

ADV 4930 – HEALTH & SCIENCE COMMUNICATION

Professor: Dr. C. L. Fisher
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Class Time: Tues 1:55-3:50pm; Thurs 3-3:50pm

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Office Hrs: Thursday 2-2:50pm

COURSE OVERVIEW & OBJECTIVES

This course provides you with an overview of health and science communication in research, industry, and practice. You will have an opportunity to explore and better understand the role communication plays in health care delivery, health promotion, disease prevention, environmental and risk communication, media and mass communication, and technology.

Health and Science Communication are overlapping disciplines that encompass a number of fields (e.g., social marketing; health communications; public health; emergency response; prevention and health promotion; education). Given this is an introductory class, you will become knowledgeable about health/science communication research in various areas and from different perspectives. We will take a very applied approach in that you will explore how this course is important on a larger community level. You will learn about the importance of communication in our health care experiences on an interpersonal level (e.g., patient-physician interaction), organizational level (e.g., how health care teams interact within a system), intercultural level (e.g., divergent needs, preferences, and access based on culture), technological level (e.g., how patient portals or advances in technology impact end of life issues like advance care directives and death), media level (e.g., how social media impacts development in adolescence), and on a social level (e.g., emergency responses to health risks or natural disasters). A heavy focus will be on adapting this knowledge to create advertising and marketing approaches and materials for campaign development aimed at improving the health of society or communicating science to the public. You will be introduced to persuasive theories that are a critical part of designing such messages in a efficacious manner. In addition, through this course you will have the chance to explore how important communication skills are in the health care industry, not just for health professionals providing care but for patients and their families (ourselves) in ensuring we obtain optimum care and are active care recipients. As mass communication and advertising students, you will also have a chance to explore careers in health communication, including social marketing, health education and promotion, health industry branding, science communication, patient advocacy, research, and media campaigns and coverage.

COURSE FORMAT

This course includes lecture, applied activity, and discussion. I believe that it is important to understand how issues related to health and science communication impact our lives across the life span. Thus, this class has an applied focus in that you will learn how to apply the concepts, research findings, and theories you learn to your actual life experiences. At least one day a week will be dedicated to discussing how the concepts, programs of research, social issues, and theories from your assigned reading and lectures can be applied to real-world situations. We will do this by analyzing real case studies of various health scenarios and issues. Hence, while you will examine various health/science communication issues and phenomena, you will also have a chance to apply this knowledge to real-life scenarios.

REQUIRED MATERIALS *Readings from the Ray book available on Canvas

- 1) Wright, K. B., Sparks, L., & O’Hair, D. (2008). *Health communication in the 21st century*. Malden, MA: Blackwell Publishing.

- 2) Ray, E. B. (Ed.). (1993). *Case studies in health communication*. Hillsdale, NJ: Lawrence Erlbaum.
- 3) Ray, E. B. (Ed.). (2005). *Health communication in practice: A case study approach*. Hillsdale, NJ: Lawrence Erlbaum.
- 4) National Cancer Institute (NCI) The Pink Book – Making Health Communication Programs Work
<http://www.cancer.gov/publications/health-communication/pink-book.pdf>
 *This is a handbook from a social marketing approach in health communication program/campaign development

Additional Materials:

- 1) Scholarly journal articles of recent health communication research posted on Canvas.
- 2) PowerPoint slides from lectures posted on Canvas and all class handouts.
- 3) Access to an APA style manual

ADDITIONAL RESOURCES

The job market in health/science communication is very strong. Institutions focused on public health or scientific issue affecting the public are regularly hiring advertising, marketing, public relations, and health communication professionals to aid in the development of social marketing campaigns to address local, national, and global health concerns. I strongly urge you to become familiar with the opportunities listed below. These entities are leaders in the field and offer internship opportunities in social marketing, advertising, public relations, health communication, and informatics:

Center for Disease Control (CDC) Gateway to Health Communication & Social Marketing Practice

<http://www.cdc.gov/healthcommunication/index.html>

Student Internships

http://www.cdc.gov/employment/menu_student.html

National Cancer Institute (NCI), Communication & Informatics Research Branch (HCIRB)

