

SPRING 2023

# ADV 3420 • HEALTH COMMUNICATION

## Course Basics

### Instructor:

Taylor S. Vasquez  
[tsthelander@ufl.edu](mailto:tsthelander@ufl.edu)

### Office Hours:

By Appointment

### Course Dates:

January 09-April 24

Spring Break: March 13-17

### Class times:

Mon 9:35am-11:30am

Wed 10:40-11:30am

### Location:

M FLG 0275

W TUR 2305

### Prerequisite:

Junior standing or higher

## Required Texts

1. Wright, K. B., Sparks, L., & O'Hair, D. (2012). Health communication in the 21st century. ISBN 9780470672723
2. Ray, E. B. (Ed.). (2005). Health communication in practice: A case study approach. ISBN 9780805847581
3. Additional readings posted in Canvas.

## Course Overview & Objectives

This course provides you with an overview of health 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.

You will become knowledgeable about health communication research in various areas and from different perspectives. You will also have an opportunity to 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 social media impacts health & development), and on a social level (e.g., emergency responses to health risks or natural disasters).

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. You will also have a chance to explore careers in health communication, including social marketing, health education and promotion, health industry branding, patient advocacy, research, and media campaigns and coverage, through your readings, group projects, and guest lecturers.

## Course Format

This course includes lectures, applied activities, and discussion. This multi-faceted learning approach is intended to assist you with your understanding of how issues related to health 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 communication issues and phenomena, you will also have a chance to apply this knowledge to real-life scenarios through individual reflection and discussion with your peers.

## Contacting Your Instructor

Email is the best way to contact me outside of class. You can expect a reply within 48 hours. Email (UF) is the preferred method of communication for this course. Using Canvas mail is not recommended. You can contact me at [tsthelander@ufl.edu](mailto:tsthelander@ufl.edu). [SYLLABUS SUBJECT TO CHANGE DEPENDING ON NEEDS OF COURSE]

## Class Attendance & Participation

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. If you miss class, please see a classmate for notes, etc. 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 arrange a time to meet with me. Absences will negatively affect your participation grade. Your participation and input are critical parts of learning – for everyone - in this class. Your participation grade consists of participation during class discussions, in-class activities including case study analysis discussion and in-class video analyses. You are allowed one unexcused absence. Additional unexcused absences will subtract three points from your final grade out of 500.

Your participation is heavily based on quality not quantity. It is important for you to read the material before class, contribute insightful comments during discussions, and to be open and attentive to your fellow students. Contributing 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 obvious when you have not read the required material, so I strongly encourage you to stay on top of all assigned readings prior to coming to class. As we are applying what we learn to real-life experiences, I expect that you may relate our discussions to your own personal experiences or others you are familiar with. During such instances, I assume everyone will remain attentive and maintain respect and sensitivity to our individual life experiences. However, personal examples are only appropriate when they are directly linked to the material we are discussing.

**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.

## Grading and Late Policy

**No extra credit assignments will be available. All assignments are due on the specified dates and late work will not be accepted.** Should your work be late due to an unforeseen circumstance you must notify me within 24 hours and provide documentation proving your absence is excusable. Assignments should be submitted via proper procedure in Canvas and not emailed or included in comments section. Computer problems are typically not considered an excuse for late or no submissions.

**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 and no later than the day of the exam before it is administered. To make up the exam, I will need documentation of the emergency. You will need to make-up the exam within three business days.

