

CMST 3324-002
PUBLIC HEALTH COMMUNICATION
TuTh 9:30AM - 10:50AM
Ratliff Building North 02007

Professor: Joe Provencher
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Office Hours: By Appointment, Wednesdays 12:00-3:00

Course Description: This course is designed to provide students with a critical understanding of the effects of communication—mass, social, and participatory—in promoting and impeding the achievement of public health goals. Students will develop the skills necessary to use communication strategically to advance public health policies and social change. The course covers the design, implementation and evaluation of communication campaigns to promote public health goals, examines theories and research on media influences with respect to its potential harmful effects on wellbeing.

Learning Objectives:

1. Familiarize themselves with communication typologies and basic theories, models and concepts about the effects of the mass, social and participatory media and health communication;
2. Understand how communication is used to advance a public health organization's goals and objectives and identify the strengths and weaknesses of different communications options;
3. Build the fundamental skills needed to inform and educate people about health issues, including understanding and communicating about population health, communicating /advocating for policy change, communicating with the public using appropriate health literacy and numeracy levels.
4. Build the fundamental skills needed to influence people to adopt healthy behaviors, including engaging target audiences, partners and other stakeholders.
5. Identify appropriate behavior change theories; using social marketing and media literacy strategies; conducting formative research; creating a health communication strategic plan;
6. Formulate appropriate, culturally centered, media campaign objectives and design health communication campaigns for an identified target audience
7. Design the public health campaign messages that can be disseminated by mass and social media (TV, radio, film, Facebook, YouTube, etc.), and;
8. Recognize the challenges inherent in the use of health communication campaigns designed to persuade people to change or modify their behavior.

Expectations and Course Structure: I know that these are trying times, and for some of you, Covid-19 has made things more difficult. To that end, I am going to do the best I can to make this course accessible and beneficial to all. THIS CLASS SHOULD NOT ENDANGER YOUR HEALTH OR WELL BEING. Also, if you come down with symptoms of the sickness, EXERCISE CAUTION, and DO NOT COME TO CLASS. It's far better to be safe, than sorry, with this kind of thing. In order to figure this out, and make this the best class we can, we are going to take precautions in the classroom (see more on the University's Covid-19 policies in course policies below).

Also, the first two weeks of the class will be held online.

Information for Classrooms and Laboratories: Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code (Links to an external site.) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the UT Tyler COVID-19 Information and Procedures (Links to an external site.) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Course Website: We will be using Canvas for this course. I will upload necessary texts that are not part of your course packet, as well as any other course documents that may be of use to you throughout the semester. I will also use Canvas as a communication tool in order to contact you.

Recommended Texts:

All readings will be provided on Canvas. Readings are to be completed by the class period marked on the calendar.

Additional readings may be provided on Canvas; if they are, they will be made available with plenty of advanced notice to be completed. The reading schedule may be subject to change to maximize the educational value of the class.

Grade Grievance Policy:

If you wish to appeal a grade, please follow this procedure:

- Wait 24 hours before contacting me about a grade unless there was an error in calculation of the grade. I ask that you wait so that you can look back over the assignment or exam and your notes and the textbook, then think about the reasons why you earned the grade. I am very happy to discuss grading and evaluation criterion, you just need to wait 24 hours after I turn a grade back to you to contact me.

- Submit the appeal in writing. E-mail me **within one week of your receipt of the grade**; include your specific appeal and which grade you believe you believe you earned. E-mail me again only if I do not acknowledge your first appeal.
- I will not entertain conversations in the last week of class or after final grades have been posted about being only a few points away from earning a particular letter grade. As you can see, points have already been rounded up. You will receive the grade that you earn throughout the semester, so please start working hard early on.

Course Assessment: (Additional information will be provided in class)

Research Articles Identification, Review and Critique _____ 20%

Each student will review selected research, and critique research being done in **empirical, formal public health communication research**.