<http://cancercontrol.cancer.gov/brp/hcirb/>

Health Communications Internship <https://hcip.nci.nih.gov/hcip/>

Johns Hopkins: Center for Communications Programs <http://ccp.jhu.edu/>

JHU Career Opportunities <http://ccp.jhu.edu/about-ccp/careers/>

World Health Organization (WHO): <http://www.who.int/campaigns/en/>

Public Health Foundation (PHF): Strategic Communications & Marketing Internship

http://www.phf.org/AboutUs/Pages/Marketing_and_Communications_Internship_Program.aspx

American Public Health Association (APHA): Advertising and Marketing Internship

<https://www.apha.org/professional-development/apha-internships-and-fellowships/affiliate-affairs-andnational-public-health-week/publications-advertising-marketing-internship>

Substance Abuse and Mental Health Services Administration (SAMHSA) – Social Marketing Internships

<http://www.samhsa.gov/about-us/jobs-internships/internships>

USAID – Internships <https://www.usaid.gov/work-usaid/careers/student-internships>

Renowned program in Public Health Communication & Marketing:

<http://publichealth.gwu.edu/programs/public-health-communication-and-marketing-mph>

GRADE ASSIGNMENT

A = 93-100% or 465-500 points

A- = 90-92% or 450-464

B+ = 87-89% or 435-449 points

B = 83-86% or 415-434 points

B- = 80-82 or 400-414 points

C+ = 77-79% or 385-399 points
 C = 73-76% or 365-384 points
 C- = 70-72 or 350-364 points
 D+ = 67-69% or 335-349 points
 D = 63-66% or 315-334 points
 D- = 300-314 points
 Failure = 0-59% or 299 points or below

A = *outstanding* work that is superior and demonstrates an in-depth understanding of the skills and material that far surpasses the minimum expectations of a student in the class.
 B = *above average* work that demonstrates an understanding of the skills and material that exceeds the minimum requirements.
 C = *average* work which illustrates that the student has met the *minimum requirements* and expectations for a particular assignment.
 D = *below average* work in which the student does not meet the minimum expectations for a given assignment.
 E = *below average work* in which *little or no effort* seems to have been expended by the student.

COURSE ASSIGNMENTS

In-Class Participation	15
Case Study Lead (in class)	20
Case Study Discussion Board Post	20
Journal Entries (3 @ 15 points each)	45
Film Applications (5 @ 20 points each)	100
Group Project	100
Exam 1	100
Exam 2	100

Total Possible Points	500

PARTICIPATION

Your participation grade consists of participation during class discussions, in-class activities including case study analysis discussion and in-class video analyses. Your input is a critical part of learning in this class. Your participation is heavily based on *quality* not quantity. It is more important for you to read the material before class, come and contribute insightful comments during discussion, and to be open and attentive to your fellow students. Contributing daily but without substance is **not** considered *quality* participation. It is more important that your participation be relevant and insightful and draw from the course material. It is very obvious when you have not read the required material so I strongly encourage you to stay on top of all of the assigned readings prior to coming to class. I have no tolerance for laziness in this regard. As we are applying what we learn to real-life experiences, I expect that you may relate our discussions to your own personal experiences. During such instances, I assume everyone will remain attentive and also maintain respect and sensitivity to our individual life experiences. However, personal examples are *only* appropriate when they are directly linked to particular class material we are discussing.

CASE STUDY ASSIGNMENT/ DISCUSSION LEAD – DISCUSSION BOARD POST

Each of you will have an opportunity to lead our small group discussion during one of our “case study days”. For this assignment you will answer questions about the case study and post your answers on the

discussion board. You will also come to class prepared to lead a small group in a class discussion about the case. The questions for the case study are posted on Canvas. Choose 2 questions and post answers for each (be sure to post the question you are answering as well). Your assignment must be posted on the discussion board by 11:59pm the night *before* class. No late postings are accepted. You must also integrate the reading to answer the question and cite the primary source. You must apply the concepts to the case to make sense of how communication impacts health in some way. Consider what you have seen in media, PSAs, advertising, etc. that contribute to this issue either positively or negatively or how mass communication could be used to change this health/science communication issue. This application must be included in your post to receive full credit. These postings are not graded and rather subject to points if you complete the requirements (20 points for posting and 20 points for in-class discussion lead). On days you don't lead I encourage you to read the responses. ***NO LATE ENTRIES WILL BE ACCEPTED**

