

UF COLLEGE OF JOURNALISM AND MASS COMMUNICATIONS

Health Communication Seminar MMC 4411

“Be careful about reading health books. You may die of a misprint.” — Mark Twain

Proposed for Spring 2015

Class days and times: Wednesday, 9:35 a.m. – 12:25 p.m.

Class location: 1078 Weimer Hall

3 credits

Course Website: www.UFHealthCommunication.edu

Instructor: Kelly Flowers, MBA
Weimer Hall
Email: kflowers@ufl.edu

Office Hours: Immediately after every class or by appointment

Course Description:

Acquaints students with a broad understanding of health communication. The course covers the full spectrum from theories and research on media influences to the design, implementation and evaluation of media campaigns to promote public health goals.

Course prerequisites

Credits: 3; senior standing or above, unless permission is granted by the instructor.

Students who have not been admitted to the College of Journalism and Communications must have a 3.0 overall grade point average to enroll in this course.

Your Course Learning Objectives

1. Discuss and evaluate effective health promotion materials in terms of campaigns and worksite health promotion.
2. Prepare a digital media-based health communication campaign by clearly articulating the program needs, strategies, resources, and accomplishments that focus on highlighting one specific disease state or condition.
3. Analyze theories and models of health assessment, including health belief, stages of change, social learning, diffusion of innovations, and organization change and be able to apply to health communication.
4. Evaluate and implement program-planning communication strategies for preparing organizational and community wide initiatives i.e. media relations, media advocacy, social marketing, and counter advertising.
5. Explain the health communications processes model to design a range of communication initiatives, including public service announcements, advertising, campaigns, promotions, and sponsorship.
6. Produce and conduct selective in-service training programs for targeted groups.

Course Website

This Seminar in Health Communication (MMC 4411) information and updates can be found at www.ufhealthcommunication.com. Included in this website is reading material, syllabus, class blog,

examples of past projects as well as videos and current “real life” health campaigns. Items that are posted on this website will not always be emailed to you so make sure you check this site prior to every class period.

Course Expectations:

Class attendance and participation policy: Students are expected to attend and be prepared to participate in all class sessions. If you must miss a class session, make arrangements with me in advance. The best way to make these arrangements is email or attending my office hours immediately after class. This course uses in class exercises with follow up debriefings and discussions. Because these exercises increase knowledge and understanding of the seminars material, consistent class attendance is critical. Reading and all assignments provide essential background knowledge so these should be completed before each class session. If you miss more than two class periods your grade will be deducted by 5%. If you will be absent due to foreseeable circumstances such as attending a conference, jury duty, death of an immediate family member please let me know prior to class so we can make arrangements to get the class discussion information to you.

Laptop Policy:

A study published in [Psychological Science](#), by Pam A. Mueller of Princeton University and Daniel M. Oppenheimer of the University of California-Los Angeles, suggested that “even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing. Three studies, found that students who took notes on laptops performed worse on conceptual questions than students who took notes longhand. Whereas, taking more notes can be beneficial; laptop note takers’ tendency to transcribe lectures verbatim rather than processing information and reframing it in their own words is detrimental to learning.”

Therefore, please do not use your laptops or any other Internet or electronic devices during class, unless I specifically ask you to do so. I will post slides prior to each class on the course website for you to use for taking notes.

Cell Phone Policy:

Turn your cell phones off or to the “silent” mode during class. Students seen texting, chatting, or checking email on their computers or cell phones will be asked to leave class for the day and will be considered absent for the class period.

Other Course Requests:

- Students will be responsible for being prepared prior to every class and turning in assigned materials on time. This includes and is not limited to all readings, lecture material, activities, and assignments. My expectation is that you will come go class ready to participate and contribute to each seminar.
- Classes will start at 9:35 am and we will go the entire class period. You will get one 15-minute break midway through the class. This is when you can use your cell phones, laptops, and other electronic devices as well as take break to eat. No food is allowed in our classroom so please use your break wisely.
- During the semester I will communicate through email and the website to provide news updates, course materials and upcoming assignments. Access to e-mail and the internet is required. I will be using your Gatorlink accounts for course-related communications. If you use another email address, start checking your Gatorlink account for course material.

