

# H EDU 4360 Health Communication and Teaching

SPRING 2021

## CLASS TIME & CREDIT HOURS

Online, 3 credit hours

## INSTRUCTOR INFORMATION

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Ph.D. Candidate

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*Office: Stewart #103A by appointment*

*Department of Health, Kinesiology, and Recreation*

**<https://health.utah.edu/health-kinesiology-recreation/health/>** **[\(https://health.utah.edu/health-kinesiology-recreation/health/\)](https://health.utah.edu/health-kinesiology-recreation/health/)**

## Course Description

Effective health communication campaigns can inform, empower, or persuade individuals and communities to adopt healthier lifestyles. The purpose of this course is to develop knowledge and skills to promote health changes in individuals and communities using health communication and health teaching strategies. This course will explore educational and social marketing principles, based on theories and models in health communication, behavior change, education, and social learning. Content will include applying theories to develop community-based health communication campaigns and teaching interventions to reach people in a variety of settings outside of traditional health care settings, such as communities, worksites, and schools. Other content includes mass media and electronic

messaging in health communication and education, implementation strategies, and evaluating health communication and teaching interventions.

## PRE- OR CO-REQUISITES

*C- or better in H EDU 4200 & 4300*

## REQUIRED MATERIAL

*Parvanta, C.F., Bass, S.B. (2020). Health Communication- Strategies and Skills for a New Era. Jones & Bartlett Learning. ISBN: 9781284065870*

## STUDENT LEARNING OUTCOMES

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

1. Analyze social and psychological factors that influence learning, including gender, socioeconomic status, developmental stages, disabilities, and cultural attributes.
2. Identify the barriers to communicating health to marginalized groups and the implications for practice.
3. Explore the role and influence of mass media and electronic messaging in health communication and health teaching.
4. Apply health communication, education, and health promotion theories to develop a health communication campaign to reach populations in a variety of settings outside of traditional health care settings.
5. Identify and use a variety of resources and tools for developing and evaluating health communication campaigns.
6. Describe the steps necessary for teaching, including planning, implementation, and evaluation.
7. Apply health communication, education, and health promotion theories to develop and deliver a teaching intervention to reach populations in a variety of settings outside of traditional health care settings.
8. Identify and use a variety of resources and tools for developing and evaluating health teaching interventions.

## TEACHING AND LEARNING METHODS

Delivery of this course will be through a series of lectures, assigned readings, discussions, directed activities, videos, assignments, and a few quizzes.

- The course is conducted via online using Canvas to:
  - post readings and assignments
  - submit assignments
  - facilitate class discussions and student interactions
  - deliver lectures and course content

## ASSIGNMENTS

### Assignments:

1. **Analysis of Health Communication Campaigns (30 points)** Students will research a current health communication campaign. Components of this 2-page write-up include identification of the target audience, explanation of the purpose of the campaign, and the strategies used in the campaign.
  - More information will be provided on Canvas.
2. **Individual Teaching Plan (40 points)** Students will create a teaching plan on a health topic of their choosing. You will determine your 'hypothetical' setting and target audience. The following content is required: description of the 'hypothetical' community setting and target audience, the teaching goal and three behavioral objectives, a list of all materials and equipment needed, a detailed content outline, and evaluation methods.
  - More information will be provided on Canvas.
3. **Individual Teaching Presentation (30 points & 15 points for peer-review by a classmate)** Students will present their teaching plan in a 15-minute teaching session to a target audience of their choice. The teaching plan (assignment 2) and teaching presentation (assignment 3) are due on the same day. A fellow classmate will conduct a peer-review of your teaching plan and presentation.
  - More information will be provided on Canvas.
4. **Self-evaluation of Individual Teaching Presentation (10 points; due one week after your teaching presentation)** Students will evaluate/critique their teaching presentation in light of peer-reviews. Students will address the following: what went well, what did not go well, your perception of how your presentation was received by your classmates, what you would change, and anything else pertinent to your presentation. You will submit a written self-evaluation *within one week from when you give your presentation in class*.
  - More information will be provided on Canvas.