JOURNAL ENTRIES

Journaling can be a wonderful way to reflect on what you read, relate it to the theories and concepts you learn about, and process the information on a higher, more sophisticated level. I expect that you will write at least a short journal entry each week we do case studies. You must post it to your journal on Canvas no later than 11:59pm the night before class we discuss them. These journals are private and I will be the only person that can view them. You will not receive a grade but points if you complete the requirement. There are no set questions you must answer in each journal entry. In your journal I want you to think and write freely. However, be sure to reflect upon how the concepts you read about in your chapter help us understand the interactive experiences presented in the case study. Consider what you have seen in media, PSAs, advertising, etc. that contribute to this issue either positively or negatively. You have 3 journal entries to post online (each is worth 15 points). You can choose which of the 5 case studies you want to respond to. ***NO LATE ENTRIES WILL BE ACCEPTED**

CASE STUDY FILM APPLICATIONS

You will view 5 films (1 motion picture and 4 documentaries) that are exemplars that illustrate the health communication issues you are learning about. They will cover issues that range from health care access and literacy, medical ethics, health care teams and systems, social media and health, family communication and health, and provider-patient interaction. As such they will serve as intensive case studies for you to analyze. You must attend class on those days and complete the Film Application exercise posted in Blackboard to receive full credit. You must print this document on your own and bring it to class the day we view the film. You will submit this at the end of the class in which we viewed the film. ***NO LATE ENTRIES WILL BE ACCEPTED; NO TECHNOLOGY DURING FILMS.**

EXAMS

Exams are based on your assigned readings, lectures, films, and activities. They will be multiple choice, matching, and true/false. You will have 2 exams. If you know you will be absent on an exam date you must make arrangements with me to take it on another day within the first 2 weeks of the semester. ***NO MAKE-UPS UNLESS EMERGENT DOCUMENTED SITUATIONS**

GROUP PROJECT: HEALTH/SCIENCE COMMUNICATION PROPOSAL (100 points)

In groups of 2-3, you will develop a proposal to improve a socially relevant health/science communication problem that needs improvement or solving. You will present your findings and observations in a group presentation. Topic/group membership is due March 2nd and presentation are scheduled for April 11 and 13.

Topic Choice

Your topic must address health or science *communication* but can be from a variety of perspectives. Find something that needs to be improved to enhance the health of our society. We cover a variety of issues in class, some of which you may already be concerned about and want to learn more about (e.g., bullying and social media; doctor-patient communication; responding to environmental risk or disasters; talking about advance care directives; media's influence on girls' body image; healthcare organization branding). You are free to choose a health communication concern from any of these realms (or even something not discussed in class) so long as it is focused on *communication*. Your project topic must be a *current* socially relevant issue in our local, national, and/or international community that you want to learn more about. You will be tasked with identifying the health/science communication issue/problem and trying to solve that issue in some way (e.g., develop advertising materials for an ongoing health prevention campaign; identify communication strategies for disseminating messages; segment and target new audiences with tailored promotional materials). I encourage you to look at and interact with health communication professionals within the UF community as they may have ongoing campaigns in which you could base your project (e.g., GatorWell: <http://gatorwell.ufsa.ufl.edu/>; HealthStreet: <http://healthstreet.program.ufl.edu/>; STEM Translational Communication Center: <http://stem.jou.ufl.edu/>; UF Health: <https://ufhealth.org/>). You might also choose a local campaign that needs augmenting in some way. When I know of opportunities I will inform you in class and please don't hesitate to touch base with me about a topic so I can connect you with resources/faculty on campus. I also have research activity in breast cancer coping and prevention if you/your group are interested in developing a project in that area.

This project will require the use of outside resources (e.g., local professionals in health communication, the library, etc.) and observational hours viewing the health setting and talking with professionals working in that setting to learn more about the communication focus you have chosen. You will also need to explore the current literature about your health communication issues in scholarly books, texts, and journals. You need at least 10 scholarly sources (e.g., academic or research books and journals). In addition to these 10 sources, you can also include additional popular references (e.g., magazines, local or national news releases, popular press books). You must also conduct at least 1 interview with a professional directly knowledgeable about or involved in your health/science communication issue. Interview scripts must be approved by me prior to conducting the interview. Together you will present your work to the class in formal presentation. More information will be provided in class throughout the semester.

EXAMS

Two exams will be administered. Each is worth 100 points. Examinations will be a combination of multiple choice questions, true/false, and matching. Exams will not be cumulative. Each examination will attempt to determine your understanding (rather than application) of lecture and all of the required course material (text or assigned readings; case studies; films; class activities; lectures). Although much of the exam will be derived from lecture, please recognize that it is impossible to cover all aspects of the required reading during lectures. Thus, be sure you have read everything because each exam will cover required reading material that may not have been discussed in class.