Course readings:

Flowers _ Health Communication Seminar

This seminar is designed to improve the health communication skills and knowledge of the enrolled students. It also provides current trends and resources in the health communication field. As such, I may add reading assignments and class activities as the semester progresses in order to meet the needs of the class. These items will be posted on the course website and emailed to your Gatorlink account.

Required Text:

Bensley, R. and Brookins-Fisher, J. Community Health Education Methods: A Practical Guide. 3rd Ed. Jones and Bartlett, 2009.

*The textbook will be supplemented by book chapters and journal articles in order to address issues such as telemedicine, health narratives, healthcare teams, health literacy, and health information seeking.

Internet Resources:

- Office of Cancer Communications, National Cancer Institute (2002). Making health communication programs work: A planner's guide. NIH Pub. No. 02-5145.
<http://www.cancer.gov/pinkbook>
- Theory at a Glance: A Guide for Health Promotion Practice (MHCPW)
<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>
- Clear & Simple: Developing Effective Print Materials for Low-Literate Readers
www.cancer.gov/cancerinformation/clearandsimple
- How To Evaluate Health Information on the Internet
www.cancer.gov/cancertopics/factsheet/Information/internet
- U.S. Department of Health and Human Service Healthy People 2020
http://www.cdc.gov/nchs/healthy_people/hp2020.htm
- Gateway to Health Communication and Social Marketing Practice (CDC)
www.cdc.gov/healthcommunication/
- Office of National Drug Control Strategy - Media Campaign <http://www.mediacampaign.org>

Course Grading Scale: You may earn up to *100 points* total. Your chance to earn your grade ends when the semester ends. No grades will be *bumped* up at the end of the semester regardless of how *borderline* the grade. There will be no opportunities for extra credit. The following indicates which letter grades correspond to earned points:

The grading scale for this course consists of the following:

90%-100% = A	70%-76% = C
87%-89% = B+	67%-69% = D+
80%-86% = B	60%-66% = D
77%-79% = C+	Below 59.9% = E

Essay Exam (20%): The essay exam is available for 24 hours (12 am – 11:59 pm) on February 12, 2015. Once beginning the test, you must finish the test in the allotted time period, 120 minutes. You may only take the test once. All students must take the exam on the specified day and time, NO EXCEPTIONS.

Subject of the Essay Test: Utilize the health communications processes model to design a campaign aimed at creating attention, awareness, understanding and action.

An example: Campaign Subject: Alachua county residents; Campaign Topic: Stroke

Include in this essay the following elements:

- Elements of a health campaigns

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- Planning and Strategic Selection (Analysis)
- Selecting Channels and Materials
- Development and testing
- Implementation and Monitoring
- Evaluation (Assess effectiveness)
- Feedback

Campus Health Awareness Events (10%)

Please attend two health / safety awareness or skill-building events offered by UF during the semester (such as Health Expo, Alcohol Awareness Week, Breast Cancer, HIV/AIDS awareness, violence prevention). Attend to the marketing, organization and program implementation, and prepare a 5-page paper, which summarizes your observations and recommendations from a health communication perspective.

Communications Strategy Review (25%)

Examine at least 30 advertisements for health products or services from one channel of media communications (a channel may include, but is not limited to: news media, print advertising, radio/TV advertising, placements, marketing approaches, internet and web advertising).

