

ADV 4930: Health Advertising for the Social Good

Spring 2024

- INSTRUCTOR:** Palani Te, M.S
PhD Student, Department of Advertising
Palani0814@ufl.edu
- OFFICE HOURS:** Weimer 2020-TBD/by appointment
- CLASS DETAILS:** Thursdays, 12:50-3:50
WEIM 1074
- COURSE LITERATURE:** Readings and additional resources posted to Canvas

Tipping Point by Malcolm Gladwell (2002) *
**it is unethical to post full copies of written works and intellectual properties and so I definitely cannot accidentally post a full copy of the text to Canvas under the files tab*
- COURSE DESCRIPTION:** This Health Advertising course is an elective course for students seeking an understanding and experience in the health intervention industry as well as what role communication science, health promotion, intervention design, and advertising play in the development, implementation, and evaluation of health communication campaigns.

COURSE POLICIES

COURSE EXPECTATIONS:

- No late work is accepted. Due dates are non-negotiable.
- Respect is to be maintained in all interactions: with the instructor, with your team members, with your classmates, and with yourself. Disrespect in any of these interactions will be met with appropriate consequences as per the course instructor.
- The major assessment portion of this class is a group project. Working in a group has the expectation of major contributions from all participating members as well as feedback and communication otherwise. You will be evaluated by your peers twice throughout this course and your final grade will reflect those evaluations (see evaluation section below).
- There will be dedicated class time but a majority of the work as part of the group

project will be done outside of class. Schedules as well as group meeting times will need to be adjusted.

- Not only are you all future professionals, but this is a **communications college**. Proper etiquette, professionalism, timing, and respect in both verbal and written/digital communications is expected.
- We are all adults meaning we all have the independence and freedoms to make our own decisions for ourselves. That being said, freedoms do not excuse accountability. We all take responsibility for the consequences of our choices.

ATTENDANCE: Class attendance is critical to your success for this course. The expectation is to treat class attendance as a job. Any missed classes must have proper communication and reasoning with consequences resulting from absences being appropriately addressed. Showing up on time, submitting work, and communicating with supervisors are not options in a professional work environment. As is the same in this class.

Class attendance, make-up policies, and other work is included as part of every syllabus at the University of Florida and adhered to in every course. This course follows in accordance with university policies which can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

TECHNOLOGY: Several assignments and much of the work for this class will utilize technology including but not limited to accessing the Canvas website or digital means and software necessary for submitting assignments as well as communicating and working with your group members. Any issues with access to technology should be communicated to the instructor immediately and necessary accommodations will be made.

Insofar as technology in the classroom, technology is both accepted and encouraged. You as students have the right to record any class discussions* or materials necessary to your success and you are encouraged to do so. Laptops, phones, tablets, or any other digital accessories are of course permitted as they are valuable tools able to aid and increase the quality of discussion and learning. That being said, they can also be a distraction. It is your responsibility to be respectful in your use.

*This is a policy passed by state legislators and only extends to the purposes of “(1) for personal educational use, (2) in connection with a complain to the university, or (3) as evidence in, or 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. As an additional note, this policy only extends to the classroom environment. Group communications and proceedings may not be recorded without expressed permission of all participating individuals.

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of the instruction as well as the quality of the course materials online via GatorEvals. Guidance on how to give professional feedback can be found at <https://gatorevals.aa.ufl.edu/students/>

As an additional note, evaluation of classes taught are a super important metric for us early instructors and aspiring educators. Your feedback is incredibly valued and will help us develop and learn just as much as you hopefully will.

COURSE ORGANIZATION

COURSE OBJECTIVES: By the end of this course, you will be able to:

1. Appraise current issues in health care.
2. Identify stakeholders and key personnel necessary in the development of a health communication campaign.
3. Define the relationship between research and practice and identify why both are important in building effective campaigns.
4. Evaluate health advertising and health campaigns.
5. Develop an evaluation plan as part of a health advertisement proposal.
6. Provide and receive feedback in collaborative group projects.
7. Summarize the key steps in planning, implementing, and evaluating health advertisements and communication campaigns.

ASSIGNED WORK: Similar to future professional work environments, you will be graded on the work that you provide and submit. Any make-up work opportunities must be communicated and provide documented and legitimized reasoning in accordance with University of Florida policies and procedures.

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>

1. Syllabus Quiz (10 points total)

This course syllabus serves as a **mutual agreement** and a **written contract** of sorts between you as students and us as instructors. It is important to ensure there is clarity in expectations as well as details related to the course. You will have three attempts on this Canvas quiz and the best score will be taken as your grade.