TEACHING PHILOSOPHY & COURSE POLICIES

I believe that every student has the ability to succeed in this course. My goal is to create a comfortable environment in which you can explore and apply issues and phenomena you learn about. Many of the policies below may seem obvious, but having these policies clearly stated allows you to fully understand the commitment you are making to this course and the commitment I am making to you. Read this

syllabus in full so that you understand all course requirements. Do not ask me questions (e.g., what format papers are to be in) that could be answered in this syllabus. To ensure you have read this syllabus in full and understand what is required of you, you will need to sign the syllabus contract (see last page of the syllabus) and submit it to me in class on the second class period of the semester.

1. **Papers or written assignments.** Papers must be typed in 12-point, Times New Roman font, double-spaced, with 1-inch margins. References should be in correct APA format and papers should include correct grammar, punctuation, spelling, etc. Do not rely on direct quotes from your references. I evaluate you on your ability to understand what you have read and, thus, your ability to synthesize ideas. As such, strive to paraphrase rather than directly quote sources. Be sure to cite appropriate sources when conveying others' ideas and findings when you paraphrase. Writing skills are one of the most important assets you will need in the workforce. I strongly encourage each of you to take your paper to the campus writing center as this inevitably greatly improves your writing skills.
2. **Email Communication.** Email is the primary way to contact me. I will respond to emails within 72 hours. If you choose to leave me a voicemail on my office phone, I may not get this for several days as I am off campus conducting research. Thus, please use email to contact me. If you email me on the weekend, do not expect a response until classes resume.
1. **Late Policy.** I do not accept late work. Should your work be late due to an unforeseen circumstance you must notify me within 24 hours and provide documentation to prove that your absence is excusable.
2. **Make-up Exams.** If you know now that you cannot make an exam on the date scheduled, it is your responsibility to make prior arrangements with me. This must be done during the first two weeks of the semester. If you are unable to come to class on an exam day for an unforeseen reason, notify me within 24 hours via phone and email, and no later than the day of the exam before it is administered. To make up the exam, I will need written documentation of the emergency. You will need to make-up the exam within 2 business days.
3. **Absences.** It is to your benefit to attend class and participate in activities and discussions. If you must miss class, please see a classmate for missed notes, etc. You must do this first, before talking to me! Do not email me to see "what you missed." You are responsible for getting all information from class from your peers. If you still have questions about the materials after talking with your classmates and reviewing their class notes, please stop by during office hours. Absences will negatively affect your participation grade.
4. **Group Work.** Your group members will have an opportunity to evaluate your contribution to group projects. I expect that you will each participate equally and cordially. Should problems arise in your group dynamics, please set an appointment with me to discuss your concerns.
5. **Use of Technology in Class.** You may not use your cell phones for any reason other than emergency calls to you or from you (should you expect an emergency call and need to leave your cell on during class, please inform me BEFORE class). Keep the ringer off (not on vibrate) before class begins and keep it in your personal bag/belongings. I DO NOT WANT TO SEE ANYONE'S CELL PHONE DURING CLASS! You *will* survive without it—I promise! You also may not listen to headphones during class. Using a laptop in class is a privilege. If you must use a laptop to take notes, you must sit in the front row. You can only use laptops to type notes, not audio or video record them. Also, please be courteous to me and your colleagues by not surfing the web or completing other class work while in my class. Should I find that you are abusing this privilege, the entire class will be banned from using laptops or any other electronic device.
6. **Etiquette.** Please come to class on time and be attentive. I expect that you will be respectful of others by being attentive, courteous, and silent when others, including myself, are talking. I expect you to treat each other as well as myself with respect at all times. That means that you do not talk when others (including myself) are talking. Do not come to class late. Be on time! Class time is relatively short. Unless it is an emergency, I expect you to stay seated in class during this time. It is incredibly disruptive and rude to your colleagues to get up and leave every moment you get the urge to do so.
7. **Learning Accommodations.** I will accommodate your unique learning requirements as best I can. Please inform me at the start of the semester about concerns you may have in course procedures, schedules, or assignments. Please also take advantage of the many student services on campus that are meant to enhance and optimize your learning experience (e.g., Disability Services, Student Services, etc.). 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.
8. **Academic Integrity & Dishonesty.** 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-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Both you and I are obligated to report any condition that facilitates academic misconduct to appropriate personnel. Familiarize yourself with university policy regarding academic dishonesty. Such instances include not citing sources, plagiarizing published sources, copying other students’ work, submitting coursework (yours or others’) from previous classes, and cheating on examinations in any manner (e.g., sharing answers, looking at someone else’s exam, using a cheat sheet). I have a zero tolerance policy on academic integrity. The consequences include automatic course failure and possible expulsion from the university. Ignorance is not an excuse or defense. When in doubt, ask! Should you engage in academic dishonesty, you will not only fail this course but I will also file a grievance report with the dean recommending suspension or expulsion from the university.