Prepare an 8-10 page paper that reviews

- Common and unique approaches and strategies
- Hypotheses/assumptions used
- Appropriateness for target audience(s)
- Your reactions and assessment
- How these insights can be used with health and safety topics

Topical Communications Campaign – Group Project (25%)

In a group of three to five people, design a disease or condition (www.cdc.gov/diseasesconditions/) specific communications campaign suitable for implementation, including at least eight varied materials and approaches, the vast majority of which were developed by your team. Campaign elements typically include print materials, public service announcements, fliers, fact sheets, brochures, news releases, and additional resources. If incorporating others' materials (e.g., fact sheets, resources), clearly identify with reference notation on the item and in the written description. Include a written description describing theory and background, needs assessments, strategy selection, pilot testing, and evaluation. Prepare this as if it is being presented to UF Health Shands Hospital Marketing and Communications department. Each group must sign up for a specific health topic. No two groups may have the same topic so it's on a first come first service basis. Each group is expected to present their campaign in class. This presentation should include every group member and should be 10 minutes in length.

Product Launch/Health Training Presentation (20%)

Soon you will be graduates of UF and you may be asked at your new job to develop a program for a health-training seminar or a product launch packet for a new product. Your final assignment for this course is to plan, design, and present a product launch or health training seminar session. This can include and is not limited to a new medical device, insurance plan, recommended health interventions (flu shot, immunizations, sport physicals, etc.). This project will incorporate communication strategies from the strategy review and group communication campaign assignments as well as your observations from the campus health awareness events that you have attended. Grading is based on quality of your final presentation (documenting the background of the health topic, preparation of the materials you have

created for this in-service, and rationale for presentation content). Presentations should be 20 minutes. Please email me a copy of your presentation 24 hours in advance.

- Health Training Seminar Examples:
 - Hand washing protocols (http://www.hopkinsmedicine.org/heic/infection_surveillance/hand_hygiene.html)
 - Customer Service Training (<http://my.clevelandclinic.org/Documents/Patient-Experience/OPE-Newsletter-5-26-10.pdf>)
- Product Launch Packet Examples (medical device companies, pharmaceuticals, etc.)
 - Stryker knee (<http://literature.ortho.stryker.com/files/LX3HAB.pdf>)
 - Medtronic Spine (<http://www.medtronic.com/patients/cervical-herniated-discs/index.htm>)

Academic Integrity

Each student in this course is expected to abide by the University of Florida policy on Academic Integrity. Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied would both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

UF Honor Pledge

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 (<http://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. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class."

Teaching Philosophy

I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community I ask all students to:

- Share their unique experiences, values and beliefs

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- Be open to the views of others
- Honor the uniqueness of their colleagues
- Appreciate the opportunity that we have to learn from each other in this community
- Value each other's opinions and communicate in a respectful manner
- Keep confidential discussions that the community has of a personal (or professional) nature
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the UF community

UF Resources

- [Disability Resource Center](#)

“Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

- [Online Course Evaluation Process](#)

“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

- [Counseling and Wellness Center at the University of Florida:](#)

The Mission of the Counseling and Wellness Center at the University of Florida is to facilitate the total development of students by reducing psychological problems and distress and by enhancing mental health, well-being, quality of life, and optimal functioning, through the delivery of high quality, culturally sensitive services to UF students and the larger campus community. Our primary focus is on providing brief, confidential counseling aimed at helping students succeed academically and interpersonally.

Contact Information:

