

<p>College of Public Health &amp; Health Professions PHC 6195: Health Information for Diverse Populations: Theory &amp; Methods Fall 2017 Tuesdays 10:40 am to 1:40 pm (G301A)</p>
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### **Instructor Information**

Instructor Name	Mark Hart, Ed.D.
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### **Course Overview**

Social and behavioral science (SBS) is a core area in public health. A critical skill for SBS students is the ability to develop and to communicate health information that is appropriate for specific audiences, including high-risk populations, and can effectively increase knowledge **AND** change attitudes, beliefs, and behavior. This is an introductory course; as such, we will be examining basic concepts and social scientific research in persuasive communication to gain an understanding of how individuals process and respond to public health information. The overall aims of the course are to: (a) survey the critical components of health information using relevant theories and research; (b) introduce qualitative and quantitative methods of gathering target populations' health attitudes and perceptions and designing population-specific health information; and (c) practice developing health information products. Each class will consist of theoretical and methodological lectures/discussions as well as presentations of relevant research. The success of the course will depend heavily upon active class participation. That said, students are strongly encouraged to present their thoughts and ideas; ask critical questions; and listen and respond respectfully to the ideas and inquiries of others.

### **Course Goals**

1. To understand the **uses**, potential, and limitations of public health information products and campaigns.
2. To learn the systematic **process** by which public health information products and campaigns are designed, including the theoretical and empirical foundations of persuasive communication.
3. To gain an understanding of the importance of **population characteristics** (e.g., Socio-cultural-historical context, gender, age, culture, race, ethnicity, SES, literacy) and **community involvement/engagement** to the design of public health information products and campaigns.
4. To develop skills related to conducting **formative** research to ensure health information appropriately targets intended populations.

## **Course Objectives**

1. Describe the uses, potential, and limitations of health information products and campaigns.
2. Use a process approach to design a public health information product and campaign.
3. Apply persuasive communication theories to the design of the public health information products and campaigns.
4. Explain the importance of power differentials, gender, culture, and other population characteristics to the design of public health information products and campaigns.
5. Explain the role of community-based participatory research (CBPR) to the design of public health information products and campaigns.
6. Demonstrate the skills needed to develop targeted materials for designing public health information products and campaigns.
7. Apply program evaluation methods to the design and (process/outcome) assessment of public health communication products and campaigns.

## **Course Materials**

### **Required Texts**

- Perloff, P. M. (2010). *The dynamics of persuasion: Communication and attitudes in the 21st century* (4<sup>th</sup> ed.). New York: Routledge.
- Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Boston: Little, Brown.
- *Making health communications program work* (The Pink Book).

### **Required Articles**

See topical outline

## **Course Requirements/Evaluation/Grading**

1. **Lead Author Presentation (50 points; 12.5% of your course grade):** Each student will be assigned one article for which s/he will take the role of lead author. In this capacity, the student will lead the class in a review and discussion (interactive Q&A) of the assigned article in his/her choice format. All presentations, including Q&A, must be 15-20 minutes in length. Presentation content and quality will comprise a total of 50 points, and presentation delivery, including format and class interaction/stimulation of dialogue, will be worth the remaining 50 points for this assignment.
2. **Discussion Boards (120 points; 30% of your course grade):** Students are expected to participate in six DBs throughout the duration of this course. These questions and responses are worth a total of 20 points each (6 DBs x 20 points each = 120 points total). Grades will be assigned based on accuracy, depth, and thoughtfulness of content, as well as integration of course topics. This means your questions and responses should become more complex over the course of the semester. When communicating via Canvas, please do so professionally and respectfully—as is expected in the classroom.

### **1 FULL RESPONSE + 1 RESPONSE TO CLASSMATES**

3. **Website / Marketing Critique (50 points; 12.5% of your course grade):** Each student will work to review all presented Peace4Tarpon marketing materials (primarily social media and website). In a 2-3 page paper, using techniques and criteria learned in class, students will write a formal review of their products and suggestions for improvement or future efforts
4. **Class Participation (30 points; 7.5% of your course grade):** Students are expected to attend and participate actively in all scheduled class meetings in order to obtain the full value of this course. Attendance will not be taken; however, written opportunities to

demonstrate class participation (in addition to verbal) will be given to students who are present for class and who **thoughtfully participate**. **Students will be picked (at random) each week to facilitate discussion of the assigned readings. Full credit for class participation will be based on the quality of the response provided or participation displayed, in addition to attendance.**

5. **Trauma / Resiliency Course Project (150 points; 37.5% of your course grade):** As part of this course, you will receive Trauma / Resiliency training through the Peace4Tarpon organization we will be using as a case study in class and be asked to design, develop, and present a Peace4Tarpon health information campaign targeting a specific demographic for Peace4Tarpon distribution (more details provided below). Health campaigns will be comprised of 3-4 (depending on the number of team members) individual health information products devised by your team. For your project, each team will conduct formative/qualitative research (e.g., focus groups) prior to and after developing your health information products. In addition to conducting formal literature searches to research your chosen health behavior and population of interest, focus group findings will be used to generate and target your health information products toward the intended population (both before and after final message creation).