2. In-Class Discussion Participation (40 points total)

This class is a balance between lectures and group discussions. Interaction and the ability to both give and receive feedback from others is essential to the learning environment but also in the development of you both as students and as future professionals. As such, a significant portion of your grade will be assessed on in-class participation. To be clear, **this is not an attendance grade**. Merely showing up to class is not enough. Participation is evaluated on both the quality and quantity of contributions added. That being said, you do have to be in class in order to contribute. This participation assessment is **not a freebie** and is designed to push all of you. Speaking up in class may be difficult for some students as may holding opinions for other students. It is my job to push and develop students to do both.

3. Research Model Critique (25 points total)

Research is a necessary and critical component in guiding practice and in the development, design, and evaluation of health advertisements or communication campaigns. This assignment will have you identify two research models or theories from a list provided and write a one-page reflection on the assumptions made by the model or theory, examples of how it has been applied in research, and how it might apply to your personal interests and career path. This assignment is all about the application of the theory and how you can use it. More details can be found on Canvas under “Assignments.”

4. Health Advertisement Review Presentation (25 points total)

This assignment is designed to give you practice in the evaluation and criticism of current health advertisement or communication campaign. You will be submitting your chosen advertisements or campaigns for approval by the instructor and then reviewing them individually. The presentation should include a summary of the campaign materials, message materials, strengths, weaknesses, and your overall impression on the success of the advertisement or campaign. More details can be found on Canvas under “Assignments.”

5. Gladwell Book Reflection (50 points)

This assignment will have you provide a five-page reflection Malcom Gladwell’s popular work, *Tipping Point*. To be clear, this assignment is not a book review. You are not being asked to summarize the book, its contents, and its core messages. You are being asked to apply those messages to your work, your life, and your future profession. More details can be found on Canvas under “Assignments.”

6. Health Messages Design Plan (150 total points)

Team Contract Assignment (5 points total)

This assignment serves as a formal contract between your group members and yourself both as a practice in working as part of a professional group but also as a form of accountability should any issues need addressing. More information can be found in Canvas under “Files.”

Self-Care Assignment (5 points total)

This assignment is another critical form of accountability to your fellow group members. Managing personal health and circumstances while developing health advertisements or communication campaigns for others is as important as it is so often taken lightly. Your assignment will be a report of another group members self-care efforts made the week of the assignment due date. The amount of detail provided is up to the individual being reported on and the assignment may be as long or as short as needed. The details for this assignment will be reviewed in class.

Evaluation Plan Assignment (10 points total)

As we will learn, evaluation is critical to the success of any health advertisement or communication campaign. This assignment will ask you develop an evaluation plan for your proposed health campaign. This includes how you will track engagement with your campaign, metrics and measures you will be collecting and using during the implementation stage, and how your team will evaluate for success. More details for the submission of this assignment are in Canvas under “Assignments.”

Group Member Evaluations (20 points each x 2 evaluations = 40 points total)

Another essential component to the success of a health advertisement or communication campaign is in the evaluation of program staff. There are two evaluations here, one at the midpoint of the semester and one after the submission of the final proposal. These group evaluations serve both as a check in on progress as well as a form of accountability for yourself and your group members. These are all submitted anonymously and only to the instructor. More details for the submission of this assignment are in Canvas under “Assignments.”

Final Proposal Writeup (60 points total)

This is your major assessment for this course and will incorporate the application of several of the core concepts covered throughout this course. You will be responsible for several major sections including an executive summary, background of health issue, justification of approach, stakeholder discussion, goals and objectives, messages and message concepts, audience analysis, dissemination channels, formative research, application of research, logic model, and evaluation strategy. We will be going over this project in detail throughout the class and more details of this assignment as well as examples are in Canvas under “Assignments.”

Group Presentations (30 points total)

Just as necessary in the development of a health advertisement or communication campaign proposal is in the presentation of that proposal to a professional audience. Your fellow students as well as a health professionals and representatives will be in attendance simulating a professional presentation of your final proposals. A detailed outline of the presentation overview can be found in Canvas under “Assignments.”

Grading Breakdown

Assignment (% of final grade)	Total Points Possible
Syllabus Quiz (3%)	10
In-class Discussion Participation (13%)	40
Research Model Critique (8%)	25

Health Advertisement Review Presentation (8%)	25
Gladwell Book Reflection (17%)	50
Health Messages Design Plan: (50%)	150
Total	300

GRADING SCALE: Assignment of final course grades will be made based on the following scale. There are no extra credit assignments or exceptions made here.

