

## SPCM 4360: Public Health Communication

**Professor:** Emily Scheinfeld, PhD

**Office:** HPR 269

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**Office Hours:** TTH 8am-9:30am and by appointment

### **Course Description:**

This class focuses on the role communication plays in health behavior change programs. You will develop an awareness for the components that go into developing effective health campaigns. Additionally, you will develop a foundational skill set to create health campaigns to combat the health issues that plague our society.

### **Course Objectives and Expected Learning Outcomes:**

We will discuss theories and research about the role that communication plays in health behavior change programs, as well as providing training in the skills needed to be a professional in health communication. As part of this, we will focus on the campaign planning processes and explore alternative models and theories used to design effective communication interventions and campaigns. It will also be imperative to look at specific topics that effect the campaign planning process, including edutainment, media advocacy, multicultural audiences, new technologies, and health literacy. Students who pass this course will understand the historical, cultural, political and technological significance of 21st century mass media, and in particular, new media in both national and global realms.

**Course Website:** We will be using Blackboard for this course, which can be accessed at <http://courses.utexas.edu>. 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 blackboard as a communication tool in order to contact you.

### **Required Texts:**

Parvanta, C., Nelson, D. E., Parvanta, S., & Harmner, R. N. (2011). *Essentials of public health communication*. Sudbury, MA: Jones and Bartlett Publishers.

Additional Readings are available on Canvas by module

### **Course Evaluation:**

The final grade will be based on the following criteria:	<u>Maximum</u>
Paper 1	50
Paper 2	50
Paper 3	50
Paper 4	50
Paper 5/Presentation	100
Theory Presentation (Group)	60
Participation/Attendance	40
Weekly Quizzes	100
<b>Total points</b>	<b>500 points</b>

**Calculating your grade:**A  $\geq$  450 points

B = 400–449 points

C = 350–399 points

D = 325–349 points

F  $\leq$  324 points

**Expectations and Course Structure:** I will conduct this course in an interactive lecture format. That is, I will present notes and information during each class meeting, and I will count on your contributions. I expect you come to class ready to participate in our creation of our collective knowledge. I invite you to ask questions, answer questions, share insights, and engage in the material during activities. Lectures will not duplicate readings. You should stay atop of the weekly readings and complete them before coming to class, and be prepared for activities that assess your understanding of ideas in each chapter or article. You are expected to complete the readings PRIOR to each class section.

**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 want you to *act* rather than *react* to the grade.
- As per my policy, 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 deserve. E-mail me again only if I do not acknowledge your first appeal.
- Disputes will not be entertained after 7 days after the assignment was returned to you. If any grade is to be reevaluated, the new earned grade may be lower than the previous grade. If I reevaluate an assignment, I may find something that I did not find before that should actually lower the grade.
- 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)

**Weekly Quizzes:** Your understanding of the topics covered in the readings and discussed in class will be assessed in 12 weekly quizzes. Quizzes will take place the first fifteen minutes of class on Thursdays. You will not be granted extra time on the quiz if you show up late for class, regardless of your excuse. Each quiz will assess your memory for the readings assigned and the topics discussed prior to the last quiz, as well as your understanding of the readings assigned for the day of the quiz. I will drop two lowest quiz scores when computing your final grade. You will not be able to make up a missed quiz under any circumstance. If you miss a quiz, you can drop it. The final weekly quiz is mandatory, even if you plan on dropping it. Ten of your highest

quiz grades will count towards your grade at 10 points apiece. Questions will typically include a combination of multiple choice, true/false questions, fill-in-the-blank, and short answer questions. Material will be drawn from lectures, readings, and class activities and discussions.

**Papers:** You will be assigned five small papers throughout the first portion of the semester. As we will be covering health campaigns, health campaign development, and the theories and models that shape them, you will be asked to develop a health campaign to target an issue of your choice. Each paper will ask you to thoroughly develop one portion of a health campaign. For example, the first paper asks you for rationale, the second for audience segmentation, and so on. By the end of the first four papers, you will have developed a complete health campaign with all the components developers and funders (like National Institute of Health) are looking for when deciding whether or not to implement a campaign. Your last paper is actually a presentation. You will briefly show the class your campaign through posters, mock websites, or whatever channel, outlet, media you have developed your campaign around. You will also guide the class through the entire campaign, explaining who it targets, why, how it will occur, how you will measure it, etc.