* Identify the key elements of those studies' methods, how and with what they were able to conclude, and what implication the research bears.

Articles must come from a credible, peer-reviewed journal, and be engaged in the field of public health and communication in some way.

Your report should identify: (1) what is the justification for the study? (1a) what is the theoretical justification for the study? (2) what are the research questions and/or hypothesis? (2a) what methodology was pursued in answering these? (3) was the research questions / hypotheses well supported? And was the method of choice by the author an appropriate way to test these questions? (4) what is the relevance of these findings? How (if at all) do they contribute to the field in question, and communication more broadly? (5) were there any major limitations to the study?

(4 articles @ 50 points each= 200 points)

Exams 60%

Three exams will be given during the semester, to assess students' knowledge of material covered in the readings. Although the exams will cover only the content from the given unit, some chapters and concepts will utilize concepts from previous chapters, so each exam will contain some amount of cumulative knowledge. The nature and format of the exams will be discussed in class as the date for each exam approaches - expect a mix of assessment items (a combination of multiple choice questions, short answer questions, and a long essay/timed writing section)

(Exam 1 = 20%; Exam 2 = 20%, Exam 3 = 20%, 200 pts / exam)

Public Health Campaign Proposal _____ 20%

Hypothetical health campaign - group assignment. Case Study: *Why is East Lubbock Coughing?* This assignment will have more detailed instructions on Canvass. However, the premise of the assignment involves you designing a hypothetical public health campaign to address the issue of respiratory problems in a specific case study: the problem of air quality in eastern Lubbock, TX. While the paper will ask you address a handful of issues, the most substantive are:

Who is the target population for this information campaign? (The public? Health professionals? Both?)

What is the goal(s) of this information campaign? Is it purely public awareness? Is it to change behavior/decision making?

What sort of campaign should this be?

What, in terms of content, should be included in the information

What, in terms of strategy, should the council use to target this population

How should the council evaluate the effectiveness of the campaign?

What outcomes should be measured upon the conclusion to determine its effectiveness? Be specific in terms of measurable, explicitly defined, outcomes.

The paper should follow all rules outlined in the syllabus. Your work should include a plethora of research to support your ideas and proposals. While you are welcome to cite the readings provided for class, you should also augment those with other sources of academic peer-reviewed information.

Grade Breakdown

This course utilizes a 100-point grading scale. Grades will be posted in the course Blackboard site throughout the semester. Students are encouraged to verify that grades posted in Blackboard correspond with their own records and communicate any discrepancies in a timely manner.

Assignment	Point Value
Research Articles Review and Critique	200
Exam 1	200
Exam 2	200
Exam 3	200
Proposed Public Health Campaign Intervention	200
Total	1000 (100%)

Points to Grade Categories:

A: 1000-900, B: 899-800, C: 799-700, D: 699-600. F: 599-0

Course Policies:

Elasticity Clause: I reserve the right to modify the existing course calendar and assignments. If changes must be made, I and/or my teaching assistants will notify students as soon as possible.

Classroom Civility: People and ideas must be treated with respect. Please avoid disruptive behavior that makes it difficult to accomplish our mutual objectives.

Changes to the schedule: Changes may be made at my discretion and if circumstances require. I will do my best to notify you via email, in class, and with a hard copy of the changes. It is your responsibility to note these changes when announced. Readings must be completed for the day they are assigned on the course schedule. Lectures are intended to complement the readings.

E-mail: E-mail is my preferred form of contact (note the address above). I cannot guarantee a response to e-mails sent to other addresses, including Canvas. Allow a 48-hour window for a response. If an e-mail is after 4 p.m. on any given day, I cannot guarantee a response before 9 a.m. the following business day. Emails about assignments will not be responded to after 9 p.m. and are not guaranteed after 2 p.m. the night before the assignment is due. As we will discuss, I am the Director of Forensics here at UT Tyler, which means I also have debate tournaments and other competitive endeavors many weekends of the year. To that end, I have inconsistent access to email over the weekends. If you allow me one business day to respond, I will get back to you.