#### **PROJECT DUE ALONG THE WAY (50 POINTS)**

- Creative Brief (10 Points)
- Storyboard (20 points)
- Focus Group Reports (20 points)

#### **FINAL PROJECT DUE (100 POINTS) – 75 POINTS MATERIALS / 25 POINTS PRESENTATIONS**

**Each member of the team is responsible for directing and managing the creation and development of one of the health information products. *All team members are expected to contribute to the creation and development of all campaign products per assignments from the product lead.*** An individual health information product will be assigned to each team member the first week of class.

Campaign products include:

For your individual health information product, each team member will design and produce one of the following health campaign products:

1. ***Print material:*** Brochure or poster related to team's health campaign to be distributed in doctors' offices, health departments, or other types of health care facilities (Infographic)
2. ***Multimedia presentation (2):*** Presentation featuring information pertinent to educating the population of Tarpon Springs, FL on trauma, resiliency techniques, and the organization itself.... 1 Video PSA / and a Podcast related to trauma, trauma-informedness, resiliency, or the Peace4Tarpon network
3. ***Social media:*** Some type of social networking site (e.g, Facebook) or blog/microblog (e.g., Twitter) used to promote your group's health campaign, monitor community interest, and evaluate network reach
4. ***Oral presentation:*** Persuasive presentation to community members and key stakeholders (e.g., community advisory board) to kick-off group's health campaign; presentations should include: (a) an overview of all health communication materials created for health campaign, i.e., print material, multimedia presentation, social media site, and PSA; (b) rationale for product development based on persuasive communication theories, principles, and design methodologies; and (c) discussion of how your team will measure the preliminary efficacy of your targeted health

information products and campaign. Your team presentation should be **12-15 minutes**, with **3-5 additional minutes for Q&A** after your presentation. You are free to craft any style/mode of presentation you wish. Oral presentations are scheduled for the last day of class.

**Additional Course Materials and Grade Updates:** All course material, including supplemental readings; additional information on assignments and grading rubrics; and grade updates will be available on Canvas (the University of Florida’s e-Learning site). Class announcements and related postings will be made regularly regarding course content and in-class activities. As such, students are expected to check Canvas before each class meeting and bring all necessary materials (paper or electronic) to class as directed. This is a mandatory course requirement. Keep in mind that all supplemental material, including readings, is included to enhance student learning and understanding of course material. If you have a specific question regarding course content or assignments, please contact the instructor or course assistant/moderator via email on Canvas.

**Your final grade in this course will consist of the following:**

- |   |            |
|---|------------|
| 1. Lead Author Presentation               | 50 points  |
| 2. Discussion Boards                      | 120 points |
| 3. Website / Marketing Critique           | 50 points  |
| 4. Class Participation                    | 30 points  |
| 5. Individual Health Information Products | 150 points |

**400 possible points**

**Point System Used**

The course is comprised of 400-points, with each assignment worth the level of points noted above.

Percentage	93% to 100%	90% to 92%	88% to 89%	83% to 87%	80% to 82%	87% to 79%	73% to 77%	70% to 72%	68% to 69%	63% to 67%	60% to 62%	<60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **Policy Related to Make up Exams or Other Work**

**Late assignments (NOT DISCUSSION BOARDS):** Assignments turned in up to 24 hours late will be discounted 5% of the grade they would otherwise receive. Assignments turned in more than 24 hours late will be discounted at an additional 5% per day, unless arrangements have been made in advance with the instructor. *Please note:* assignments turned in at 11:59:01PM are LATE, the computer counts on-time submission up to 11:59:00PM, so do not wait until 11:54 or later to submit an assignment unless you understand that your assignment may be marked late. It is the responsibility of students to open your submission and verify not only that an assignment was submitted, but that an attachment was made and was the correct attachment.

