MMC 6409

Seminar in Science/Health Communication

Fall 2022

Dr. Debbie Treise **dtreise@jou.ufl.edu**

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Office hours: Mon 2, 3; Tues 2 period; Wed 2, 3, 4 periods, and by appointment
(Note: these office hours may change if university or college committees or grant work require my attendance; but you can always schedule some other time)

University and Class Policies

Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, 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.

Course evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. (Links to an external site.) (Links to an external site.)Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://uf;/b;uera.com/uflLinks to an external site.Links to an external site. . Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/ (Links to an external site.) (Links to an external site.) (Links to an external site.).

Attendance: Please confirm that you have read and understand the University of Florida Attendance policy. A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: **https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx (Links to an external site.) (Links to an external site.)**

Attendance in this class: Class attendance is critical for this course. You are expected to come to every class. If you miss class without providing a valid excuse in writing, in person, your class grade will be lowered.

- Excused absences will not reflect negatively or positively on your final grade
- Valid reasons for excused absences include:
    - Illness
    - Serious family emergency
    - Special curricular requirements
    - Court-ordered legal obligations
    - Military obligations
    - Serious weather conditions
    - Religious observations
    - Participation in university-level athletics

UF Grading Policies: Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx (Links to an external site.) (Links to an external site.)

Academic Honesty: Academic honesty is important at the University of Florida. All students are expected to practice the University of Florida Honor Code: "We the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." For all work submitted for credit, including homework, in-class assignments and examinations, the following pledge is implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Your well-being is important to the University of Florida and to me. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

"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."

Course Description and Outcomes: This course is designed as a broad overview of the fields and theories used to investigate and understand science and health communication and communication's effect on public understanding. The class will be useful for you if you plan to: do research or teaching in the science, technology or health communication fields; if you are interested in policy development, or the role of communication in promoting public health; prepare for a career working in science communication or consulting to businesses in the government, science, health or technology fields; work as a public information officer in a research, health or technology organization, nonprofit, or to become a better consumer of health and science information (meaning to assess the credibility, risks and benefits of that information), etc. For any of these purposes, it is vitally important that you understand: what's happening in the field and how the gap between access to information and informed decision making is widening as information consumers are struggling to understand, evaluate and find credible information; and how it is exacerbating the disparities among some groups. So you must understand the barriers and opportunities.

*This class strives to include multiple and diverse perspectives from a variety of stakeholders and interest groups to inform your appreciation for differing viewpoints in a global society.

Over the next few weeks, we'll be reading the literature in this rather broad and unique field so that you will understand:

- How science and health are communicated through the gamut of traditional and emerging media, and how that communication impacts knowledge, attitudes and behavior
- The implications of messages conveyed through traditional, internet and social media. In other words, how technology and social media have changed the face of science and health communication
- The challenges to communicating the uncertainty of science and health – particularly as these relate to the current COVID 19 pandemic
- The "players" in the field: The nexus among scientists/health researchers, journalists, public information officers (in other words, science communicators) and audiences and the communication among them
- The "problem" of science and health literacy and how to engage various audiences – particularly as this relates to the current COVID19 pandemic
- The most common theories used to comprehend the issues in science and health communication
- Risk issues in communicating science and health
- The impact of science/health communication on policy; politics of science
- The issues that make science and health news today
- Controversies/ethical considerations in science/health
- Framing of science and health issues by communicators, scientists, policy-makers;
- Framing as a method of researching audience meaning of text and framing theory
- How to think strategically about the use of communication
- TV/film's, science cafes, citizen scientists, and alternate venues' influence on health and science
- The future for science/health communication

Many of the issues we will be discussing and debating won't have clear-cut answers or solutions, so class discussion is very important to raise the issues. It may be frustrating at times, but this is why you should know more about how difficult it is to communicate science and health information.

Because the list of possible important topics to cover in this class is endless, choices needed to be made to provide an overview of the field. Therefore, topics such as interpersonal communication in healthcare, the health care and insurance system, etc., that could be classes in themselves, will not be addressed in depth.