**5. Health Communication Awareness Campaign and Presentation (100 points)** Students will work in groups to design an original health awareness campaign for a specific health issue. Students will choose the target audience and choose two health communication strategies (video, podcast, website, social media, print materials). Your communication awareness campaign must include an evidence-based rationale explaining the target audience, the health topic, the strategies, and the media outlets used. Students will present their campaigns via a Zoom meeting where each group member takes equal amounts of time presenting and sharing their screen.

- More information will be provided on Canvas and in class.

**6. Discussion Boards (4 at 10 points each)** Discussions will provide an opportunity for interaction between students. Students will write or record analytical prompts, and reply to follow classmates on health communication topics, theories, lecture material, and assigned readings.

## GRADING

This is not an “A for effort” class. Grades will be based on the total points received during the semester (265); *they will not be administered on a curve or rounded up*. Once the assigned work is completed and grades are submitted, they can only be changed if the instructor made a mathematical or recording error. The instructor will *not* assign additional work after the fact to improve a grade. The following percentages will be used in determining grades:

Grade	Range
A	100 % to 93%
A-	< 92.9 % to 90%
B+	< 89.9 % to 87%
B	< 86.9 % to 83%
B-	< 82.9 % to 80%
C+	< 79.9 % to 77%
C	< 76.9 % to 73%
C-	< 72.9 % to 70%
D+	< 69.9 % to 67%
D	< 66.9 % to 63%
D-	< 62.9 % to 60%
E	< 59.9 % to 0.0%

## COURSE POLICIES AND RESPONSIBILITIES

### Expectations:

- *Of students-*
  - It is expected that all students remain prepared and ready to learn, meaning that you have read the required readings prior to turning in assignments or participating in discussion boards. It is expected that you to be ethical, responsible, take initiative, and to be innovative in your thoughts and actions. It is expected that you be respectful of your fellow classmates and your instructor. It is expected that you to engage with us if you have questions. Katherine can guide you, but you will be expected to learn on your own and from one another as well.
  - This class requires video-recorded presentations from each student. All presentations should include professional-level materials, appropriate dress, and speech that is indicative of an upper-division course. In addition, creativity and material that engages the audience are encouraged. Each person has different styles of presenting as well as different amounts of experience presenting, but the expectation is that each student prepares for their presentation to meet these standards.
- *Of Katherine-*
  - Katherine takes responsibility for helping create a positive and respectful environment in which students are not afraid to participate or ask for help. Katherine's priority is to deliver a high-impact educational experience within the H EDU 4360 class.

### **Course Policies:**

1. Late assignments will be accepted up to one week after the due date, but will incur a 50% grade reduction. The only exception to this are excuses due to officially sanctioned University activities (documentation is required), religious holidays, and emergency illness. Please see the student handbook for other guidelines on attendance **[Student Handbook Attendance](#)**.

**<https://catalog.utah.edu/#/policy/By9byDmRz?bc=true&bcCu>**

2. Students will typically be allotted one week to complete assignments, with the exceptions of larger projects which will be available multiple weeks prior to the due date. Modules are opened weekly, and sometimes bi-weekly. For students wishing to work ahead, reading the required texts is a great option.

3. Assignments must be submitted via Canvas. Technological difficulties always arise at inconvenient times, therefore, be sure to complete and submit Canvas assignments in a timely manner. Assignments turned in via email due to technical difficulties will not be accepted unless they are emailed 6 hours prior to the due date time.

4. This is a 4000-level (upper-division, junior-senior) college course. Proofread your work for organization, spelling, and grammatical errors. You are encouraged to utilize the Writing Center in the Marriott Library, which is free to enrolled. Please call 587-9122 or contact the center via their website to schedule an appointment: **[www.writingcenter.utah.edu/](http://www.writingcenter.utah.edu/)** **[\(http://www.writingcenter.utah.edu/\)](http://www.writingcenter.utah.edu/)**

5. Announcements are posted regularly on Canvas. I encourage you to email me with questions, comments, and concerns. I answer emails during regular business hours (9-5). If your email falls outside

of these times, I will typically respond the next day. Please email me through my email address at [katherine.pagano@utah.edu](mailto:katherine.pagano@utah.edu) (<mailto:katherine.pagano@utah.edu>)

6. Please feel free to discuss any difficulties or concerns with me in a timely manner (email is preferred followed by meeting in person). I am here to help you succeed in this class. I encourage you to ask questions and share your opinions. When doing so, please be respectful of other students.