<http://www.counseling.ufl.edu/cwc/Default.aspx> or 352-392-1575

University Police Department: 392-1111 or 9-1-1 for emergencies

Tentative Course Schedule

Date and Topic	Readings	Assignments
<p>January 7</p> <ul style="list-style-type: none"> • Overview and Introduction • Foundations of Knowledge/Behavior Change • Foundations for Effective Communication • Desired Outcomes with a Health and Safety Focus 	<p>Community Health Education Methods: A Practical Guide Chapter 1 and 3</p> <p>Making Health Communication Programs Work: A Planner's Guide (MHCPW) – Stage One</p> <p>www.cancer.gov/pinkbook</p>	
<p>January 14</p> <ul style="list-style-type: none"> • Message Development and Content • Ethical Foundations • Review of Materials and Resources 	<p>Community Health Education Methods: A Practical Guide Chapter 2</p> <p>Making Health Communication Programs Work: A Planner's Guide (MHCPW) – Overview, Appendix B and E</p>	<p>Review Health Communication Theory website: http://www.utwente.nl/cw/theorieenoverzicht/Theory%20Clusters/Health%20Communication/</p>
<p>January 21</p> <ul style="list-style-type: none"> • Theoretical Paradigms and Models <p>Risk and Resiliency Factors</p>	<p>Theory at a Glance: A Guide for Health Promotion Practice http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf</p>	
<p>January 28</p> <ul style="list-style-type: none"> • Reaching Targeted Groups • A Multi-Cultural Perspective • Social Marketing and Social Norms 	<p>Clear & Simple: Developing Effective Print Materials for Low-Literate Readers</p> <p>www.cancer.gov/cancerinformation/clearandsimple</p>	<p>Guest: Director of Marketing UF Health</p> <p>Take Home Practice Exam</p>
<p>February 4</p> <ul style="list-style-type: none"> • Lessons from Campaigns • Product Development 	<p>Community Health Education Methods: A Practical Guide Chapter 5</p>	<p>Communication Strategy Review Due</p> <p>Guest: Communication Coordinator, American Stroke Association</p>
<p>February 11</p> <ul style="list-style-type: none"> • Product Development • Persuasive Communication 	<p>Community Health Education Methods: A Practical Guide Chapter 9</p> <p>MHCPW: Stage 2</p>	<p>Exam- February 12</p> <p>Guest: VP of Marketing RTI Surgical</p>
<p>February 18</p> <ul style="list-style-type: none"> • Non-Profit Approaches • Public Service Announcements 	<p>Community Health Education Methods: A Practical Guide Chapter 14</p>	<p>Communication Campaign Topics Due</p> <p>Guest: CEO, Tyler's Hope</p>

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<p>February 25</p> <ul style="list-style-type: none"> • Campaign Development • Counteradvertising and Models of Design 	<p>Community Health Education Methods: A Practical Guide Chapter 4</p>	
<p>March 11</p> <ul style="list-style-type: none"> • The Media: Print, Radio, TV, Emerging • Media Relations and Media Advocacy 	<p>Community Health Education Methods: A Practical Guide Chapters 10, 13</p> <p>MHCPW: Stage3</p>	
<p>March 18</p> <ul style="list-style-type: none"> • Evaluation: Process and Outcome 	<p>IMPACT Evaluation Resource www.caph.gmu.edu</p>	<p>Communication Campaign Presentations</p>
<p>March 25</p> <ul style="list-style-type: none"> • Communicating with Others • Presentations and In-Service Training 	<p>Community Health Education Methods: A Practical Guide Chapters 6, 7, 8</p> <p>http://siteresources.worldbank.org/EXTEVAC/APDEV/Resources/designing_results_frame_work.pdf</p>	
<p>April 1</p> <ul style="list-style-type: none"> • Articulating Program Results and Needs • Media Interviews 	<p>Community Health Education Methods: A Practical Guide Chapter 11</p> <p>MHCPW: Stage 4</p>	<p>Campus Health Awareness Events Paper Due</p>
<p>April 8</p> <ul style="list-style-type: none"> • Program Planning, Organizational Change 	<p>Community Health Education Methods: A Practical Guide Chapter 12</p>	
<p>April 15</p> <ul style="list-style-type: none"> • Diffusion of Innovation 	<p>Diffusion of health promotion innovations. Orlandi, Mario A., (1990). Health behavior and health education: Theory, research, and practice.</p> <p>Applying Diffusion of Innovation Theory to Intervention Development www.ncbi.nlm.nih.gov/pmc/articles/PMC2957672/</p>	<p>Product Launch/Training Presentations</p>
<p>April 22 and April 29</p> <ul style="list-style-type: none"> • Course Wrap Up 		<p>Product Launch/Training Presentations</p>

January 7

- Overview and Introduction
- Foundations of Knowledge/Behavior Change
- Foundations for Effective Communication
- Desired Outcomes with a Health and Safety Focus

Student objectives: Review the syllabus and expectations for the course. List why they are taking this course and what about it was of interest to them. List what they want to do after graduation and what health topics are of interest to them. Provide background for their weekly reading assignment - Making Health Communication Programs Work: A Planner's Guide (MHCPW) – Stage One

Activities: Small group discussion on what each student expects to obtain from this course. Discuss what jobs they would like to acquire upon graduation and how this class will help them achieve those positions. Find a partner and come up with a list of three foundations of effective communication.