What this course is NOT: It isn't a "how-to" *write* a science or health story. It's a critical look at the field, the people involved and the impact of science communication efforts. For a how-to, there are countless books, science writing classes and websites to guide you. Additionally, when looking at health communication we will not be discussing at length the health care systems, how the US pays for health care, etc., as these areas alone could be the focus of one entire semester.

Format: This course is designed around a lecture/discussion format – meaning it's a discussion-intensive class. Additionally, the course uses a number of learning formats in addition to discussions: student presentations, interactive group exercises, a debate, scholarly articles, film, videos, websites and guest speakers. And, since it's a graduate seminar, it is expected that you will have done a careful, critical reading of all assigned articles (and any new science or health developments that occur during the semester) for each week and will be ready to participate in class discussion; in other words, class discussions are the core of the course. The design of the course is so that you will explore the issues. So, I'll come prepared for class, so you should too.

For each week, the most relevant readings have been assigned, and many are pretty intellectually challenging. However, I encourage you to step outside of these readings and acquaint yourself with the rapidly growing body of literature on science and health communication. There are wonderful, dedicated journals, such as *Public Understanding of Science (*acronym PUS, lovely, eh?), *Science Communication, Social Studies of Science, Technology and Human Values.* Also consult the *Journal of Communication, Journal of Health Communication: International Perspectives, Health Communication, Journalism & Mass Communication Quarterly* which are other sources for science and health communication studies. Another valuable resource is your classmates, and hopefully, you'll be developing supportive relationships as we work through the issues in the field.

Note: If you see an article, TV show, blog, podcast, website, etc. that you think would be of interest to other students in class, I encourage you to share it with us!

Class Guidelines – good news: no tests!

1-**Late assignments**. I don't take them.

2-**Participation.** The goal for the weekly readings is to read the material, digest it, synthesize it, and then add your own independent thinking about the assigned topic. Participation is not only part of your grade, but also it is needed, so please participate regularly.

3-**Participation etiquette**. Please be considerate of the ideas of others, and treat everyone in class with kindness, tolerance and respect, regardless of how vehemently you disagree with their views.

4-**Attendance**. If you must miss, one excused absence is allowed if you let me know well before class begins. But since this is a graduate seminar that meets only once a week, you are expected to attend each week.

5-Because I have grant work with faculty in the College of Medicine, from time to time I may need to cancel class. But it hasn't happened yet.

6-Cellphones and laptops. All cellphones and other electronic devices need to be turned off during class. Unfortunately, that goes for laptops too. I want to remove the temptation to check email, post on Facebook or other fun activities not related to this

class. Students who text, email, check Twitter, Facebook, LinkedIn, etc. during class will be asked to leave and be considered absent for that day.

Final Research Paper Due NOON December 5

The final paper will concern the science or health topic of your choice. You will learn the theory and method of framing and framing analysis to complete this study. And don't worry if you haven't completed a well-done study before – I'll go over everything!

Early in the semester you will be asked to choose a science or health topic that has received substantial media coverage (controversial and high profile are your best bets), that has not been used previously as the basis of a framing analysis study. You will need to select an appropriate sampling frame and obtain those articles, posts, etc for analysis. This is a wonderful opportunity to complete a sole- or co-authored study for submission to a conference and subsequent publication (previous semesters' students have been very successful with this). We will talk about whether you want to use a qualitative or quantitative approach.

We will have various due dates for parts of the paper so that:

- I can give you feedback along the way
- The research paper won't be so overwhelming
- It will ensure a better end-product.

The paper can be completed either alone (i.e., if you want it to be used as a springboard for your thesis or dissertation) or with one or two others in class. This is your choice. But a team of three is the maximum number in a team.