### **Instructors' Policy on Make-up Assignments:**

- Athletic or other University-Sponsored Absences
  - Students must provide travel dates and times via a signed memo from the University-sponsored group **prior to** the dates of travel.
- Military, State, or Federal Service
  - Students must provide military orders or other documentation of government service prior to absentee dates.
- Illness
  - The instructor must be notified of the illness prior to the scheduled assessment or as soon as possible thereafter. Students must provide a valid medical excuse signed and dated by a physician or physician assistant.
- Other Extenuating Circumstances
  - In all other circumstances, it will be the prerogative of the instructors whether or not a student will be allowed to make up work. In most circumstances, authentic documentation will be required.
  - Vacations will *not* be accepted as a reasonable circumstance to merit assignment make-ups.

**Disclaimer:** *This course syllabus is intended to be an accurate representation of requirements. However, some topics are more difficult for students and require more time than anticipated. In addition, new ideas and current events come up unexpectedly and are important to discuss. This obviously will impact the exact schedule, requirements, point totals, due dates, and other aspects of this course. Any such changes will be announced.*

### **Mandatory Reporter:**

Duty to Notify: As a University representative, most faculty, staff, and teaching assistants (other than professional mental health counselors) are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students.

*If you do choose to disclose instances of sexual misconduct, discrimination, or violence to us, please be aware that we are mandatory reporters and I am required by University policies to notify the appropriate Office.*

## UNIVERSITY POLICIES

## COVID-19 Campus Guidelines

**Students are required to self-report if they test positive for COVID-19.** To report, please contact:

### COVID-19 Central @ The U

📞 801-213-2874

🌐 [coronavirus.utah.edu \(https://coronavirus.utah.edu/\)](https://coronavirus.utah.edu/)

To reduce the spread of COVID-19 on campus, **face coverings are required in all in-person classes for both students and faculty.** Face coverings are required to cover both your mouth and your nose. Please note that face shields alone are not an acceptable form of face covering unless also worn with a covering or mask for the nose and mouth.

Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus, including our classroom. As a reminder, when I wear a face covering, I am protecting you. When you wear a face covering, you are protecting me and all of your classmates. If you forget your face covering, I will ask you to leave class to retrieve it. **If you repeatedly fail to wear a face covering in class, I will refer you to the Dean of Students for a possible violation of the Student Code.**

Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the [Center for Disability and Access \(https://t.e2ma.net/click/vlufyz/js70keu/biauqte\)](https://t.e2ma.net/click/vlufyz/js70keu/biauqte) (CDA).

Accommodations should be obtained prior to the first day of class so that I am notified by CDA of any students who are not required to wear a face covering.

If you believe you meet these criteria, contact:

### Center for Disability & Access

📞 801-581-5020

🌐 [disability.utah.edu \(https://disability.utah.edu/\)](https://disability.utah.edu/)

📍 162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Everyone is encouraged to wash their hands, use hand sanitizer, and clean their desks with wipes, which will be available at classroom entrances and at “sanitizing stations” in multi-use buildings, including Marriott Library. Read more information about the building cleaning schedule on [coronavirus.utah.edu \(https://coronavirus.utah.edu/\)](https://coronavirus.utah.edu/).

## Drop/Withdrawal Policies

Students may drop a course within the first two weeks of a given semester without any penalties.

Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA.

For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar](https://registrar.utah.edu/academic-calendars/index.php) [\\_\(https://registrar.utah.edu/academic-calendars/index.php\)\\_](https://registrar.utah.edu/academic-calendars/index.php).

## Plagiarism & Cheating

It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so.