Also, please NEVER HESITATE to email me more than once. If somehow something gets lost, or you have questions that I have not answered, reach out early and often! I am not offended by multiple emails, or multiple requests for information. So email me! And email me again if you need! And again after that! I want to hear from you, so please never hesitate to reach out.

All assignments must be turned in on time. If you know you will be missing class due to religious observance, athletics, or competitions, you must inform me no later than the second week of classes.

Assignments: All papers must be typed using Times New Roman in 12-point font, one-inch margins (with no extra spaces between paragraphs), and proper APA style. You must cite ALL references used in your papers (using APA) within text and in a references page. For help with APA style and writing, please do not hesitate to visit the Undergraduate Writing Center on campus or online. NO handwritten copies will be accepted. Assignments are to be turned in on Canvas. If, for some reason, Canvas is proving difficult, please email me a copy of the assignment so I have a record of your timely completion of the work.

Late Assignments & Make-up Work: There is no such thing as late work, nor is there make-up work for unexcused, missed or failed assignments. I do not give make up exams or quizzes except under serious unforeseen and/or extenuating documented circumstances about which I am notified immediately.

Plagiarism

Academic Honesty: The core values of The University of Texas at Tyler are integrity, optimism, curiosity, accountability, leadership, initiative, and development. Each member of the university is expected to uphold these values.

All students must adhere to the UT- Tyler Honor Code (“Honor and integrity that will not allow me to lie, cheat, or steal, nor accept the actions of those who do”). Furthermore, students must complete their work with academic integrity outlined at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>. All students are expected to maintain absolute honesty and integrity in academic work undertaken at The University. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Cases of suspected academic dishonesty will be pursued to the fullest extent allowed by University policies and procedures. Adding another student’s name to an attendance roster when he or she is not in class is academic dishonesty.

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
 - copying from another student’s test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit; • taking, keeping, misplacing, or damaging the property of The University

- of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
 - iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
 - iv. All written work that is submitted will be subject to review by SafeAssign™, available on Canvas

The “Common Knowledge” Clause: Material does not have to be cited if it is common knowledge—that is, knowledge that most American high school graduates already know. (E.g. Humans once painted in caves. Berlin is the capital of Germany. Etc.)

The “Textbook” Clause : Material does not have to be cited if both of these points are true:

1. If the information contained in a student’s work is found in a course textbook or other assigned reading
2. And if that information is presented in such a way that the work is not copying or nearly copying the reading material word–for–word.

For example, if a student's textbook lists the Stone Age as beginning in 3,000 BCE, then a student can simply include this date. But, if a student copied full sentences from the textbook, then that would be plagiarism.

The “10% Rule”: As a general rule, a college assignment is considered an original work only if the vast majority of text is original. Generally, no more than 10% of a work can be someone else’s words, regardless of proper quotes or citation.

Intent: When reviewing a possible case of plagiarism, the student’s intent will not be taken into consideration. In other words, an act of plagiarism is plagiarism whether or not the student claims to have intended plagiarism.

Mistakes & Accidents: The possibility that the student mistakenly or accidentally committed plagiarism will not be taken into consideration. I strongly suggest that you discuss your sources with the Writing Center before turning in work.

Appeal to Ignorance: A student’s claim to ignorance with concern to policy will never be treated as a valid justification of plagiarism.

Collaboration: Students are not permitted to collaborate on an essay, discussion post, quiz, test, or any written assignment. Having someone proofread your work is ok, but that can only entail matters of style, grammar, and spelling.

Disciplinary Action for Plagiarism: Per departmental policy, the first offense of plagiarism will result in a zero for the assignment. Any additional acts of plagiarism will result in an F for the course and possible disciplinary action by the Dean (e.g. expulsion).