The paper will consist of five sections:

1. introduction (or rationale for why this is an important topic to study)
2. literature review (what we know from all relevant literature that informs your topic)
3. method
4. results
5. discussion, weaknesses and needed future research

We'll discuss each of these as we go along. If you are completely unfamiliar with conducting a research study, then you should probably pair up with someone else in class. But don't forget, we'll be discussing each of the sections at some length. So don't worry!

Examples of framing paper topics conducted previously in this class:

Shark "finning"

Fracking gas drilling

Synthetic meat

Medical marijuana

Fibromyalgia

Florida springs water debate

GMOs

Talcum powder and cancer connection

Zika crisis

Anti-vaccination rhetoric

Telemedicine and privacy

Anti-vaccinations

You will be making a very short (5 minutes maximum), informal presentation on your final paper on the last day of class – more like a conversation with friends. This is designed to give class members a short background on your topic and what you found, so focus on the most important, interesting and unexpected findings. No formal PowerPoint slides, please.

Weekly Readings/Discussion Questions/Discussion Leader

Each week you must identify at least two important questions or discussion points synthesized **across** (not from just one assigned reading, and **not two from each – only two thoughtful questions per week**) the readings that will serve as class discussion items. These questions might be those you wouldn't want your classmates to miss, those that interest you or those about which you would like to hear the thoughts of your classmates. A good discussion question, in other words, might ask if there are common themes across readings, are there differences, those that clarify or add to the discussion, or thoughtful critiques of the readings. Please don't include questions that are not relevant to the readings for the week.

Some weeks one of you will be assigned as the **discussion leader**. While each of you will be submitting questions each week, only the assigned discussion leader will be charged with channeling the discussion and making sure that everyone participates. (NOTE: on the week you are the discussion leader, you do not need to submit questions)

Please email your questions to **the discussion leader for that week** and **me** by **noon on the Saturday before class** so that the discussion leader will have enough time to put the questions together and prepare for class. Be sure to copy me on your submitted questions so that you get credit for submitting questions.

The discussion leader should, by synthesizing or listing the questions submitted, facilitate open discussion/debate and further questions. It is up to you as the discussion leader as

to how you do that – through slides, handouts (sent ahead of time), exercises, quizzes, videos. etc. – in other words, be creative!! Your choice.

BUT, to ensure everyone has done the assigned readings for the day, it is your job as the discussion leader to ask open-ended questions based on the readings. When you throw out a question, you may need to ask specific people to answer them, so everyone has to be ready each week! Be prepared with at least 5-8 questions.

Controversies in Science Debates

"Public understanding and support of science and technology have never been more important, but also never more tenuous. Today they are embedded in an increasingly politicized environment where ethical, legal, and social implications are emerging at a rate that seems to be outpacing society's capacity to make sense of the science. The science of science communication will be essential to help guide new and more effective efforts at engaging productively across the science/society interface. " (*Science*, 2017)

It is important to learn the relevant theories and assumptions of communicating science and health. But that's not enough. To participate on an intellectual level and engage the public in debates about science/health, science/health communication, technology, policy, and the future, you must be able to understand the issues involved in science, health and technology. You know that science/health and technology are part of modern society, but sometimes values, attitudes and beliefs collide on some issues. So in the November 8 class you'll be debating a few controversial topics and issues - those with significant ethical, political and economic implications - within the broad topic area of science/health communication that you may encounter as a practitioner or researcher. These are important and complex areas about which many of you will be writing, researching and communicating. There are special challenges here for a science/health communicator.

1-First you will select a topic (suggestions listed below), and team or teams will be assembled. Each side of the debate will have a minimum of two members for each topic. You will decide as a group which side members will take. I will serve as the moderator, timekeeper and rule enforcer (power!).

2-Your team will then obtain background information, pro or con (depending on your side). It's important here that even if you disagree with the side you have been assigned, you must argue for that side. This is an important exercise for you to learn the opposing perspectives on an issue that has ideological, ethical and other factors intervening. So be sure to know all of the stakeholders here and their perspectives and concerns.