**Theory Presentation:** You will be grouped into teams to discuss one of 6 theories: The theory of planned behavior, social cognition theory, health belief theory, protection motivation theory, extended parallel process model, or how we should link theory to practice. You will be responsible for teaching the class about the theory you have chosen, complete with the history, its application to public health communication & health interventions, as well as planning a class activity. An outline of your presentation, your activity, and visual aids need to be uploaded before class the day you present. All files should be in APA formatting (including your reference page...so be sure to include one).

**Participation:** You will be evaluated on how consistently you contribute to our class meetings. This entails participating in discussions, asking thought-provoking questions, engaging courteously with your colleagues, staying on task during in-class activities, and being attentive audience members during presentations. While this will require minimal effort on your part, doing it will contribute greatly to your understanding and grasp of the material presented during lecture and discussion. A very small portion of your participation involves simply coming to class regularly, being on time, and actively paying attention. I will monitor your contributions in class, and we will take attendance periodically. If you have been absent, you are responsible for contacting a classmate to determine what you have missed.

### **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 I 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 blackboard. 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. You should treat our online correspondence with the same respect as any business or legal communication. Emails that do not conform to these standards will not be answered. So it is in your best interests to write your course emails with intelligence and respect. Also, be sure to include your course number and first and last name in either the body text or subject of your email (Messages sent through Canvas will already have this information).

**Laptop and Technology Policy:** I will ask you to not use your computer in class, unless requested by me. Of course, if you need or strongly prefer a laptop for taking notes, accessing readings in class for any reason, please come speak with me. I am happy to do what is best for you. I'll just ask you to commit to using the laptop only for class-related work. I also do not mind a cell phone on the desk, however please step outside to text or talk in the case of an emergency. Please refer to an article written by Ann Curzan from The Chronicle as to why I am asking you to adhere to this policy: <http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/>. If given permission per class period, you may use your computer or iPad during class to take notes and to participate in media-related exercises.

**Attendance:** Much of the learning will take place inside the class and labs through discussions, presentations, and interactions. Attendance and participation are counted toward your final grade in class. **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. If you are going to miss class or be late, especially on an assignment day, you must let me know via email BEFORE the class begins to be considered for an assignment extension (which is an *extremely rare* occurrence).

If you are absent from class, it is *your* responsibility to determine what was missed and to hand in any work or to do any readings that were announced during your absence. If you need assistance because of university-related absences (e.g., debate, sports, etc.), contact me before the missed class. This goes for any personal related absences as well. It is always better to communicate with me when there is a problem than not.

Arriving late to class twice will count as one unexcused absence. Leaving the class early is not permitted without prior permission and will count as an unexcused absence. If you need to leave the class for an emergency, please do so with minimal distraction to others—this needs to be a rare and extraordinary occurrence. Permission will not be given to leave early or arrive late on a regular basis (e.g. because of work, classes, etc.)

**Assignments:** All papers must be typed using Times New Roman in 12-point font, double-spaced, one-inch margins (with no extra spaces between paragraphs), and proper APA style. You must cite ALL bibliographic sources 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.

**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.

**Research Participation:** There will be varying research participation opportunities offered throughout the course of the semester. These will be announced during class time as soon as we find out about them. You can complete two for extra credit points (to be determined) toward your final grade but are strongly encouraged to participate in more. **There will be no penalty for NOT participating in research that is conducted outside the class.**

### General Classroom Infractions

- All electronic devices must be silenced or turned off before class begins.
  - *If I can hear it vibrating, it must be turned off. If I hear a device again in the semester, it stays home for good.*
- Cell phones, ear buds, headphones and other electronic devices are not welcome in the classroom.
  - *It doesn't matter why you have a phone out. Without prior permission to have it out, you will be told to leave.*
- Working on unrelated material, copying, or writing on someone else's notes during class is prohibited.
  - *If you need a pen, paper, etc., then raise your hand and wait for the professor to acknowledge you.*
  - *A lack of preparedness on your part does not give you the right to interrupt a lecture.*
- Private comments, jokes, nudges, pokes, texts, or written notes between students are a major disruption.
  - *If your attention is not exclusively on the board, your notes, or me, then you will be told to leave.*
  - *Laptops and tablets are not allowed in the classroom (see laptop policy). Also keep tablets, phones, and smartwatches put away!*
- Inattention, sleeping, or the appearance of sleeping (as decided solely by the professor) is prohibited.
- Disruptions such as closing books, zipping bags, or packing up before being dismissed are not welcome.