Letter	Percentage	Points	Letter	Percentage	Points
A	100.0-94.0	300-282	C	76.9-74.0	230-222
A-	93.9-90.0	281-270	C-	73.9-70.0	221-210
B+	89.9-87.0	269-261	D+	69.9-67.0	209-201
B	86.9-84.0	260-252	D	66.9-64.0	200-192
B-	83.9-80.0	251-240	D-	63.9-61.0	191-183
C+	79.9-77.0	239-231	E	≤60.9	Please no

Note: In the event of a very low grade, please make sure to attend to the relevant drop/withdraw course dates or you will be given an incomplete (I) or a failure (E).

GRADING DISPUTES: If you believe an error has been made on your grade or if you wish to review the grading of an assignment, please send an email with the course number, assignment, and your name as the subject line. We can then coordinate over email or office hours if necessary to discuss disputes. Please give **24-48 hours** for a response.

GRADE ADJUSTMENTS: As per UF Student Honor Code (See “Conspiracy to Commit Academic Dishonesty”) it is unethical and a direct violation to request an unjustifiable grade adjustment. Any violations will be met with appropriate consequences. Student honor court is a heavy and difficult process so please let us just avoid this!

COURSE SCHEDULE*

**Subject to change*

Week No.	Phase 1: Background Topic	Assignments and Due Dates
1	Syllabus and Course Review	Team building exercise Preferred role assignment
2	Intro to Health Practice Marketing as a Team	Formation of Teams Introduce Book Assignment Team Contracts Assignment Due
3	Intro to Health Research How to do use library databases	Theory Assignment Due
4	Intro to intervention design Final project assignment discussion	Submit Topic Ideas

Week No. Class Dates	Phase 2: Formative Process Topic	Assignments and Due Dates
5	Target Audience and Priority Populations	
6	Stakeholders The 4 P's: Product and Price	SWOT Analysis Assignment
7	The 4 P's: Place, and Promotion	Gladwell Book Assignment Due
8	Group Workday (no class)	Self-Care Assignment Group Member Evaluation #1 due

Week No. Class Dates	Phase 3: Evaluation Process Topic	Assignments and Due Dates
9	Types of Evaluations	Evaluation Plan Assignment due
10	Spring Break!	
11	In-class Team Workday External Evaluator/Reviewer Activity	Upload Campaign Review Presentation Assignment to Canvas
12	Discussion: How can we find tipping points Campaign Review Presentations	

Week No. Class Dates	Phase 4: Final Project Prep Topic	Assignments and Due Dates
13	Careers in Health and Communications How do I market myself?	
14	Individual Group meetings	
15	Mock Presentation/Dress Rehearsal Feedback from other groups	
16	Final Presentations	Final Group Member Evaluations

UF POLICIES

ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the Dean of Students Office (DSO) (<http://www.dso.ufl.edu/drc/>). The DSO will provide documentation to the student who must then give this documentation to the instructor when requesting accommodation. Accommodations are **not retroactive**, therefore, students should contact the DSO as soon as possible in the term for which they are seeking accommodations. I can help with this process should there be any difficulties so please just email me!

ACADEMIC MISCONDUCT: We are UF students and with that comes an expectation and a standard of excellence with integrity. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

GETTING HELP

Title IX: The University of Florida has **zero tolerance** for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking in any form. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF Title IX Coordinators. Students can report incidents or learn about their rights and options at <https://titleix.ufl.edu/report>

Tech Support: For issues with technical difficulties for Canvas, contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP
- <https://lss.at.ufl.edu/help.shtml>

Any requests for accommodations for technical issues interfering with course assignment submission need attachment of **ticket request** as well as documentation of date and time as part of the formal complaint. Please email me these documents and we can discuss action steps moving forward.

Wellness: As an instructor as well as someone who has personally utilized assistive and counseling services, this is something that I take specific focus on as part of this class. Below are resources available to students as well as associated links. Do not hesitate to ask for help. And if there are any issues in receiving said help, contact me through email or directly and we will figure it out together. Go Gators!

Counseling and Wellness Center, 352-392-1575, www.counseling.ufl.edu

Career Resource Center, 352-392-1601, www.crc.ufl.edu

Disability Resource Center, www.dso.ufl.edu/drc

GatorWell Health Promotion Services, 352-273-4450, www.gatorwell.ufsa.ufl.edu

UMatter We Care, 352-294-2273, umatter@ufl.edu, www.umatter.ufl.edu