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code,

*"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."*

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](http://regulations.utah.edu/academics/6-400.php) [\\_\(http://regulations.utah.edu/academics/6-400.php\)\\_](http://regulations.utah.edu/academics/6-400.php).

## Course Materials Copyright

**The Content is made available only for your personal, noncommercial educational and scholarly use.** You may not use the Content for any other purpose, or distribute, post or make the Content available to others, unless you obtain any required permission from the copyright holder. Some Content may be provided via streaming or other means that restrict copying; you may not circumvent those restrictions. You may not alter or remove any copyright or other proprietary notices included in the Content.

Please see the [Code of Student Rights and Responsibilities](https://regulations.utah.edu/academics/6-400.php) [\\_\(https://regulations.utah.edu/academics/6-400.php\)\\_](https://regulations.utah.edu/academics/6-400.php), Section III.A.5 regarding use and distribution of class Content and materials.

<https://regulations.utah.edu/academics/6-400.php> [\\_\(https://regulations.utah.edu/academics/6-400.php\)\\_](https://regulations.utah.edu/academics/6-400.php).

Section III.A.5. prohibits the following:

Sale or distribution of information representing the work product of a faculty member to a commercial entity for financial gain without the express written permission of the faculty member responsible for the course. ("Work product" means original works of authorship that have been fixed in a tangible medium and any works based upon and derived from the original work of authorship.)

## Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message.

For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu) [\\_\(http://safeu.utah.edu\)\\_](http://safeu.utah.edu).

To report suspicious activity or to request a courtesy escort, contact:

### **Campus Police & Department of Public Safety**

 801-585-COPS (801-585-2677)

 [dps.utah.edu](https://dps.utah.edu) [\(https://dps.utah.edu/\)](https://dps.utah.edu/)

 1735 E. S. Campus Dr.  
Salt Lake City, UT 84112

## Wellness at the U

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah.

Please feel welcome to reach out to your instructor or TA's to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

### **Center for Student Wellness**

 801-581-7776

 [wellness.utah.edu](http://wellness.utah.edu) [\(http://wellness.utah.edu/\)](http://wellness.utah.edu/)

 2100 Eccles Student Life Center  
1836 Student Life Way  
Salt Lake City, UT 84112

### **Women's Resource Center**

 801-581-8030

 [womenscenter.utah.edu](https://womenscenter.utah.edu) [\(https://womenscenter.utah.edu/\)](https://womenscenter.utah.edu/)

 411 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

[\(http://www.wellness.utah.edu/\)](http://www.wellness.utah.edu/)

## Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

### **Title IX Coordinator & Office of Equal Opportunity and Affirmative Action**

 801-581-8365

 [oeo.utah.edu](https://oeo.utah.edu) [\(https://oeo.utah.edu/\)](https://oeo.utah.edu/)

📍 135 Park Building  
201 Presidents' Cir.  
Salt Lake City, UT 84112

### Office of the Dean of Students

📞 801-581-7066

🌐 [deanofstudents.utah.edu](https://deanofstudents.utah.edu/) [\(https://deanofstudents.utah.edu/\)](https://deanofstudents.utah.edu/)

📍 270 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

To file a police report, contact:

### Campus Police & Department of Public Safety

📞 801-585-COPS (801-585-2677)

🌐 [dps.utah.edu](https://dps.utah.edu/) [\(https://dps.utah.edu/\)](https://dps.utah.edu/)

📍 1735 E. S. Campus Dr.  
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide **free, confidential** and **trauma-informed** support services to **students, faculty, and staff** who have experienced interpersonal violence.

To **privately** explore options and resources available to you with an advocate, contact:

### Center for Student Wellness

📞 801-581-7776

🌐 [wellness.utah.edu](http://wellness.utah.edu/) [\(http://wellness.utah.edu/\)](http://wellness.utah.edu/)

📍 328 Student Services Building  
201 S. 1460 E.  
Salt Lake City, UT 84112

## Americans With Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the Center for Disability & Access (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the **[Instruction & Evaluation regulations](http://regulations.utah.edu/academics/6-100.php)** [\\_\(http://regulations.utah.edu/academics/6-100.php\)\\_](http://regulations.utah.edu/academics/6-100.php).