9. **Student Evaluations.** 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/>.
10. **Have fun!!!** What you put into this class will be what you get out of it. If you approach this class as a drag, it will become one. If you work hard and improve your skills, your grades will reflect your effort.

ADDITIONAL UNIVERSITY REOURCES

Health & Safety

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 3921575 so that a team member can reach out to the student.

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

Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

Academic

E-learning tech support: 352-392-4357; Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>

Career Resource Center, Reitz Union: 392-1601.

Career assistance & counseling: <http://www.crc.ufl.edu/>

Library Support: <http://cms.uflib.ufl.edu/ask>.

Teaching Center, Broward Hall: 392-2010 or 392-6420.

General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, 846-1138. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf On-Line

Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

REPUTABLE ACADEMIC JOURNALS *THIS IS NOT AN EXHAUSTIVE LIST – JUST ONE TO GET YOU STARTED!

Health Communication

Journal of Health Communication

Journal of Qualitative Health Research

Communication & Medicine

Journal of the American Medical Association

New England Journal of Health

American Journal of Public Health

Journal of Health and Social Behavior

Journal of Palliative Care

Social Science & Medicine

Psycho-oncology

Journals of Gerontology

Communication Monographs
Communication Quarterly
Communication Research
Communication Studies
Communication Yearbook
Critical Studies in Mass Communication
Critical Studies in Media
Discourse and Society
Human Communication Research
Journal of Applied Communication Research
Journal of Communication
Journal of Family Communication
Qualitative Health Reports
Journal of Language and Social Psychology
Journal of Social and Personal Relationships
Journal of Personality and Social Psychology
Developmental Psychology
Psychology & Aging
Journal of Sociology
Language and Social Interaction
Research on Aging
Patient Education & Counseling
Journal of Interactive Advertising
Journal of Advertising and Promotion Research
Psychological Science
Computers in Human Behavior
Global Health Promotion
Journal of Health & Mass Communication

TENTATIVE COURSE SCHEDULE

DATE	TOPIC OF FOCUS	REQUIRED READINGS (TO DO <i>BEFORE</i> CLASS)	PROJECTS & ASSIGNMENTS DUE
Thursday Jan 5	Welcome & Overview	Overview of Syllabus & Course Requirements	
Tuesday January 10	Introduction to Health & Science Communication	Wright et al.: <ul style="list-style-type: none"> • Chapter 1 Required Articles: <ul style="list-style-type: none"> • Kreps, Query & Bonagurro (2007) • Dudo & Besley (2016) • Braithwaite & Wood (2000) 	Syllabus contracts due
Thursday January 12	Brainstorming Topics for Group Project	Brainstorm Activity on Group Projects	
Tuesday January 17	Doctor-Patient Communication	Wright et al.: <ul style="list-style-type: none"> • Chapter 2 	In class Activity: Analyzing Provider- Patient Transcripts
Thursday January 19	Doctor-Patient Communication	Ray (1993): <ul style="list-style-type: none"> • Chapter 4 (Pediatrician-Patient Conversation) Ray (2005): <ul style="list-style-type: none"> • Chapter 1 (The First Three Minutes) 	Case Study 1
Tuesday January 24	Caregiving at the End of Life	Wright et al.: <ul style="list-style-type: none"> • Chapter 3 	In class Activity: Completing Advance Care Directives
Thursday January 26	Caregiving at the End of Life	Ray (1993): <ul style="list-style-type: none"> • Chapter 9 (Diagnosis HIV/AIDS) Ray (2005): <ul style="list-style-type: none"> • Chapter 3 (Communication and Care- Based Ethics) 	Case Study 2
Tuesday January 31	Social Support & Health	Wright et al.: <ul style="list-style-type: none"> • Chapter 4 Required Article: <ul style="list-style-type: none"> • Fisher (2010) 	In Class Activity: Analyzing Support Group Communication