3-Each side will have a total of 12 minutes to present its opening pro and con arguments/evidence/background to the class and to the opposing side. DO NOT SHARE YOUR INFORMATION WITH THE OPPOSING SIDE AHEAD OF TIME!

4-Each side will then be given the opportunity to ask questions to the opposing side for 15 minutes. Please be sure that each member has at least 2 questions to ask the

opposing side. DO NOT SHARE THESE QUESTIONS WITH THE OPPOSING SIDE AHEAD OF TIME!.

5-The final 10 minutes will be devoted to a discussion of the process and topic.

Suggested topics (you may pose others as well):

1. Are alternative medicines helpful? Should they be prescribed?
2. Do the benefits of nuclear energy outweigh the risks?
3. Should cervical cancer vaccine (HPV) for school children be compulsory for young children?
4. Should fracking be allowed to continue and grow?
5. Fossil fuels and oil use in farming – do they contribute to climate change?
6. Should geoengineering be pursued?
7. Should the morning after pill be made available to girls at age 12?
8. Should physician assisted suicide (assisted dying) be allowed for end of life care?
9. End of life care – should care, medicines, treatment be rationed for those who are elderly?
10. Should antibiotics be used in livestock production?
11. Is animal testing a necessity?
12. Should embryonic stem cells be used in research?

Grading Policies

Participation/Weekly Questions	25%
Discussion Leader	20%
Special Debate presentations	15%
Final paper sections meeting deadlines	10%
Final Paper	30%

Please complete your online course evaluations as soon as possible so you don't forget. It is important that you complete these because course evaluations are taken seriously at the University of Florida, and your opinions matter to me to make the class as useful and relevant as it can be.

The evaluations are confidential. I will only see completed results and will be unable to trace ratings or comments to any student. In addition, I will not have access to the evaluations until after final grades have been recorded.

SEMINAR SCHEDULE

(don't let this reading list intimidate you, many of the readings are very short)

Week 1 - August 29: Introduction, syllabus, assignments

Readings:

1-Bucchi, M. (2019). Facing the challenges of science communication 2.0: Quality, credibility and expertise. *EFSA Journal*, 17(1).

Facing the challenges of science communication 2.0: quality, credibility and expertise (wiley.com) (Links to an external site.)

Week 2 – Sept 5: Holiday Labor Day

Week 3 - Sept 12: Science Communication: Scientists and Communicators, or the first two groups

(please send me your questions this week)

Readings:

1-Dempster, G. (2020). The communication of scientific research in news media: Contemporary challenges and opportunities. *Journal of Science Communication*, 19(3).

The communication of scientific research in news media: Contemporary challenges and opportunities (sissa.it) (Links to an external site.)

2-Besley, J., Dudo, A., Yuan, S. (2018). Scientists views about communication objectives.

Public Understanding of Science, 27(6), 708-730.

https://journals.sagepub.com/doi/pdf/10.1177/0963662517728478 (Links to an external site.)

3-Iyengar, S. & Massey, D. (2019). Scientific communication in a post-truth society. PNAS, 116(16), 7656-7661. https://www.pnas.org/content/116/16/7656 (Links to an external site.)

4-Getson, J., Sjostrand, A., Church, S. et al (2021). Do scientists have a responsibility to provide climate change expertise to mitigation and adaptation strategies? Perspectives from climate professionals. *Public Understanding of Science*, 30(2), 169-178. Do scientists have a responsibility to provide climate change expertise to mitigation and adaptation strategies? Perspectives from climate professionals (sagepub.com) (Links to an external site.)

5-Koivumaki, K., Karvonen, E. & Koivumaki, T. (2021). Challenges in the collaboration between researchers and in-house communication professionals in the digital media landscape. Journal of Science Communication (3).

Challenges in the collaboration between researchers and in-house communication professionals in the digital media landscape (sissa.it) (Links to an external site.)