If you will need accommodations in this class, or for more information about what support they provide, contact:

### Center for Disability & Access

📞 801-581-5020

🌐 [disability.utah.edu](https://disability.utah.edu/) [\\_\(https://disability.utah.edu/\)\\_](https://disability.utah.edu/)

📍 162 Union Building

200 S. Central Campus Dr.  
Salt Lake City, UT 84112

## Diverse Student Support

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

### Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### Student Support Services (TRIO)

📞 801-581-7188

🌐 [trio.utah.edu](https://trio.utah.edu) (<https://trio.utah.edu>)

📍 Room 2075

1901 E. S. Campus Dr.  
Salt Lake City, UT 84112

### American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

#### American Indian Resource Center

📞 801-581-7019

🌐 [diversity.utah.edu/centers/airc](https://diversity.utah.edu/centers/airc) (<https://diversity.utah.edu/centers/airc/>)

📍 Fort Douglas Building 622

1925 De Trobriand St.  
Salt Lake City, UT 84113

### Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate

for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Black Cultural Center**

 801-213-1441

 [diversity.utah.edu/centers/bcc](https://diversity.utah.edu/centers/bcc) (<https://diversity.utah.edu/centers/bcc/>)

 Fort Douglas Building 603  
95 Fort Douglas Blvd.  
Salt Lake City, UT 84113

## **Students with Children**

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Center for Childcare & Family Resources**

 801-585-5897

 [childcare.utah.edu](https://childcare.utah.edu) (<https://childcare.utah.edu/>)

 408 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

## **Students With Disabilities**

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

### **Center for Disability Services**

 801-581-5020

 [disability.utah.edu](https://disability.utah.edu) (<https://disability.utah.edu/>)

 162 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

## **Students of Ethnic Descent**

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### Center for Ethnic Student Affairs

☎ 801-581-8151

🌐 [diversity.utah.edu/centers/cesa/](https://diversity.utah.edu/centers/cesa/) [\(https://diversity.utah.edu/centers/cesa/\)](https://diversity.utah.edu/centers/cesa/)

📍 235 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

## English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

### Writing Center

☎ 801-587-9122

🌐 [writingcenter.utah.edu](http://writingcenter.utah.edu/) [\(http://writingcenter.utah.edu/\)](http://writingcenter.utah.edu/)

📍 2701 Marriott Library  
295 S 1500 E  
Salt Lake City, UT 84112

### English for Academic Success (EAS) Program

☎ 801-581-8047

🌐 [linguistics.utah.edu/eas-program](https://linguistics.utah.edu/eas-program/) [\(https://linguistics.utah.edu/eas-program/\)](https://linguistics.utah.edu/eas-program/)

📍 2300 LNCO  
255 S. Central Campus Dr.  
Salt Lake City, UT 84112

### English Language Institute

☎ 801-581-4600

🌐 [continue.utah.edu/eli](http://continue.utah.edu/eli) [\(http://continue.utah.edu/eli\)](http://continue.utah.edu/eli/)

📍 540 Arapeen Dr.  
Salt Lake City, UT 84108

## Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

**Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence.** The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

### **Dream Center**

 801-213-3697

 [dream.utah.edu](http://dream.utah.edu) [\(http://dream.utah.edu/\)](http://dream.utah.edu/)

 1120 Annex (Wing B)  
1901 E. S. Campus Dr.  
Salt Lake City, UT 84112

## **LGBTQ+ Students**

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **LGBTQ+ Resource Center**

 801-587-7973

 [lgbt.utah.edu](http://lgbt.utah.edu) [\(http://lgbt.utah.edu/\)](http://lgbt.utah.edu/)

 409 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

## **Veterans & Military Students**

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

### **Veterans Support Center**

 801-587-7722

  [\(http://lgbt.utah.edu\) veteranscenter.utah.edu](http://lgbt.utah.edu/veteranscenter.utah.edu) [\(http://veteranscenter.utah.edu/\)](http://veteranscenter.utah.edu/)

