

# ADV 4930: Health Advertising for the Social Good

Fall 2024

INSTRUCTOR: Kelsey Lunsford, M.A. (kelseylunsford@ufl.edu)

OFFICE HOURS: By appointment

CLASS DETAILS: Thursdays, 3:00-6:00 (Periods 8-10), WEIM 2058

COURSE LITERATURE: *Tipping Point* by Malcolm Gladwell (2002)\*, all readings & resources will be posted to Canvas

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.

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## COURSE POLICIES

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 the most recent APA format and papers should include correct grammar, punctuation, spelling, etc. Do not rely on direct quotes from your references. You should prioritize paraphrasing in your written work and use as few direct quotations as possible. You will be evaluated on your ability to understand what you have read and your ability to synthesize ideas. Be sure to cite appropriate sources when conveying others' ideas and findings when you paraphrase (both in-text and on the reference list). If you need any additional help improving writing, please contact the university's writing center.
2. **Email Communication:** Email is the primary way to contact me (either through my UFL email or through Canvas). I will respond to emails within 48 hours, but typically much sooner. The phone number listed on the syllabus should be used for emergencies only. You are welcome to call and/or text the number, but please do not abuse this privilege. Please use email unless it is urgent.
3. **Late Policy:** I understand that no semester will be perfect. You are permitted to turn in one assignment, up to a week late, with no penalization. Please let me know if you will be turning in an assignment late. You do not have to provide me with a reason why the assignment is late. Group work will not be accepted late. You must hold yourself accountable for your role in your group, and because case studies are assigned days and you will be working on a team, you cannot have a late submission for your case study leading assignment. Should you have more than one late assignment (without an excused absence), 10% of the grade on the assignment will be deducted each day it is late, for up to 5 days after the original due date. If you are falling behind on an assignment, please reach out to me so we can discuss your options.

4. **Make-up Exams:** If you know now that you cannot take an exam on the date scheduled, it is your responsibility to make prior arrangements with me to make the exam before the deadline. If you are unable to complete an exam within the exam period for an unforeseen reason, you must notify me ASAP.
  5. **Participation:** Your input is a critical part of learning in this class. It is important for you to read the material before class come prepared to contribute during discussion, and be open and attentive to other classmates. Your participation and attendance points will be graded on various in-class activities and in-class discussions.
  6. **Absences:** If you must miss class because of an unforeseen circumstance, please see a classmate for missed notes, etc. If you know you will be absent before class is held, please email me and I will provide any material that is to be covered in class that day.
  7. **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.
  8. **Use of Technology in Class:** Out of respect for the instructor and your classmates, you may not excessively use your cell phones during class unless a personal emergency arises. Please keep your phone on silent or vibrate during the duration of the class.
  9. **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. Please arrive to class on time. Unless there is an unforeseen emergency, please notify me before class should you have to leave class early.
  10. **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 help future students and administrators know what went well and what to improve for future semesters, so they are important to complete.
  11. **Technology Failures:** Should a student be experiencing technical difficulties when completing an assignment, they should reach out to the instructor for further assistance and to resolve any issues. Please note: It is important to not wait until the last minute to complete work in case of any issues with technology. If there is a campus-wide technology disruption, the entire class will automatically be granted an extension.
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## UNIVERSITY POLICIES

1. **Learning Accommodations:** Please let me know of any special accommodations you may need at the beginning of the semester so that I can best accommodate you. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. 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.).

2. **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, in which we are both responsible to report if we notice them. Please 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. If you are unsure whether or not something is plagiarism, please consult the university’s honor code or reach out to me to further discuss.
  3. **Technology/Software Use:** Students must comply with [UF’s Student Computing Requirements](#). All faculty, staff and student of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.
  4. **Class Recordings:** Recordings of class lectures are permitted in any of these circumstances: (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. Students may **not** publish any of their recordings. Students may also **not** record during private conversations, or when an individual (other than the instructor) is presenting.
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## 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.

1. **In-Class Discussion Participation (50 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**

- In-class participation (50 pts total):
- Research Model Critique (25 pts total):
- Health Advertisement Review Presentation (25 pts total):
- Gladwell Book Reflection (50 pts total):
- Health Messages Design Plan (150 pts total):
- TOTAL POINTS: 300

*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!

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**Course Schedule \*subject to change**

Week No. Class Dates	Phase 1: Background Topic	Assignments and Due Dates
1 (08/22)	Syllabus and Course Review	Preferred role assignment
2 (08/29)	Intro to Health Practice Marketing as a Team	Formation of Teams Introduce Book Assignment Team Contracts Assignment Due
3 (09/05)	Intro to Health Research How to do use library databases	Theory Assignment Due
4 (09/12)	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 (09/19)	Target Audience and Priority Populations	
6 (09/26)	Stakeholders The 4 P's: Product and Price	SWOT Analysis Assignment
7 (10/03)	The 4 P's: Place, and Promotion	Gladwell Book Assignment Due
8 (10/10)	Types of Evaluations	Self-Care Assignment Group Member Evaluation #1 due

Week No. Class Dates	Phase 3: Evaluation Process Topic	Assignments and Due Dates
9 (10/17)	In-class Team Workday External Evaluator/Reviewer Activity	Evaluation Plan Assignment due
10 (10/24)	Discussion: How can we find tipping points Campaign Review Presentations	
11 (10/31)	Careers in Health and Communications How do I market myself?	Upload Campaign Review Presentation Assignment to Canvas
12 (11/07)	Individual Group Meetings	

Week No. Class Dates	Phase 4: Final Project Prep Topic	Assignments and Due Dates
13 (11/14)	Final Presentations	
14 (11/21)	Self/Group Reflections	Final Group Member Evaluations
15 (11/28)	Thanksgiving break – no class ☺	