**Consequences:** Attendance/Participation grade dropped. Further infractions will result in your permanent dismissal from class. Also, I reserve the right to permanently assign seats to counter disruptive behavior.

### Major Course Infractions

- Arguing during class time with your instructor, especially when you've been accused of an infraction.

- *We can discuss your behavior later in my office, but arguing with me during class only worsens your offense.*
- *If you ever find yourself being sent out of class, gather your things and quietly leave. Be aware that, from the moment the infraction started, everything you are saying and doing will be written in a report to the Dean.*
- Disrespectful or uncivil conduct of any form, either online or in the classroom.
  - *While you have the right to your own opinion, inflammatory language, including discriminatory language based on race, appearance, class, ethnicity, gender, dis/ability, sexual orientation, or national origin, is unacceptable.*
- Religious diversity must be represented in a respectful manner.
  - *Be aware that at no time will I allow you to proselytize your own religious view or bash another's religious view.*
- Academic dishonesty is prohibited in any form.

**Consequences:** You will be dismissed from class and sent to the Dean for disciplinary action. The Dean may determine that a note be permanently placed on your transcript, barring you from any future college plans.

## **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 unadministered 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 unadministered test, test key, homework solution, or computer program or information about an unadministered 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.

**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. (For Fall, the Census Date is Sept. 12.) 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 (Sept. 12th) 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

**Disability/Accessibility Services:** In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The

**Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 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](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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)

**Tentative Schedule of Topics, Assignments, & Readings**

<b>WEEK</b>	<b>DATE</b>	<b>TOPIC/ASSIGNMENT</b>	<b>ASSIGNMENTS &amp; DUE DATES</b>
1	1/16	Course Overview	
	1/18	Introduction to communication	Parvanta et al., Chapter 1
2	1/23	Introduction to public health communication <b>Assign Theory Presentation Assignment</b>	Wright et al., Chapter 1; NCI Pink Book
	1/25	Macro Health Communication Planning Frameworks	Parvanta et al., Chapter 2
3	1/30	Informatics & Health Communication	Parvanta et al., Chapter 3
	2/1	Educating the public about health issues – The What	Parvanta et al., Chapters 4 & 5
4	2/6	Paper Presentations (Topic & Rationale) <b>Paper #1 (Rationale) Due</b>	
	2/8	The Role of Theory	Parvanta et al., Chapter 8
5	2/13	The Theory of Reasoned Action/Planned Behavior	Glanz et al., Chapter 4; Armitage & Connor, 2001
	2/15	Social Cognition Theory/Health Belief Theory	Glanz et al., Chapter 3
6	2/20	Protection Motivation Theory	Glanz et al., Chapter 8; McMath & Prentice-Dunn, 2005
	2/22	Extended Parallel Process Model	Witte, 1992; McKay et al., 2004
7	2/27	Linking theory to practice	Parvanta et al., Chapter 10
	3/1	Audience Segmentation <b>Paper #2 (Intervention Outline &amp; Theoretical Support) Due</b>	Slater, 1995; Rimer & Kreuter, 2006
8	3/6	Message Effects	Rothman et al., 2006; Jones & Leary, 1994; Berry & Howe, 2004
	3/8	Unintended Effects & Defensive Reactions	
9	3/13	<b>Spring Break</b>	<b>No Class</b>
	3/15		
10	3/20	Developing & Testing Campaign Messages	Parvanta et al., Chapter 12
	3/22	Developing the Implementation Plan	Parvanta et al., Chapter 13

		<b>Paper #3 (Audience Segmentation) Due</b>	
11	3/27	Developing the Evaluation Plan	Parvanta et al., Chapter 14;
	3/29	Ethics in Health Communication Interventions	
12	4/3	Ethics in Health Communication Interventions	<b>No Class</b>
	4/5	<b>Southern States Communication Association Conference</b>	
13	4/10	Media Advocacy	Wright et al., Chapter 8
	4/12	Edutainment <b>Paper #4 (Evaluation Methods) Due</b>	Papa et al., 2000
14	4/17	New Communication Technologies	Wright et al., Chapter 7
	4/19	Other issues in Health Communication: multicultural, socioeconomic, generational, strategies for diverse populations	Dutta, 2007; Kreuter & Haughton, 2006
15	4/24	Catch Up/Presentations	
	4/26	Presentations <b>Paper #5/Presentation Due</b>	