

ADV3420 - Health Communication

Semester: Spring 2025

Course meeting times: Mondays, 1:55-3:50 (Periods 7-8); Wednesdays, 3:00-3:50 (Period 8)

Prerequisites: None

Location: UST0104

Instructor: Kelsey Lunsford

Email: kelseyunsford@ufl.edu

Office Hours: By appointment

Course Description:

This course provides you with an overview of health communication in research, industry, and practice. Students will have an opportunity to explore the role that communication plays in healthcare delivery, health promotion, disease prevention, risk communication, media and mass communication, and technology. Students will become knowledgeable about health communication research in various areas and from different perspectives. This class will take an applied approach, meaning students will explore how this course content is important on a larger community level. Students will learn about the importance of communication in our health care experiences on an interpersonal level (e.g., patient-clinician communication), organizational level (e.g., healthcare teams & systems), intercultural level (e.g., needs based on culture, health disparities), mass media level (e.g., social media intersection with health), etc.

Course Objectives:

By the end of this course, students should be able to:

1. Construct knowledge regarding health issues and their potential solutions involving communication.
2. Critique health communication efforts and campaigns based on their overall efficacy.

3. Interpret and analyze health communication messaging.

Course Format:

This course includes a combination of in-class lecture, activities, and discussion. It is important to understand how issues related to health communication impact our everyday lives; thus, this class is purposefully designed so that students can apply the concepts, research, and theories discussed in class to real life experiences. This course is a hybrid-format. We will meet one day a week (Monday) and additional content will be offered online (Canvas). It is the responsibility of the student to complete each week on their own time in place of a second meeting day each week.

Required Materials

1. Ray, E. B. (Ed.). (2005). Health communication in practice: A case study approach. L. Erlbaum.
2. Wright, K. B., Sparks, L., & O'Hair, D. (2013). Health communication in the 21st century (2nd ed). Wiley-Blackwell.

Additional/Career Focused Resources

Should you have interest pursuing a career in this field, I strongly recommend familiarizing yourself with some of the organizations below. These entities are leaders in the public health field and offer internship opportunities in social marketing, public health, advertising, public relations, health communication, and informatics:

Center for Disease Control (CDC)

- Gateway to Health Communication & Social Marketing Practice:
<http://www.cdc.gov/healthcommunication/index.html>
- Student Internships: http://www.cdc.gov/employment/menu_student.html

National Cancer Institute (NCI)

- The Pink Book – Making Health Communication Programs Work:
<http://www.cancer.gov/publications/health-communication/pink-book.pdf> *This is a handbook from a social marketing approach on strategy and campaign development
Health Communication & Informatics Research Branch (HCIRB)
<http://cancercontrol.cancer.gov/brp/hcirb/>
- Health Communications Internship: <https://hcp.nci.nih.gov/hcip/>

Johns Hopkins

- Center for Communications Programs: <http://ccp.jhu.edu/>
- Career Opportunities: <http://ccp.jhu.edu/about-ccp/careers/>

Public Health Foundation (PHF)

- Strategic Communications & Marketing Internship:
http://www.phf.org/AboutUs/Pages/Marketing_and_Communications_Internship_Program.aspx

American Public Health Association (APHA)

- Advertising and Marketing Internship:
<https://www.apha.org/professionaldevelopment/apha-internships-and-fellowships/affiliate-affairs-and-national-public-health-week/publications-advertising-marketing-internship>

*More resources available upon request.

Grading

A = 90-100% or 450-500 points

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

B = 80-86% or 400-434 points

C+ = 77-79% or 385-399 points

C = 70-76% or 350-384 points

D = 60-69% or 300-349 points

Failure = 0-59% or 299 points or below

[More information on UF grading policies can be found here.](#)

Course Assignments

Attendance and Participation (50 points)

Case Study Discussion Leading (50 points)

Review Papers (50 points each, 100 points total)

Final Project (100 points)

Exam 1 (100 points)

Exam 2 (100 points)

TOTAL = 500 points

- **Attendance and Participation (50 points)**

Because this class meets only once a week, students are expected to attend class and be active participants in class discussions. This class will be small, so every student is expected to contribute to class discussion and participate in in-class activities.

Throughout the semester, we will have in-class activities in which your participation is necessary. Your participation in these activities will be factored into this portion of your overall grade.