Audio/Visual: PowerPoint of class overview and assignments. Provide an overview of possible job positions and/or graduate programs that one could use this class to help position themselves above other candidates. What if... Health Promotion Campaigns Actually Worked Video- https://www.youtube.com/watch?v=hoBUR_02tnE

January 14

- Message Development and Content
- Ethical Foundations
- Review of Materials and Resources

Student objectives: Answer the following questions in class discussion

- Do the ends always justify the means?
- Is some exaggeration acceptable to get your audience's attention?
- Are you able to answer questions, such as "Who are you to tell people what to do?"
- Have you chosen a population segment based on real needs or because it will be the easiest one for you to reach?
- What should you do if your results show that you have done more harm than good?

Activities: Students will be emailed a health topic (Smoking Cessation) prior to class they will be asked to develop a message to get college students to stop using tobacco products. They will break into groups and discuss their ideas then share their combined idea with the class.

Audio/Visual: Review available websites and resources for their upcoming presentations and assignments. PowerPoint will be used to provide background on ethical foundations as well as videos regarding Truth campaign.

January 21

- Theoretical Paradigms and Models
- Risk and Resiliency Factors

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Student objectives: Be able to list theories of communication and apply them to health communication campaigns. Be able to provide examples of Risk and Resiliency factors.

- **Risk:** conditions or situations that are empirically related to particular outcomes
- **Resilience:** a characteristic that allows a person to make appropriate behavioral choices in the presence of multiple risk factors (*Finley, 1994*)

Activities: Break up class into five groups. Each group gets assigned one of five theories and they have 35 minutes to come up with a brief explanation, an example and to find a health campaign online that uses this theory to promote their condition/disease state or product. A list of possible topics will be provided to them. They will then have 5 minutes to present this to the class.

Audio/Visual: PowerPoint explaining communication theories that were not covered by groups also have a list of websites for health campaigns:

- Stages of change model
- I-change (Attitude–social influence–self-efficacy model)
- Elaboration Likelihood Model
- Health Belief Model
- Protection Motivation Theory
- Social Cognitive Theory
- Social Support
- Theory of Planned Behavior/ Reasoned Action
- Transactional Model of Stress and Coping

February 28

- Reaching Targeted Groups
- A Multi-Cultural Perspective
- Social Marketing and Social Norms
- **Guest: Director of Marketing UF Health**

Student objectives: Using Expectancy Violation theory and social norms have the class break into groups and come up with how these might be used to measure the effectiveness of health communication campaigns.

Activities: Review the website of the Social Norms Center (www.socialnorm.org). Present an outline of the stages of developing a social norms marketing campaign, provide guidelines for creating effective media, and present types of evaluation data in support of the effectiveness of social norms marketing campaigns.

Guest will bring in multiple examples of campaigns created by UF Health. The class will review and discuss social norms, multi-cultural perspectives and what groups are targeted within each message.

Audio/Visual: Ads from UF Health, PowerPoint providing background on EVT, social norms and social marketing. Simpson's video will be shown.

February 4

- **Lessons from a Campaign**
- **Product Development**
- **Guest: Communication Coordinator, American Stroke Association**

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Student objectives: Discuss their communication strategy review that is due.