 418 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

## **Women**

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

## Women's Resource Center

📞 801-581-8030

🌐 [womenscenter.utah.edu](https://womenscenter.utah.edu/) (<https://womenscenter.utah.edu/>)

📍 411 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

## Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

*Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.*

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

### Office for Inclusive Excellence

📞 801-581-4600

🌐 [inclusive-excellence.utah.edu](https://inclusive-excellence.utah.edu) (<https://inclusive-excellence.utah.edu/>)  
(<http://continue.utah.edu/eli>)

📍 170 Annex (Wing D)  
1901 E. S. Campus Dr.  
Salt Lake City, UT 84112

## Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

🌐 [getinvolved.utah.edu/](https://getinvolved.utah.edu/) (<https://getinvolved.utah.edu/>)

🌐 [studentsuccess.utah.edu/resources/student-support](https://studentsuccess.utah.edu/resources/student-support)  
(<https://studentsuccess.utah.edu/resources/student-support/>)

## CANVAS INFORMATION

Canvas is where course content, grades, and communication will reside for this course.

- Access Canvas through [utah.instructure.com](http://utah.instructure.com) (<http://utah.instructure.com>) or through [CIS](https://cis.utah.edu) (<https://cis.utah.edu>)

- For Canvas, Passwords, or any other computer-related technical support contact the **Campus Help Desk** [\(https://it.utah.edu/help/\)](https://it.utah.edu/help/).
  - 801 581-4000
  - [http://it.utah.edu/help](https://it.utah.edu/help/) [\(https://it.utah.edu/help/\)](https://it.utah.edu/help/)
  - [helpdesk@utah.edu](mailto:helpdesk@utah.edu) [\(mailto:helpdesk@utah.edu\)](mailto:helpdesk@utah.edu)
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
  - 801-581-6112 ext 2
  - [classhelp@utah.edu](mailto:classhelp@utah.edu) [\(mailto:classhelp@utah.edu\)](mailto:classhelp@utah.edu)

## COURSE SCHEDULE

### SPRING 2021 H EDU 4360 SCHEDULE

\*Discussion board initial post due Tuesdays at 11:59PM. Final post due Friday at 11:59PM

\*All other assignments are due Fridays by 11:59PM

Dates	Topics, Reading & Assignments	Due
Week 1: 1/19-1/24	Introductions & Course Overview CH 1: Your World, Your Health Discussion 1 assigned	Discussion 1 due
Week 2: 1/25-1/31	Communication Basics CH 2: What's Health Got to Do with It? Assign Assignment 1	
Week 3: 2/1-2/7	Theories for Teaching and Communication CH 4: Health Communication Practice Strategies & Theories Assign Assignments 2, 3 & 4	
Week 4:	Health Literacy and Numeracy	

2/8-2/14

## CH 3: Getting It Right

Week 5 &amp; 6: Creating Effective Presentations

2/15-2/28

Assigned readings will be available on  
Canvas

Assignment 1 due

Discussion 2 assigned

Discussion 2 due

Week 7:

Your Audience

3/1-3/7

CH 5: Creating Meaningful Health  
Communication

Week 8 &amp; 9:

3/8-3/21

Presentations

Assign 2, 3, &amp; 4 due

Self-Evaluations Assigned

Week 10:

3/22-3/28

Reflections &amp; Review

Discussion 3 due

Discussion 3 assigned

Week 11:

3/29-4/4

Teaching Reflections; Teaching  
Strategies

Assign assignment 5

Week 12:

4/5-4/11

Communication Channels

CH 6: Media Communication Channel

Week 13:

Discussion 4 assigned

Discussion 4 due

4/12-4/18

Week 14: Communicating in Various Settings

4/19-4/25 CH 9 & 11: Communication in the  
Healthcare Setting/Workplace

Week 15:

4/26-5/2 Assignment #5 Health Communication Campaign Presentations      Assignment 5 due

Week 16:

Wrap-up TBA