• Week 7 Quiz Due • Reading Reflection 4 Due
8	10/14	**Social Media & Public Health**	• Gatewood et al. (2020) • de Vere Hunt & Linos (2022) • Schillinger, Chittamuru & Ramirez (2020)	• Week 8 Quiz Due • Final Project: Primary Communication Campaign Development Due
9	10/21	**Stigma & Cultural Influences in Public Health Communication**	• CDC's Guiding Principles to Promote an Equity-Centered • Griffith et al. (2024)	• Week 9 Quiz Due • Reading Reflection 5 Due
10	10/28	**Health Informatics, Mobilizing the Community**	• Tipping Point: Chapter 7 & 8	• Week 10 Quiz Due • Reading Reflection 6 Due
11	11/4	**Program/Campaign Evaluation**	• Chapter 12: Evaluating a Health Communication Program • Kreps (2014)	• Week 11 Quiz Due • Final Project: Health Communication Campaign Draft Due
12	11/11	**VETERAN'S DAY (NO CLASS)**		• Peer Reviews of Health Communication Campaign Draft Due
13	11/18	**Crisis and Emergency Risk Communication**	• Chapter 15: Crisis and Emergency	• Week 12 Quiz Due

Week	*Date*	*Topics*	*Readings*	*Assignments*
			Risk Communication: A Primer	• Work on Final Project: Health Communication Campaigns and Launch Presentations
14	11/25	**THANKSGIVING**		
15	12/2	**Application & Future Directions** **Final Project: Health Communication Campaign Due & Campaign Launch Presentations**		