- What health problem are we addressing? What is occurring versus what should be occurring?
- Whom does the problem affect, and how?
- What role can communication play in addressing the problem?
- How and by whom is the problem being addressed? Are other communication programs being planned or implemented? (Look outside of your own organization.)
- What approach or combination of approaches can best influence the problem? (Communication? Changes in policies, products, or services? All of these?)
- What other organizations have similar goals and might be willing to work on this problem?
- What measurable, reasonable objectives will we use to define success?
- What types of partnerships would help achieve the objectives?
- Who are our intended audiences? How will we learn about them?
- What actions should we encourage our intended audiences to take?
- What settings, channels, and activities are most appropriate for reaching our intended audiences and the goals of our communication objectives? (Interpersonal, organizational, mass, or computer-related media? Community? A combination?)
- How can the channels be used most effectively?
- How will we measure progress? What baseline information will we use to conduct our outcome evaluation?

Activities: With a partner come up with two questions that they would like our guest to cover in class.

Audio/Visual: PowerPoint to review stages of product development

February 11

- Product Development
- **Guest: VP of Marketing RTI Surgical**

Student objectives: Critique RTI Surgical website and marketing material prior to class. Be able to list the products they distribute and their main competitive advantage.

Activities: In groups come up with a new product RTI should sell and how would this product be marketed. Discuss exam that is tomorrow.

Audio/Visual: PowerPoint to review stages of product development and a review of the RTI website.

February 18

- Non-Profit Approaches
- Public Service Announcements
- **Guest: CEO & Founder of Tyler's Hope**

Student objectives: List how for profit are different then non-profits and not for profit companies in how they use health messages. List three PSAs and how well they communicate their message.

Activities: In groups come up with suggestions for non-profits to enhance their message (social media, grassroots, etc.) Develop a PSA for Tyler's Hope.

Audio/Visual: Several examples of TV and print PSAs, PowerPoint discussing non-profit approaches

February 25

- Campaign Development
- Counteradvertising and Models of Design

Student objectives: List the 12 stages of campaign development

Activities: Review 12 stages with a groups and determine which stage they would like more information
http://www.thcu.ca/resource_db/pubs/754356559.pdf.

Audio/Visual: PowerPoint for lecture. Use http://www.thcu.ca/resource_db/pubs/754356559.pdf on screen as well.

March 11

- The Media: Print, Radio, TV, Emerging
- Media Relations and Media Advocacy
- Review Communication Campaign Presentations

Student objectives: Discuss a set of broadly applicable message design principles that distinguish between health education and promotion messages that are likely to "stick" in recipients' minds and potentially be persuasive versus those which may fail to have long-term impact. List potential uses (and misuses) of first-person narratives.

Activities: Get in groups and list five celebrity effects and discuss its impact on their lives. Each person will be given a health statistics that they have to translate into a compelling message for UF undergraduate students. Meet in groups to review presentations for communication campaigns

Audio/Visual: PowerPoint that examine topics such as celebrity effects (e.g., Katie Couric's colonoscopy), efforts to change professional behavior (e.g., hand washing), and translating health statistics into compelling meanings.

March 18

- Evaluation: Process and Outcome
- **Communication Campaign Presentations**

Student objectives: Evaluate group campaign presentations

Activities: Watch and review communication campaign presentations

Audio/Visual: Handout on campaign evaluations and outcome measurement. Group evaluation handout.

March 25

- Communicating with Others
- Presentations and In-Service Training

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Student objectives: List differences in case-based learning, clinical simulations, practice and feedback. Include criteria for communicating with patients.

Activities: Develop a list of policy and procedures for an in-service training program. In a group develop a full day of continuing education of health professionals – include major components on what is needed for this event to be successful.

Audio/Visual: Review successful in service training programs. PowerPoint of highlights of in-service training program. Review of what is required for training project._

April 1

- Articulating Program Results and Needs
- Media Interviews

Student objectives: Know|Feel|Do approach to Media Interviews. Facts → Feelings → Behavior Change.