DATE	TOPIC OF FOCUS	REQUIRED READINGS (TO DO BEFORE CLASS)	PROJECTS & ASSIGNMENTS DUE
Thursday February 2	Culture & Diversity in Healthcare	Wright et al.: <ul style="list-style-type: none"> • Chapter 5 Required Article: <ul style="list-style-type: none"> • Pinzon-Perez (2006) 	In class Activity: Analyzing Ethnomedical Belief System Models
Tuesday February 7	Film Application 1	<i>Lorenzo's Oil</i>	Film Application 1
Thursday February 9	Film Application 1	<i>Lorenzo's Oil</i>	Film Application 1
Tuesday February 14	Healthcare Organizations	Wright et al.: <ul style="list-style-type: none"> • Chapter 6 Required Article: <ul style="list-style-type: none"> • Nussbaum & Fisher (2009) 	In class Activity: Brainstorm Activity on Final Project Topics
Thursday February 16	Healthcare Organizations	Ray (1993): <ul style="list-style-type: none"> • Chapter 6 (Finding the Right Place: Life in a Nursing Home) • Chapter 17 (Communication as Hospital Dirty Work) 	Case Study 3
Tuesday February 21	Film Application 2	Documentary: <i>Code Black</i>	Film Application 2
Thursday February 23	Exam 1	Exam 1	
Tuesday February 28	New Technology; Mass Communication	Wright et al.: <ul style="list-style-type: none"> • Chapters 7 & 8 Documentary: <i>Being Thirteen</i>	Film Application 3

DATE	TOPIC OF FOCUS	REQUIRED READINGS (TO DO BEFORE CLASS)	PROJECTS & ASSIGNMENTS DUE
Thursday March 2	Group Workshop Day	Group Workshop Day	*Group Project Topic/Membership Due
SPRING BREAK March 7 & 9			
Tuesday March 14	Health Campaigns	Wright et al.: <ul style="list-style-type: none"> Chapter 10 	In class Activity: Analyzing Health Campaigns/PSAs
Thursday March 16	Health Campaigns	Ray (2005): <ul style="list-style-type: none"> Chapter 26 (No, Everybody Doesn't: College Drinking) Chapter 28 (Journey of life: A Radio Soap Opera) 	Case Study 4
Tuesday March 21	Risk & Crisis Communication	Wright et al.: <ul style="list-style-type: none"> Chapter 9 Documentary: <i>Libby, Montana</i>	Film Application 4
Thursday March 23	Risk & Crisis Communication	Documentary: <i>Libby, Montana</i>	Film Application 4
Tuesday March 28	Interdisciplinary Healthcare Teams	Wright et al.: <ul style="list-style-type: none"> Chapter 11 & 12 	In class Activity: Analyzing A Case of Interdisciplinary Geriatric Care
Thursday March 30	Interdisciplinary Healthcare Teams	Ray (2005): <ul style="list-style-type: none"> Chapter 10 (A treatment team approach) Online case study reading: <ul style="list-style-type: none"> Eugene, OR (Patient-centered care) 	Case Study 5

DATE	TOPIC OF FOCUS	REQUIRED READINGS (TO DO BEFORE CLASS)	PROJECTS & ASSIGNMENTS DUE
Tuesday April 4	Film Application	Documentary: <i>The Art of the Possible</i>	Film Application 5
Thursday April 6	Group Workshop Day	Group Workshop Day	Group Workshop Day
Tuesday April 11	Group Project Presentation	Group Project Presentation	Groups (1-3)
Thursday April 13	Group Project Presentation	Group Project Presentation	Groups (4-6)
Tuesday April 18	Exam 2	Exam 2	

Course Contract

I, _____, have read Dr. Carla L. Fisher's Syllabus. I understand the course requirements and what is expected of me. I have asked the professor questions if I did not understand any information in this document. Also, I am aware that not all of the information in this syllabus has been discussed in class. Therefore, I have read it in its entirety so that I am fully aware of all pertinent course information. I fully understand the course description, objectives, requirements, policies, and the proposed class schedule. I understand that it is my responsibility to turn in assignments on time. I also understand that it is my responsibility to keep track of what assignments are due and when they are due. I will follow the syllabus and course policies, engage in meaningful classroom discussion, not engage in academic dishonesty, and be respectful of my professor and colleagues.