Some examples of in-class activities we will be completing are:

- Guest speaker engagement in which you will come prepared to class having read the guest speaker's work (will be provided) and with questions to ask the guest speaker
 - Case study analysis and participation in case study discussions
 - Discussion boards on Canvas
 - Final project peer-review where students will be paired in class to conduct a peer-review of their partner's final paper draft
- **Case Study Discussion Leading (50 points)**

Each of you will have an opportunity to lead a small group discussion on a case study in the health communication field. Case studies will be assigned to you, and you will work on a small team to present the case study and facilitate discussion. You should create discussion questions to engage other students in class in the discussion. On days you don't lead, you must actively participate in the discussion.

- **Review Papers (50 points each, 100 points total)**

Students will be required to select two units from the course in which, after reading the materials and attending class, they will write a reaction paper about. Students must select one of the core content weeks. In other words, students cannot select the introductory week, nor either exam week. Reaction papers should be 2-3 pages in length. Reaction papers should include two parts: The first part of the paper should be a summary of the

content and the second part of the paper should be your analysis of the readings as it relates to health communication research. In your analysis, you are encouraged to share your opinions on the matter and/or personal experience as it relates to the content.

Reaction papers can be submitted at any point, but to keep you on track, the first reaction paper will be due after the first half of the content is presented and the second reaction paper will be due once content for the class is completed. Students are free to select the units that they have the most interest in for the reaction papers.

- **Exams (200 points total: 2 exams each worth 100 points, on Canvas)**

Exams are based on your assigned readings, lectures, and activities. They will be multiple choice, fill in the blank, true/false, and short response. You will have 2 exams. If you know you will be unable to complete the exam by the exam due date, you must make arrangements with me prior to the exam opening.

- **Final Project (100 points)**

Your final project will consist of a literature review of a health communication topic of your choosing. The literature review should be research-based and completed in APA format. The paper should be approximately 6 pages in length and should include an introduction, and subsections for the review of literature. Most of the sources selected for the literature review should be scholarly, academic sources. Students are encouraged to include recent sources (within the past 5 years), unless used for historical purposes. An example of a literature review will be provided upon student request.

Extra Credit

Throughout the semester, extra credit may be offered at the instructor's discretion. Please be sure

to check announcements on Canvas as well as your inbox for extra credit opportunities. Please note: Extra credit will be offered to the entire class together. Whether you take advantage of the extra credit is up to you. There will be a maximum of 15 points of extra credit given throughout the semester. Please do not contact the instructor for individual extra credit, grade rounding, etc. I encourage you to complete the extra credit, even if your overall grade in the course is high in case any unforeseen circumstances arise.

Teaching Philosophy

Creating a positive and welcoming classroom setting is one of the most important aspects of the teaching profession. Having well thought-out lesson plans is only effective when students are willing to put effort into learning the content. Thus, I will strive to create a welcoming environment for all my students and will motivate my students to engage with the course content to achieve the learning outcomes. I hope my students leave the classroom with valuable information and additional confidence to succeed both in their other classes, as well as in the workforce. In addition, I will have an “open door” policy in place and encourage students to come to me with any issues that may arise during the semester. I want my students to know that besides being their instructor, I can also be their advocate, mentor, and a resource they can go to, should they require any assistance.

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.

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/) 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/scr/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.

University Resources

Health & Safety:

- Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 3921575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.
- University Police Department, 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic:

- E-learning tech support: 352-392-4357; Learningsupport@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>
- Career assistance & counseling: <http://www.crc.ufl.edu/>
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Writing Studio: 302 Tigert Hall, 846-1138. <http://writing.ufl.edu/writing-studio/>
- Student Complaints Campus:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf
- Online Students Complaints: <http://www.distance.ufl.edu/student-complaintprocess>

Course Schedule

(Tentative, subject to changes as needed)

Unit 1: Course Overview, syllabus week

Date	Course Content	Assignments
01/13	Overview of course & syllabus Introductions	Review class syllabus
01/15	Health communication discipline overview	Read Wright et al. (Ch. 1) before class Read Rogers (1994) before class

Unit 2: Patient-Clinician Interactions

Date	Course Content	Assignments
01/20	Holiday – No class	
01/22	Patient-Clinician communication	Read Wright et al. (Ch. 2) before class Read Timmermans (2020) before class

Unit 3: Caregiver Communication

Date	Course Content	Assignments
01/27	Family & caregiver communication lecture	Read Wright et al. (Ch. 3) before class Read Fisher et al. (2020) before class
01/29	Family & caregiver communication case study	

Unit 4: Social Support Systems

Date	Course Content	Assignments
02/03	Social support systems lecture	Read Wright et al. (Ch. 4) before class
02/05	Social support systems case study	

Unit 5: Health Disparities

Date	Course Content	Assignments
02/10	Health disparities: Global, national, and state lecture	Read Chinn et al. (2021) before class Read Pierce (2020) before class