Activities: Partner and conduct a media interview on a topic provided, using a range of media strategies including Media Advocacy, Social Marketing, Counter Advertising, Crisis and Emergency Risk Communication_

Audio/Visual: View several examples of media interviews. Discuss pros and cons for each. PowerPoint focused on articulating program results. Review on overhead

http://siteresources.worldbank.org/EXTEVACAPDEV/Resources/designing_results_framework.pdf_

April 8

- Program Planning
- Organizational Change

Student objectives: Why Is It Critical for Leaders and Managers to Be Successful at Organizational Change? What are the criteria for Kotter's 8-Step Change Model?

Activities: In a group chose a health condition and use Kotter's 8-Step Change Model

Audio/Visual: Review <http://managementhelp.org/organizationalchange/> on overhead._Use PowerPoint to walk through Kotter's 8-Step Change Model

April 15

- Diffusion of Innovation
- **Product Launch/Training Presentations**

Student objectives: What qualities make an innovation spread? How important are peer-peer conversations and peer networks? How does one understand the needs of different user segments?

Activities: Discuss which group do you fall in regarding different topics (exercise programs, TV Shows, cell phones – Innovators, Early Adopters, Early majority, or Late majority.

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Product training presentations – Description of peer evaluations will be distributed and class participation credits will be explained and distributed.

Audio/Visual: PowerPoint highlighting Diffusion of Innovation. enablingchange.com.au/Summary_Diffusion_Theory.pdf

April 22 and April 29

- **Product Launch/Training Presentations and Course Wrap-up**

Topical Health Communications Campaign – Group Project (25%)

Based on your VARK scores from the third week of class, groups of three to five people will be determined by the professor. The goal of this project is to design a disease or condition specific communications campaign suitable for implementation. This should include at least eight varied materials and approaches, which will be developed by your team. This project will include a presentation and a written report describing theory and background, needs assessments, strategy selection, pilot testing and evaluation. The written assignment should be at least eight pages double-spaced and the group presentation should be 10-15 minutes. The report and presentation should be prepared as if it is being presented to [UF Health Shands Hospital Marketing and Communications department](#). ALL groups' written assignments and presentations are due on **March 18**.

Communication and Evaluation

Once your group has been assigned your first task should be to get all group members names, email addresses and phone numbers. Also you will determine two dates and times to meet with the professor regarding this project. You should focus one meeting on the written portion of the project the other meeting should focus on the oral presentation. During these meetings each group will be given a [Group Process Evaluation Form](#). These forms will allow each group member to evaluate the other members of their group. At this time you are given the opportunity to let me know how your group is progressing and if ALL members are participating. This is a confidential process so please feel free to share openly.

Topic Selection

Visit www.cdc.gov/diseasesconditions/ and chose two or three conditions that your group would be interested in. Each group must sign up for a specific health topic. No two groups may have the same topic so it's on a first come first service basis. Your group's topic selections are due no later than **February 18**.

Deliverables for Written Assignment and Presentation

Required campaign elements (six) include the following print materials:

- [Public Service Announcements](#)
- [Community Education Event Flier](#)
- [Disease/Condition Fact Sheet](#)
- [Patient Education Brochure](#)
- [News Release](#)
- [30 second radio ad script](#)

You must have at least two additional campaign elements; these can include types of [gorilla marketing/communication strategies](#). BE CREATIVE!

Citations

If you incorporate other agencies materials (e.g., fact sheets, resources), clearly identify with reference notation on the item and in the written description. An [APA Style Reference Page](#) is required. The reference page should include at least 10 citations of relevant journal articles and/or books. If you need help to find good quality sources please discuss with me after class or make an appointment to meet with me in advance. Each APA error will result in a 1-point deduction from the assignment.

Written Assignment

Include the theory and background, needs assessments, strategy selection, community education, and why your group selected this disease or condition. Details should include:

- Formative Research
- Audience Segmentation
- Message Construction

Flowers _ Health Communication Seminar

- Media, Strategy
- Evaluation - Conducted/Selected

Remember that campaigns should be theoretically driven; therefore, behavior change theories should be used to explain choices. Course readings and additional readings must be used to justify choices. Sample copy of messages must be provided in the project.