University Policies:

UT Tyler Honor Code: Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities: To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www2.uttyler.edu/wellness/rightsresponsibilities.php>

Classroom Diversity: It is my desire to create a stimulating work environment that challenges each student in this class to perform at top levels. In order for our learning community to succeed, each member must treat others that way that they would like to be treated. I expect students to respect the opinions and ideas of each individual. As an instructor, I am committed to providing an atmosphere of learning that is representative of a variety of diverse perspectives, including race, religion, gender, nationality, age, sexual orientation and physical abilities. In this class, you will have the opportunity to express and experience culturally diversity as we discuss diversity issues as they pertain to the classroom environment and the course materials.

Tobacco-Free: All forms of tobacco will not be permitted on the UT Tyler campus or in my classroom or office. This applies to all members of the University community, including students, faculty, staff, affiliates, contractors, and visitors. This includes cigarettes, pipes, cigars, water pipes, e-cigarettes, smokeless tobacco, snuff, and all other tobacco products.

Campus Carry: We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

State-Mandated Course Drop Policy: Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance.

Please contact the Enrollment Services Center if you have any questions. The last day to withdraw from a course at UT-Tyler is Monday of the 11th week of class.

Grade Replacement/Forgiveness and Census Date Policies: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract. The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

Student Accommodations: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079.

Student Absence for University-Sponsored Events and Activities: If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement: It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation: Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

COURSE SCHEDULE

(Dates and topics subject to change by instructor. Check email and Canvass for updates.)

Week 1	Tuesday, January 11th	<i>Course Introduction</i> <i>Class is Online on Zoom</i>
	Thursday, January 13th	<i>More Introduction</i> Pillars of Communication for Public Health Importance of communication in Public Health Intervention Programs <i>Class is Online on Zoom</i>
Week 2	Tuesday, January 18th	<i>NATURE OF COMMUNICATION, ENVIRONMENT & SOCIETY</i> Communication Defined Categories of communication: Spoken, Verbal, Non-Verbal, Written, Visualization <i>Class is Online on Zoom</i>
	Thursday, January 20th	<i>NATURE OF COMMUNICATION, ENVIRONMENT & SOCIETY</i> Elements of Communication The Communication Process Barriers to Communication <i>Class is Online on Zoom</i>
Week 3	Tuesday, January 25th	<i>COMMUNICATION THEORIES, HEALTH & BEHAVIOR CHANGE COMMUNICATION THEORIES/MODELS</i> What is theory? Model? Hypodermic Needle/Bullet Theory Individual Differences Theory Selectivity Processes Uses and Gratifications

	Thursday, January 27th	<p><i>COMMUNICATION THEORIES, HEALTH & BEHAVIOR CHANGE COMMUNICATION THEORIES/MODELS</i></p> <p>Diffusion of Innovations, Acceptance, Rejection, Avoidance theories Health Belief Model Theory of Reasoned Action Theory of Planned Behavior</p> <p><i>ARTICLE CRITIQUE # 1 DUE</i></p>
Week 4	Tuesday, February 1st	<p><i>COMMUNICATION THEORIES, HEALTH & BEHAVIOR CHANGE COMMUNICATION THEORIES/MODELS</i></p> <p>Trans-theoretical Model or Stages of Change Communication for Social Change Theory</p>
	Thursday, February 3rd	<p><i>SOCIAL MARKETING PARADIGM: DESIGNING COMMUNICATION MESSAGES</i></p> <p>How Social Media is shaking up Public Health and Healthcare Social Media Engagement for Public Health Benefits of Social Media in Healthcare</p>
Week 5	Tuesday, February 8th	<p><i>SOCIAL MARKETING PARADIGM: DESIGNING COMMUNICATION MESSAGES</i></p> <p>Social Media Strategies for Public Health Communication Challenges of Social Media in Public Health Communication</p>