Assignments	Points	Final Letter Grades and %:
In-class Participation	20	■ A 93-100% [465-500]
Case Study Lead (2 @ 10 points)	20	■ A- 90-92% [450-464]
Case Study Discussion Post (2 @ 10 points)	20	■ B+ 87-89%
Journal Entries (4 @ 15 points)	60	■ B 83-86%
Film Applications (4 @ 20 points)	80	■ B- 80-82%
Group Project	100	■ C+ 77-79%
Exam 1	100	■ C 73-76%
Exam 2	100	■ C- 70-72%
<b>Total Possible Points</b>	<b>500</b>	■ D+ 67-69%
		■ D 63-66%
		■ D- 60-62%
		■ F 59% and below

## Course Assignments and Exams

---

• **Case studies.** Each of you will lead a small group discussion during one of our “case study days.” You will come to class prepared to lead a small group in a discussion about the case. Questions for the case studies are posted on Canvas. You will (1) complete & upload the assigned questions, (2) choose two of the questions and post answers for each on the discussion board (be sure to include a copy of the question you are answering), and (3) lead a small group discussion about the case study. Your assignments must be posted/uploaded by 11:59pm the Tues. night before Wednesday class. Late submissions will not be accepted. **You will each lead two case studies.**

You must integrate the readings to answer the questions and cite your primary sources. You should 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 the case study issue either positively or negatively or how mass communication could be used to change this health communication issue. This application must be included in your post to receive full credit. \*\*On days you don't lead you should read the discussion post responses and be ready to participate in group discussions.

• **Journal Entries.** You will write four short journal entries responding to case studies that we cover in class. You can choose which of the six case studies you want to respond to. Entries should be posted to Canvas by 11:59pm the Tues. night before the Wed. class that we discuss the case study in.

Journaling is a great way to reflect on what you read, relate it to the theories and concepts you learn about, and process the information on a more sophisticated level. These journals are private, and I will be the only person that can view them. There are no set questions, and you should think and write freely. However, be sure to reflect upon how the concepts you read about helps to understand the experiences presented in the case study. Consider what you have seen in media, PSAs, advertising, etc. that contribute to case study issues either positively or negatively.

• **Film Applications.** You will view four films and complete application exercises posted in Canvas. The films are exemplars illustrating the health communication issues you are learning about. They will cover issues ranging from health care access, medical ethics, health care teams and systems, social support, family communication, and provider-patient interaction. As such they will serve as intensive case studies for you to analyze. Film applications should be submitted by 11:59pm the day following the film. You must attend class on film days. NO TECHNOLOGY DURING FILMS.

• **Exams.** Two exams will be administered. Exams will not be cumulative and will include combination of multiple-choice questions, true/false, and matching. Each exam will attempt to determine your understanding of lectures and required course materials (text or assigned readings; case studies; films; class activities; lectures). Be sure you have read everything as each exam will cover required reading material that may not have been discussed in class. 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 two weeks of the semester. NO MAKE-UPS UNLESS EMERGENT DOCUMENTED SITUATIONS

• **Group Project: Health Communication Proposal.** In small groups, you will develop a proposal to improve a socially relevant health communication problem that needs improvement or solving. You will present your findings and observations in a group presentation. Groups should be formed by Jan. 23. Topics are due by March 1st. Final presentations will be on April 17 and 19. More information about requirements will be provided throughout the semester and posted on Canvas.

Topic Choice. Your topic must address health 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. 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. Some examples: bullying and social

media; doctor-patient communication; responding to environmental risk or disasters; discussing advance care directives; media's influence on body image; healthcare organization branding.

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 communication issue/problem and trying to solve that issue in some way (e.g., develop advertising materials for an ongoing health prevention campaign; identifying 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 (via Zoom, email, or phone is fine) as they may have ongoing campaigns in which you could base your project (e.g., GatorWell, HealthStreet, STEM Translational Communication Center, UF Health). You could also choose a local campaign that needs augmenting in some way.

- This project will require the use of outside resources (e.g., local professionals in health communication, the library, etc.). You will learn more about your communication focus by talking to professionals working in that setting and researching the background/characteristics of your setting.
- 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 one interview with a professional directly knowledgeable about or involved in your health 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. **Peer evaluations will be factored into final grade considerations.**

**To minimize the Covid risks, observations and/or interviews may be conducted via email, phone, Zoom, or similar technologies.**

**Papers and written assignments.** APA format is required. 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 work should include correct grammar, punctuation, spelling, etc. Do not rely on direct quotes from your references. You will be evaluated on your ability to understand what you have read and 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 you to take course papers to the campus writing center as this inevitably greatly improves your writing skills.