Written Assignment Formatting

- Format - 12 point Times New Roman font, 1 inch margins, no headings, include page numbers, stapled in the upper left hand corner.
- APA style cover sheet, abstract, and reference page are not counted towards the eight required pages.
- Course readings should be cited in the paper, but students should include research that they have individually conducted. A total of 10 sources including books, journal articles, and chapters from an edited volume must be cited at minimum.
- Regardless of topic, the paper should contain: clear description of paper's purpose and organization, thesis sentence, rationalization for study/analysis, defining of key terms and literature within health communication, analysis section, and conclusions that indicate implications for health communication.

Grading

Each total component is 5% of your total grade in this seminar. Grading will be comprised of:

- 20% presentation clarity and creativity of project goals and deliverables
- 20% clarity and support of arguments, use of terms and scholars work accurately applied
- 20% use of course content cited and used appropriately
- 20% additional health communication research cited and used appropriately
- 20% grammar, sentence structure, vocabulary, clarity, and writing style

TOTAL: 25 POINTS

Group Evaluation Process Form

Occasionally groups do not flow the way we would like for them to (or the way we teach in communication that they ought to). Sometimes group member sit back and let others carry their load. Those doing all the work get resentful and most often a less than satisfactory product results. Other times, group members work incredibly well together and have an enjoyable education experience. Because I don't know what is going on in your group I have devised an anonymous peer critique system so members can **evaluate themselves and other members** according to levels of involvement in the planning, research-gathering, writing, rehearsal and presentational stages of the group process. You will complete the following form for self and all group members twice during the group process. Justify your scores with comments. These will **ONLY** be viewed by the professor of this course, please be honest about your critique and know that this information is confidential.

Name of Group Member: _____

Planning and Initial Contribution (did this person help locate information and provide valuable input into the plans for the project?)

Excellent Very Good Average Fair Poor

Attendance (did this person attend group meetings -- inside and outside of class?)

Excellent Very Good Average Fair Poor

Interpersonal Cooperativeness (did this person cooperate with the group and work to develop and maintain good interpersonal relationships?)

Excellent Very Good Average Fair Poor

Oral Presentation (did this person pull her/his weight in the oral presentation and perform as planned?)

Excellent Very Good Average Fair Poor

Overall Contribution

Excellent Very Good Average Fair Poor

Additional Comments (REQUIRED)

Evaluators Name: _____

MMC 4411, Fall 2015

Topical Communications Campaign – Group Project (25%)

Group Members: _____, _____,
 _____, _____, _____

Written Report

Criteria	Excellent	Very Good	Average	Fair	Poor
Substance					
Executive summary clear, precise					
Health problem, goals/ objectives clear					
Potential barriers recognized					
Formative research/ message testing, described & findings summarized					
Clear rationale for primary and secondary target audiences					
Clear rationale for channels/ message dissemination strategy					
Most important message clear, compelling					
Supporting messages clear, compelling					
Clear rationale for message sources, spokespeople/ design					
Theory effectively integrated					
Creativity/ innovation employed					
Reasonable evaluation strategy described					
Limitations discussed					
Estimated budget presented					
Style:					
Well-written/ organized					
Few typos/ style errors					
Complete bibliography					

MMC 4411, Fall 2015

Topical Communications Campaign – Group Project (25%)

Group Members: _____, _____,
 _____, _____, _____

Final Presentation

Criteria	Excellent	Very Good	Average	Fair	Poor
Appropriate content					
Most important messages clear, compelling					
Supporting messages clear, compelling					
Clear rationale for message sources, spokespeople/ design					
Dissemination strategy appropriate/clear					
Evaluation strategy appropriate/ clear					
Limitations of campaign discussed					
Creativity/ innovation employed					
Effective slides					
Good body language, eye contact, energy					
Pace, timing good					