Week 4 – September 19: The Public: (the third part of the wheel) Health and Science Literacy among "the public"; Public Engagement and Education through Technology

Readings:

1-Sharon, Aviv, Baram-Tsabari (2020). Can science literacy help individuals identify misinformation in everyday life? Science Education. https://doi.org/10.1002/sce.21581 (Links to an external site.)
2-Abel, T., and, McQueen, D. Critical health literacy and the COVID-19 crisis (2020). Health Promotion International. https://doi.org/10.1093/heapro/daaa040 (Links to an external site.)

3-Scheufele, D. & Krause, N. (2019). Science audiences, misinformation and fake news.

PNAS, 116(16), 7662-7669. https://www.pnas.org/content/116/16/7662 (Links to an external site.)
4-Paakkari, L., and Okan, O. (2020). COVID-19: Health literacy is an underestimated problem. Lancet Public Health. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7156243/ (Links to an external site.)

5-Chinn, S. and Hart, S. (2021). Can't you all just get along? Effects of scientific disagreement and incivility on attention to and trust in science. Science Communication,

Can't You All Just Get Along? Effects of Scientific Disagreement and Incivility on Attention to and Trust in Science - Sedona Chinn, P. Sol Hart, 2022 (sagepub.com) (Links to an external site.)

In class: science and health literacy tests (just for fun)

RESEARCH TOPIC IDEAS BE READY TO DISCUSS IN CLASS TODAY

Week 5 - Sept 26: What Makes Science/Health News

Discussion leader

Readings:

1-Kilgo, D., Yoo, J. & Johnson, T. (2019). Spreading Ebola panic: Newspaper and social media coverage of the 2014 Ebola health crisis. *Health Communication*, 34(8), 811-817.

https://www.tandfonline.com/doi/full/10.1080/10410236.2018.1437524 (Links to an external site.)

2-Fitzpatrick, S. (2018). What makes science newsworthy? The Lab Bench

http://www.fromthelabbench.com/from-the-lab-bench-science-blog/what-makes-science-newsworthy (Links to an external site.)

Journal embargo policies, considerations and debate on the embargo policy (all very short):

3-Siegel, V. (2016). The logic of journal embargoes: Why we have to wait for scientific news. The Conversation. http://theconversation.com/the-logic-of-journal-embargoes-why-we-have-to-wait-for-scientific-news-53677 (Links to an external site.)
https://figureoneblog.wordpress.com/2014/02/24/have-your-embargo-and-break-it-too/ (Links to an external site.)

Science Journal Policies:

Science: http://www.sciencemag.org/site/feature/contribinfo/faq/#embargo_faq (Links to an external site.)
Nature: https://www.nature.com/nature-research/editorial-policies/press-and-embargo-policies (Links to an external site.)

Week 6 – Oct 3: Framing – the theory, the method

Please send discussion questions to me

Readings: First two readings this week are from an Ebook in Library West

1-Hertog, J., and McLeod, D. (2001). "A Multiperspectival Approach to Framing Analysis: A Field Guide," in S. Reese, O. Gandy and A. Grant (Eds.), *Framing Public Life: Perspectives on Media and Our Understanding of the Social World*. p. 139-161. New Jersey: Erlbaum. (library holding)

Library Catalog - University of Florida (UF) (fcla.edu) (Links to an external site.)

2-Miller, M., and Riechert, B. (2001). "The Spiral of Opportunity and Frame Resonance:

Mapping the Issue Cycle in News and Public Discourse," in S. Reese, O. Gandy and A. Grant (Eds.), *Framing Public Life: Perspectives on Media and Our Understanding of the Social World*. p. 107-121. New Jersey: Erlbaum. (library holding)

Library Catalog - University of Florida (UF) (fcla.edu) (Links to an external site.)

3-Druckman, J. & Lupia, A. (2017). Using frames to make scientific communication more effective. *Oxford Handbooks Online,* June.

Using frames to make scientific communication more effective: OneSearch (ebscohost.com) (Links to an external site.)

4-Nisbet, M. & Mooney, C. (2007). Framing Science, *Science*, 316(April 6).