02/12	Health disparities: Global, national, and state case study	
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Unit 6: Healthcare Organizations

Date	Course Content	Assignments
02/17	Organizational communication in the health care setting lecture	Read Wright et al. (Ch. 6) before class
02/19	Organizational communication in the health care setting case study	Review paper #1 due by 02/23, 11:59 pm

Unit 7: Technology, Mass Media, & Health

Date	Course Content	Assignments
02/24	Mass media & health lecture	Read Wright et al. (Ch. 7-8) before class Read Bradshaw (2023) before class
02/26	Mass media & health case study	

Unit 8: Health Campaigns

Date	Course Content	Assignments
03/03	Health campaigns lecture	Read Wright et al. (Ch. 10) before class
03/05	Health campaigns case study	

Unit 9: Exam Week

Date	Course Content	Assignments
03/10	Class will not meet	
03/12	Class will not meet	Complete midterm exam by Friday, 03/14, 11:59 pm

SPRING BREAK: MARCH 15th-MARCH 23RD

Unit 10: Interdisciplinary Healthcare Teams

Date	Course Content	Assignments
03/24	Interdisciplinary healthcare teams lecture	Read Wright et al. (Ch. 11-12) before class Read Smye & Frangi (2021) before class
03/26	Interdisciplinary healthcare teams case study	

Unit 11: Culture & Diversity in Healthcare

Date	Course Content	Assignments
03/31	Class will not meet	Read Wright et al. (Ch. 5) before class
04/02	Culture & diversity in healthcare lecture	

Unit 12: Risk and Crisis Communication

Date	Course Content	Assignments
04/07	Risk & crisis communication lecture	Read Wright et al. (Ch. 9) before class Read Edwards et al. (2023) before class
04/09	Risk & crisis communication case study	Review paper #2 due by 04/13, 11:59 pm

Unit 13: Project presentations

Date	Course Content	Assignments
04/14	Presentations 1-6	
04/16	Presentations 7-10	Final project due by 04/20, 11:59 pm

Unit 14: Exam week

Date	Course Content	Assignments
04/21	Exam review	

04/23	Class will not meet	Complete final exam by Friday, 05/02, 11:59 pm
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Additional Reading List (in course schedule order):

**PDFs or links to the articles will be provided in Canvas*

- Rogers, E. M. (1994). The field of health communication today. *American Behavioral Scientist*, 38(2), 208–214. <https://doi.org/10.1177/0002764294038002003>
- Timmermans, S. (2020). The engaged patient: The relevance of patient–physician communication for twenty-first-century health. *Journal of Health and Social Behavior*, 61(3), 259–273. <https://doi.org/10.1177/0022146520943514>
- Fisher, C. L., Mullis, M. D., Kastrinos, A., Wollney, E., Weiss, E. S., Sae-Hau, M., & Bylund, C. L. (2021). “Home wasn’t really home anymore”: Understanding caregivers’ perspectives of the impact of blood cancer caregiving on the family system. *Supportive Care in Cancer*, 29(6), 3069–3076. <https://doi.org/10.1007/s00520-020-05811-4>
- Chinn, J. J., Martin, I. K., & Redmond, N. (2021). Health equity among black women in the united states. *Journal of Women’s Health*, 30(2), 212–219. <https://doi.org/10.1089/jwh.2020.8868>
- Pierce, R. P., & Stevermer, J. J. (2023). Disparities in the use of telehealth at the onset of the COVID-19 public health emergency. *Journal of Telemedicine and Telecare*, 29(1), 3–9. <https://doi.org/10.1177/1357633X20963893>
- Bradshaw, A. S. (2023). To share or not to share: A framing analysis of paid vaccine advertisements on facebook during covid-19 and pro-vaccine mothers’ willingness to promote vaccines within their peer networks. *Journal of Current Issues & Research in Advertising*, 44(2), 142–168. <https://doi.org/10.1080/10641734.2022.2153392>
- Smye, S. W., & Frangi, A. F. (2021). Interdisciplinary research: Shaping the healthcare of the future. *Future Healthcare Journal*, 8(2), e218–e223. <https://doi.org/10.7861/fhj.2021-0025>
- Edwards, A. L., Freihaut, R., Sellnow, T. L., Sellnow, D. D., Getchell, M. C., & Parrish, A. (2023). Engaged learning: Lessons learned by subject-matter experts from COVID-19 in the U.S. swine industry. *Journal of Applied Communication Research*, 1–19. <https://doi.org/10.1080/00909882.2023.2178853>