## **Academic Honesty**

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](#) specifies several behaviors that are in violation of this code and the possible sanctions.

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.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class. You can review UF's academic honesty guidelines in detail at: <https://www.dso.ufl.edu/sccr/seminars-modules/academic-integrity-module>. Any time you complete an assignment for this course you will clearly attribute the source of your information, including information obtained from organizations' Web sites or internal documents. You cannot copy anything word for word, regardless of the source without putting quotes around it and attributing the source.

### **Accommodations**

---

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester. Notify me at the beginning of the semester if you would like to discuss requests for special provisions.

### **Technology Use and Course Etiquette**

---

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 bag/belongings. You may not listen to headphones during class. Laptops/tablets to take notes are acceptable; however, be courteous to me and your peers by not surfing the web or completing other class work. Recording audio or video of classes or your peers is not permitted.

Etiquette. 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 always treat each other and me with respect. That means that you do not talk when others are talking. Do not come to class late. Unless it is an emergency, I expect you to stay seated during class.

### **Diversity Statement**

---

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. For a list of UF diversity resources, [visit this website](#). It is critical that each class member show respect for views or experiences expressed in class. Please be respectful of others' emotions and be mindful of your own.

### **U Matter, We Care**

---

Your well-being is important. 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](mailto: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.

### **Course Evaluations**

---

Students are asked to provide feedback on the quality of instruction in this course. These evaluations are conducted online 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>.

**ADV 3420: Health Communication**

## Module 1: Welcome &amp; Syllabus Review

Date	To-Do	Assignments & Projects
Jan. 11	<ul style="list-style-type: none"> <li>■ Overview of syllabus and course requirements</li> </ul>	

Module 2: Introduction to Health Communication **NO IN-PERSON CLASS**

Date	To-Do	Assignments & Projects
Jan. 16	<ul style="list-style-type: none"> <li>■ Martin Luther King Jr. Memorial Day</li> </ul>	
Jan. 18	<ul style="list-style-type: none"> <li>■ Watch Recorded Lecture in Canvas Module 2</li> <li>■ Wright et al. – Chapter 1</li> <li>■ Kreps, Query &amp; Bonagurro, 2007 (Posted in Canvas)</li> <li>■ Review: Syllabus section about group projects</li> </ul>	<b>CANVAS: Group project brainstorming discussion board.</b>

## Module 3: Doctor-Patient Communication

Date	To-Do	Assignments & Projects
Jan. 23	<ul style="list-style-type: none"> <li>■ <b>NO IN-PERSON CLASS</b></li> <li>■ Watch Recorded Lecture in Canvas Module 3</li> <li>■ Wright et al. – Chapter 2</li> <li>■ Discuss Group Projects &amp; Finalize Groups</li> </ul>	<ul style="list-style-type: none"> <li>• Group brainstorm, submit group members.</li> </ul>
Jan. 25	<ul style="list-style-type: none"> <li>■ Ray (1993) Chapter 4 – Pediatrician-Patient Conversation (Posted in Canvas)</li> <li>■ Ray (2005) Chapter 1 – The First Three Minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study 1 <ul style="list-style-type: none"> <li>- Discussion leader posts due <b>Jan 24</b> by 11:59pm</li> </ul> </li> <li>• Journal Entry 1 <ul style="list-style-type: none"> <li>- Due <b>Jan 24</b> at 11:59pm</li> </ul> </li> </ul>