Science Magazine (Links to an external site.)

Week 7 – Oct 10: Framing Examples (use these articles to see how the papers are set up, the research questions they ask, etc.)

Discussion leader

Readings:

1-Sleigh, J. Amann, J., Schneider, M. and Vayena, E. (2021). Qualitative analysis of visual risk communication on Twitter during the COVID-19 pandemic. *BMC Public Health*, 21(810).

Qualitative analysis of visual risk communication on twitter during the Covid-19 pandemic | BMC Public Health | Full Text (biomedcentral.com) (Links to an external site.)
2-Gwarjanski, A., Parrott, S. (2018). Schizophrenia in the news: The role of news frames in shaping online reader dialogue about mental illness. *Health Communication*, 33 (8), 954-
961. https://www.tandfonline.com/doi/full/10.1080/10410236.2017.1323320 (Links to an external site.)

3-DeFoster, R. & Swalve, N. (2018). Guns, culture or mental health? Framing shootings as a public health crisis, *Health Communication*, 33(10), 1211-1222.

https://www.tandfonline.com/doi/full/10.1080/10410236.2017.1350907 (Links to an external site.)

4-Willis, E. & Painter, C. (2019). The needle and the damage done: Framing the heroin

epidemic in the Cincinnati Inquirer. Health Communication, 36 (6), 661-671.

https://www.tandfonline.com/doi/full/10.1080/10410236.2018.1431023 (Links to an external site.)

5-Goodwin, J. & Shoulders, C. (2013). The future of meat: A qualitative analysis of

cultured meat media coverage. *Meat Science*, 95, 445-450.

http://www.sciencedirect.com/science/article/pii/S0309174013002210# (Links to an external site.)

6-Vu, H.T., Blomberg, M. and Seo, H. (2020).Social media and environmental activism: Framing climate change on Facebook by global NGOs. Science Communication, Nov 12.

Social Media and Environmental Activism: Framing Climate Change on Facebook by Global NGOs - Hong Tien Vu, Matthew Blomberg, Hyunjin Seo, Yuchen Liu, Fatemeh Shayesteh, Hung Viet Do, 2021 (sagepub.com) (Links to an external site.)

In-class framing exercise

INTRO AND LITERATURE REVIEW SECTION DUE IN CLASS (includes resulting research questions at end of lit review or weaved throughout lit review)

Week 8 - Oct 17: Communication implications of then Anti-Vaccination Movement

Guest speaker: Dr. Amanda Bradshaw

Discussion leader

1-Please watch: https://newyorkcityguns.com/watch-the-banned-video-plandemic/ (Links to an external site.)

Readings:

2--Kata, A. (2012). Anti-vaccine activists, Web 2.0, and the postmodern paradigm — An overview of tactics and tropes used online by the anti-vaccination movement. *Vaccine(30),* 3778-3789. https://doi.org/10.1016/j.vaccine.2011.11.112 (Links to an external site.)
3-MacDonald, N. E., Butler, R., & Dubé, E. (2017). Addressing barriers to vaccine acceptance: An overview. *Human Vaccines & Immunotherapeutics*, *14*(1), 218–224. https://doi.org/10.1080/21645515.2017.1394533 (Links to an external site.)
4-Oehler, R. L. (2020). On Measles, Vaccination, Social Media Activism, and How to Win Back Our Role as Our Patients' Best Advocates. *Clinical Infectious Diseases*, *70*(2), 338–340. https://doi.org/10.1093/cid/ciz656 (Links to an external site.)

5-Bradshaw, A., Shelton, S., Woolney, E., Treise, D. & August, K, (2020). Pro-vaxxers get out: Anti-vaccination advocates influence undecided first-time, pregnant and new mothers on Facebook. *Health Communication*, 36(6).

https://www.tandfonline.com/doi/full/10.1080/10410236.2020.1712037 (Links to an external site.)