**Missed Assignments:** Missed assignments and discussion posts will contribute zero points toward your final grade.

**Special Circumstances:** In the event of exceptional situations that may interfere with your ability to perform an assignment or meet a deadline, contact the instructor as soon in advance of the deadline as possible. Such special cases will be dealt on an individual basis, provided you have sufficient documentation.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

**Policy Related to Required Class Attendance:** All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Turn-it-in:** The Turn-it-in program will be used for clearance of all papers. Instructions on how to use the program will be provide

## TOPICAL OUTLINE

DATE	TOPIC(s)	HOMEWORK READINGS
8/22	<p><b>WELCOME TO CLASS</b>            LECTURE: Designing Health Information for Diverse Populations: Theory and Methods</p> <ol style="list-style-type: none"> <li>a. Introduction to Course</li> <li>b. Introduction to Health Communication</li> </ol> <p>GROUPS: Introduction to Course Project</p> <ol style="list-style-type: none"> <li>a. Receive team assignments</li> </ol>	<p><i>Tipping Point: Introduction / The Rules of Epidemics</i></p> <p>Article: 1-2</p>
8/29	<p>DISCUSS: Creative Briefs            LECTURE: Attitudes, Beliefs, and Behaviors            Pre-Product Design Part I:</p> <ol style="list-style-type: none"> <li>a. Function of Attitudes</li> <li>b. Attitude-Behavior Relationship, Influential Factors, &amp; Theoretical Models Revisited</li> <li>c. Measurement of Attitudes &amp; Beliefs</li> </ol> <p>GROUPS:            Creative Briefs for Health Information Campaigns/Products</p> <ol style="list-style-type: none"> <li>a. Identify focus of health campaign and target population</li> <li>b. Instruction and discussion of creative briefs (purpose and format)</li> <li>c. Work on creative briefs (in teams)</li> </ol> <p><b>ASSIGNMENT</b>            DB #1 All Posts Due 9/5 – 11:55pm (20 points)</p>	<p><i>Tipping Point: The Law of the Few / The Stickiness Factor</i></p>
9/5	<p>GROUPS:            Scripts and Storyboards</p> <ol style="list-style-type: none"> <li>a. Instruction and discussion of scripts/storyboards for health information products</li> <li>b. Finalize and turn in creative briefs (one per team; individual product information details may be carved on in overall brief)</li> <li>c. Begin work on scripts/story boards (in teams)</li> </ol>	<p>Articles: 3-4-5</p>
9/12	<p style="text-align: center;"><b>Peace4Tarpon</b></p> <p>DISCUSS: Storyboards            LECTURE: <i>DESIGN PRINCIPLES</i></p> <p>GROUPS:            Scripts and Storyboards</p> <ol style="list-style-type: none"> <li>a. Work on scripts/story boards (in teams)</li> <li>b. Identify additional work needed and schedule team meetings/individual task assignment(s)</li> </ol> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>• Creative Briefs Due 9/19 – 11:55pm (10 points)</li> <li>• DB #2 All Posts Due 9/19 – 11:55pm (20 points)</li> </ul>	<p>Articles: 6-7</p> <p>Perloff: Chapter 1-2</p>

9/19	LECTURE: Source Effects	Article: 8  Perloff Chapter: 3-4
9/26	<p style="text-align: center;"><b>Peace4Tarpon</b></p> <p>LECTURE: Message Effects SNS</p> <p><b>RESEARCH ARTICLE PRESENTATIONS – DUE IN CLASS (50 points)</b></p> <ul style="list-style-type: none"> <li>• Brandy / Jazmine</li> </ul> <p>GROUPS: Focus Group Moderation Training and Practice Sessions</p> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>• Scripts/story boards (for all health information products in campaign and working outline of oral presentation) Due 10/3– 11:55pm (20 points)</li> <li>• DB #3 All Posts Due 10/3 – 11:55pm (20 points)</li> </ul>	Article 9  Perloff Chapters: 5, 7
10/3	<p>LECTURE: Receiver Effects <i>FOCUS GROUPS</i></p> <p><b>RESEARCH ARTICLE PRESENTATIONS – DUE IN CLASS (50 points)</b></p> <ul style="list-style-type: none"> <li>• Karah / Samantha</li> </ul> <p>GROUPS: a. Discussion of copyright issues for health information material b. Work on individual health information product for team's health campaign</p> <p><b>ASSIGNMENT</b> Website / Marketing Critique Due 10/10 – 11:55pm (50 points)</p>	Article 10  Perloff Chapters: 8-9
10/10	<p>LECTURE: Health Literacy and Attention to Message and Receiver Interactive Effects</p> <p><b>RESEARCH ARTICLE PRESENTATIONS – DUE IN CLASS (50 points)</b></p> <ul style="list-style-type: none"> <li>• Alexis / Carlyn / Lindsey</li> </ul> <p><b>ASSIGNMENT</b> DB #4 All Posts Due 10/17 – 11:55pm (20 points)</p>	<i>Tipping Point: The Power of Context (Part 1 and Part 2)</i>  Article 11
10/17	<p style="text-align: center;"><b>Peace4Tarpon</b></p> <p>LECTURE: Cognitive Models Infusing Qualitative Research for Product Design with Diverse Populations <i>VIDEO / AUDIO</i></p> <p>GROUPS: a. Discuss focus group feedback and revisions to health information products b. Work on revisions to individual health information products (in</p>	<i>Tipping Point: Case Study: Suicide, Smoking, and the Search for the Unsticky Cigarette</i>  Article 12