## Module 4: Caregiving and Communication

Date	To-Do	Assignments & Projects
Jan. 30	<ul style="list-style-type: none"> <li>■ Wright et al. – Chapter 3</li> </ul>	
Feb 1	<ul style="list-style-type: none"> <li>■ Ray (1993) Chapter 9 – Diagnosis HIV/AIDS (Canvas)</li> <li>■ Ray (1993) Chapter 3 – Comm. &amp; Care-based ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study 2 <ul style="list-style-type: none"> <li>- Discussion leader posts due <b>Jan. 31</b> by 11:59pm</li> </ul> </li> <li>• Journal Entry 2 <ul style="list-style-type: none"> <li>- Due <b>Jan 31</b> at 11:59pm</li> </ul> </li> </ul>

## Module 5: Social Support &amp; Health

Date	To-Do	Assignments & Projects
Feb. 06	<ul style="list-style-type: none"> <li>■ Wright et al. – Chapter 4</li> <li>■ Fisher (2010) – Coping with Breast Cancer Support (Canvas)</li> </ul>	
Feb. 08	<ul style="list-style-type: none"> <li>■ Documentary: In the Family (first 38 minutes)  <a href="https://youtu.be/82Vm6Z7RzoM?t=30">https://youtu.be/82Vm6Z7RzoM?t=30</a> </li> </ul>	<ul style="list-style-type: none"> <li>• Film Application 1 <ul style="list-style-type: none"> <li>- Due <b>Feb. 09</b> by 11:59pm</li> </ul> </li> </ul>

### Module 6: Culture & Diversity in Healthcare

Date	To-Do	Assignments & Projects
Feb. 13	<ul style="list-style-type: none"> <li>■ Wright et al. – Chapter 5</li> <li>■ Pinzon-Perez, 2006 (Canvas)</li> </ul>	
Feb. 15	<ul style="list-style-type: none"> <li>■ Ray (2005) Chapter 14 – Communication of Persons with Visible and Invisible Disabilities</li> <li>■ Ray (2005) Chapter 22 – Enhancing Culturally Competent Health Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study 3 <ul style="list-style-type: none"> <li>- Discussion leader posts due <b>Feb. 14</b> by 11:59pm</li> </ul> </li> <li>• Journal Entry 3 <ul style="list-style-type: none"> <li>- Due <b>Feb. 14</b> at 11:59pm</li> </ul> </li> </ul>

### Module 7: Healthcare Organizations

Date	To-Do	Assignments & Projects
Feb. 20	<ul style="list-style-type: none"> <li>■ Wright et al. – Chapter 6</li> <li>■ Nussbaum &amp; Fisher, 2009 (Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>• In class: Group project topics</li> </ul>
Feb. 22	<ul style="list-style-type: none"> <li>■ Ray (1993) Chapter 6 – Finding the Right Place (Canvas)</li> <li>■ Ray (1993) Chapter 17 – Communication as Hospital Dirty Work</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study 4 <ul style="list-style-type: none"> <li>- Discussion leader posts due <b>Feb. 21</b> by 11:59pm</li> </ul> </li> <li>• Journal Entry 4 <ul style="list-style-type: none"> <li>- Due <b>Feb. 21</b> at 11:59pm</li> </ul> </li> </ul>

### Module 8: Exam Week

Date	To-Do	Assignments & Projects
Feb. 27	<ul style="list-style-type: none"> <li>■ Documentary – Code Black <ul style="list-style-type: none"> <li>○ <a href="https://tubitv.com/movies/631969/code-black">https://tubitv.com/movies/631969/code-black</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Film Application 2 <ul style="list-style-type: none"> <li>- Due <b>Feb. 28</b> by 11:59pm</li> </ul> </li> </ul>
Mar. 1	EXAM 1	

### Module 9: New Technology, Mass Communication – **NO IN-PERSON CLASS**

Date	To-Do	Assignments & Projects
Mar. 06	<ul style="list-style-type: none"> <li>■ Watch Recorded Lecture in Canvas Module 9</li> <li>■ Wright et al. – Chapter 7</li> <li>■ Wright et al. – Chapter 8</li> </ul>	
Mar. 08	GROUP WORKSHOP DAY	<ul style="list-style-type: none"> <li>• Group project topic statement <ul style="list-style-type: none"> <li>- Due <b>Mar. 09</b> by 11:59pm</li> </ul> </li> </ul>