	Thursday, February 10th	<i>Exam Review</i> <i>No Readings Assigned - Review Key Concepts</i>
Week 6	Tuesday, February 15th	***EXAM 1***
	Thursday, February 17th	<i>HEALTH MISINFORMATION AND DISINFORMATION</i> Health Communication Information Disorder: Misinformation and Disinformation
Week 7	Tuesday, February 22nd	<i>HEALTH MISINFORMATION AND DISINFORMATION</i> Misinformation and Disinformation: Threat to Public Health Security How To Fight Misinformation and Disinformation
	Thursday, February 24th	<i>SOCIAL MEDIA AND PUBLIC HEALTH COMMUNICATION</i> How Social Media is shaking up Public Health and Healthcare Social Media Engagement for Public Health Benefits of Social Media in Healthcare <i>ARTICLE CRITIQUE # 2 DUE</i>
Week 8	Tuesday, March 1st	<i>Exam Review</i> <i>No Readings Assigned - Review Key Concepts</i> <i>Cumulative Course Review</i> <i>Assign Final Paper (Campaign Proposal)</i>

	Thursday, March 3rd	*** EXAM II **
Week 9	Tuesday, March 8th	<i>Spring Break</i> * <i>No Class</i>
	Thursday, March 10th	<i>Spring Break</i> * <i>No Class</i>
Week 10	Tuesday, March 15th	<i>SOCIAL MEDIA AND PUBLIC HEALTH COMMUNICATION</i> Social Media Strategies for Public Health Communication Challenges of Social Media in Public Health Communication
	Thursday, March 17th	<i>DESIGNING HEALTH BEHAVIOR CHANGE CAMPAIGN MESSAGES FOR THE FOLLOWING HEALTH ISSUES</i> Female Genital Mutilation Breast Cancer Prostate Cancer Diabetes ARTICLE CRITIQUE # 3 DUE

<p>Week 11</p>	<p>Tuesday, March 22nd</p>	<p><i>DESIGNING HEALTH BEHAVIOR CHANGE CAMPAIGN MESSAGES FOR THE FOLLOWING HEALTH ISSUES</i> Hypertension/Hypotension Mental Disorder HIV/AIDS Leprosy Dental Caries</p>
	<p>Thursday, March 24th</p>	<p><i>DESIGNING HEALTH BEHAVIOR CHANGE CAMPAIGN MESSAGES FOR THE FOLLOWING HEALTH ISSUES</i> Elephantiasis Tuberculosis Herpatitis Goitre Ebola</p>
<p>Week 12</p>	<p>Tuesday, March 29th</p>	<p><i>FAILED HELATH CARE INTERVENTIONS</i> Tuskegee Syphilis Experiments Milgram and Obedience Human Research, Science, etc.</p>
	<p>Thursday, March 31st</p>	<p><i>TECHNOLOGY AND HEALTHCARE PROVISION</i> Information Spread Costs of Healthcare and Technology Comparative Models of Healthcare Technology (CT scanners, etc.)</p> <p><i>ARTICLE CRITIQUE # 4 DUE</i></p>

Week 13	Tuesday, April 5th	<i>TECHNOLOGY AND HEALTHCARE PROVISION</i> Addiction, Mental Health, and BetterCare Privatization of Healthcare Services
	Thursday, April 7th	<i>TECHNOLOGY AND HEALTHCARE PROVISION</i> Telehealth
Week 14	Tuesday, April 12th	<i>Exam Review</i> <i>No Readings Assigned - Review Key Concepts</i>
	Thursday, April 14th	*** EXAM III ***
Week 15	Tuesday, April 19th	<i>Final Paper (Campaign Proposal) Workshop</i>
	Thursday, April 21st	<i>Final Paper (Campaign Proposal) Workshop</i> Your Final Research Proposal Paper is DUE THURSDAY April 29th 5:00 pm electronically Electronically on Canvass. If Canvass is not working, please email me the final draft. No late work will be accepted. No exceptions.