Week 9 - Oct 24: **INDIVIDUAL MEETINGS** (to discuss methods and coding sheet; have draft ready), no group class, meet in my office or on Zoom

METHODS SECTION AND CODING SHEET DUE FOR DISCUSSION IN MEETING

Week 10 – Oct 31: **Risk Communication/Communicating about COVID-19**

Guest Speaker: Dr. Matt Cretul

Readings:

1-Thompson, E. (2019). Communicating a health risk/crisis: Exploring the experiences of journalists covering a proximate epidemic. *Science Communication*. https://journals.sagepub.com/doi/full/10.1177/1075547019878875 (Links to an external site.)
2-Nguyen, A, Catalan, D. (2020). Digital/mis/disinformation and public engagement with health and science controversies: Fresh perspectives from COVID-19. *Media and Communication*, 8(2) 323-328. http://eprints.bournemouth.ac.uk/34214 (Links to an external site.)

3-Usher-Pines, L. & Martineau, M. (2921). Telehealth after COVID-19: Clarifying policy goals for a way forward. Rand Policy, January.

file:///C:/Users/dtreise/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/VRD73MJ3/RAND_PEA1089-1.pdf

Week 11 – Nov 7: **New ways of communicating – neglected spaces?**

Guest speaker: Vaughan James, Doctoral candidate CJC

Readings:

1-Movie: "Gattica" (please watch for discussion; can rent on Amazon Prime, iTunes, Google Play)

2-Jonsson, A. & Grafstrom, M. (2021). Rethinking science communication: Reflections on what happens when science meets comic art. 20(2).

Rethinking science communication: reflections on what happens when science meets comic art (sissa.it) (Links to an external site.)

3-James, V. (2020). Science Communication efforts and identity at popular culture conventions. *Science Communication*, 42(3). 395-418.

Science Communication Efforts and Identity at Popular Culture Conventions (sagepub.com) (Links to an external site.)

4- Bonney, R., Phillips, T., Ballard, H., & Enck, J. (2016). Can citizen science enhancepublic understanding of science? *Public Understanding of Science*, 25(1), 2-16.http://pus.sagepub.com/content/25/1/2.full.pdf+html (Links to an external site.)

5-Yuan, S. and Kanthawala, S. (2021). "Listening" to science: Science podcasters' view and practice in strategic science communication. Science Communication, Dec 21.

"Listening" to Science: Science Podcasters' View and Practice in Strategic Science Communication - Shupei Yuan, Shaheen Kanthawala, Tanya Ott-Fulmore, 2022 (sagepub.com) (Links to an external site.)

ALL ARTICLES COLLECTED FOR ANALYSIS (note: articles are not given to me, they must be collected by this date so you can start your analysis

Week 12 – Nov 14: **Debate of Controversies in Science**

Week 13 - Nov 21: **Ethics**

Discussion leader

Readings:

1-Carr, S. (2020). AI gone mental: Engagement and ethics in data-driven technology for mental health. *Journal of Mental Health*, 29(2), 125-130.

https://www.tandfonline.com/doi/full/10.1080/09638237.2020.1714011 (Links to an external site.)

2-Stoll, J., Adrian Muller, Trachsel, M. (2020). Ethical issues in onlie psychotherapy: A narrative review. *Frontiers in Psychiatry,* 11.

https://www.frontiersin.org/articles/10.3389/fpsyt.2019.00993/full?utm_source=S-TWT&utm_medium=SNET&utm_campaign=ECO_FPSYT_XXXXXXXX_auto-dlvrit (Links to an external site.)

4-Elliott, C. & Landa, S. (2010). "What's wrong with ghostwriting?" *Bioethics*, 24(6),

284-286. http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8519.2010.01828.x/full (Links to an external site.)

Week 14 – Nov 28: **INDIVIDUAL MEETINGS**; no group class

RESULTS SECTION DUE IN MEETING FOR DISCUSSION

Week 15 – Dec/5: **Presentations/Evaluations/Future of Science Comm/Wrap up**

none

FINAL PAPERS DUE BY NOON DEC 5