**\*\*SPRING BREAK • MARCH 13-17\*\***

### Module 10: Health Campaigns

Date	To-Do	Assignments & Projects
Mar. 20	<ul style="list-style-type: none"> <li>Wright et al. – Chapter 10</li> </ul>	
Mar. 22	<ul style="list-style-type: none"> <li>Ray (2005) Chapter 26 – No, Everybody Doesn't</li> <li>Ray (2005) Chapter 28 – Journey of Life</li> </ul>	<ul style="list-style-type: none"> <li>Case Study 5               <ul style="list-style-type: none"> <li>Discussion leader posts due <b>Mar. 21</b> by 11:59pm</li> </ul> </li> <li>Journal Entry 5               <ul style="list-style-type: none"> <li>Due <b>Mar 21</b> at 11:59pm</li> </ul> </li> </ul>

### Module 11: Risk and Crisis Communication

Date	To-Do	Assignments & Projects
Mar. 27	<ul style="list-style-type: none"> <li>Wright et al. – Chapter 9</li> <li>Documentary: Libby Montana</li> </ul>	<ul style="list-style-type: none"> <li>Film Application 3 Due <b>Mar. 30</b> by 11:59pm</li> </ul>
Mar. 29	<ul style="list-style-type: none"> <li>Documentary: Libby Montana</li> </ul> <p><b>Note:</b> Groups should be communicating outside of class about projects.</p>	

### Module 12: Interdisciplinary Health Care Teams

Date	To-Do	Assignments & Projects
Apr. 3	<ul style="list-style-type: none"> <li>Wright et al. – Chapter 11</li> <li>Wright et al. – Chapter 12</li> </ul>	
Apr. 5	<ul style="list-style-type: none"> <li>Ray (2005) Chapter 10 – A Treatment Team Approach</li> <li>Alteras (2006) Senior Health Eugene Oregon (Canvas)</li> </ul>	<ul style="list-style-type: none"> <li>Case Study 6               <ul style="list-style-type: none"> <li>Discussion leader posts due <b>Apr. 4</b> by 11:59pm</li> </ul> </li> <li>Journal Entry 6               <ul style="list-style-type: none"> <li>Due <b>Apr. 4</b> at 11:59pm</li> </ul> </li> </ul>

### Module 13: Course Wrap-Up

Date	To-Do	Assignments & Projects
Apr. 10	<ul style="list-style-type: none"> <li>Documentary: The Art of the Possible</li> <li><a href="https://youtu.be/vTJ2yN-MWUI">https://youtu.be/vTJ2yN-MWUI</a></li> </ul>	<ul style="list-style-type: none"> <li>Film Application 4 Due <b>Apr. 11</b> by 11:59pm</li> </ul>
Apr. 12	<ul style="list-style-type: none"> <li>Course Wrap-Up</li> <li>GROUP WORKSHOP DAY</li> </ul>	Final Group Project Submission <b>DUE NEXT WEEK!</b>

### Module 14: Group Presentations Week

Date	To-Do	Assignments & Projects
Apr. 17	GROUP PROJECT PRESENTATIONS	<ul style="list-style-type: none"> <li>Final Group Projects               <ul style="list-style-type: none"> <li>Due <b>Apr. 16</b> by 11:59pm</li> </ul> </li> </ul>
Apr. 19	GROUP PROJECT PRESENTATIONS	

### Module 15: Exam Week:

Date	To-Do	Assignments & Projects
Apr. 24	EXAM 2	

**\*\*SYLLABUS SUBJECT TO CHANGE DEPENDING ON NEEDS OF CLASS**