	teams)	
10/24	<p>LECTURE: Mass Media and other Modalities</p> <ol style="list-style-type: none"> <li>Advertising and Social</li> <li>Campaigns/Advocacy</li> <li>Social Marketing/Technology</li> </ol> <p><b>RESEARCH ARTICLE PRESENTATIONS – DUE IN CLASS (50 points)</b></p> <ul style="list-style-type: none"> <li>Hannatu / Joseph / Maria</li> </ul> <p><b>ASSIGNMENT</b></p> <p>DB #5 All Posts Due 10/31 – 11:55pm (20 points)</p>	<p><i>Tipping Point:</i> <i>Conclusion:</i> <i>Focus, Test and Believe</i></p> <p>Article 13</p>
10/31	<p>LECTURE: Interpersonal Communication</p> <p><b>RESEARCH ARTICLE PRESENTATIONS – DUE IN CLASS (50 points)</b></p> <ul style="list-style-type: none"> <li>Michelle / Allison</li> </ul> <p>GROUPS:</p> <ol style="list-style-type: none"> <li>Share and evaluate individual health information products with team members</li> </ol> <p><b>Conduct focus groups on final products this week</b></p>	<p>Article 14</p> <p>Perloff Chapter 11-12;</p>
11/7	<b>NO CLASS – APHA</b>	
11/14	<p>LECTURE: Small Groups / Concepts of Social Influence</p> <p><b>ASSIGNMENT</b></p> <p>Focus Groups Reports Due 11/28 – 11:55pm (20 points)</p> <p><b>ASSIGNMENT</b></p> <p>DB #6 All Posts Due 11/28 – 11:55pm (20 points)</p> <p>GROUPS:</p> <ol style="list-style-type: none"> <li><b>Conduct focus groups on final products this week</b></li> </ol>	Article 15
11/21	<b>NO CLASS – WORK ON PROJECTS</b>	
11/28	<p>LECTURE: The Pink Book &amp; Public Policy and Ethics</p> <p>GROUPS:</p> <p>Final Product Review/Evaluation</p> <ol style="list-style-type: none"> <li>Discuss focus group feedback on final health information products</li> <li>Identify and work on final changes to health information products/overall campaign in team</li> <li>Iron out outstanding work on/concerns regarding individual health information products/overall campaign in teams</li> </ol>	
12/5	<b>IN CLASS FINAL PRESENTATIONS – TIME &amp; LOCATION TBD</b>	

## GROUPS

- #1: Maria / Lindsey / Allison / Michelle
- #2: Samantha / Karah / Jazmine / Brandy
- #3: Joseph / Hannatu / Carlyn / Alexis



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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

- **Expectations Regarding Course Behavior and Communication Guidelines**

As this is an online course, the expectation is for all students to write in a formal manner, and extend professional courtesy and respect to all other students and staff as we often discuss sensitive topics. Email correspondence, along with in-class communication, should be written in a formal tone, and all discussions should have an academic focus in debate versus personal comments towards others in the class.

- **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

- **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

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## **Article Reference List**

1. Cameron, K.A., *A practitioner's guide to persuasion: an overview of 15 selected persuasion theories, models and frameworks*. Patient Educ Couns, 2009. **74**(3): p. 309-17.
2. Wilson, E.A. and M.S. Wolf, *Working memory and the design of health materials: a cognitive factors perspective*. Patient Educ Couns, 2009. **74**(3): p. 318-22.
3. Dube, S. R., Felitti, V. J., Dong, M., Giles, W. H., & Anda, R. F. (2003). The impact of adverse childhood experiences on health problems: evidence from four birth cohorts dating back to 1900. *Preventive medicine*, *37*(3), 268-277.
4. Fox, B. H., Perez, N., Cass, E., Baglivio, M. T., & Epps, N. (2015). Trauma changes everything: Examining the relationship between adverse childhood experiences and serious, violent and chronic juvenile offenders. *Child abuse & neglect*, *46*, 163-173.
5. Perry, D. L., & Daniels, M. L. (2016). Implementing Trauma—Informed Practices in the School Setting: A Pilot Study. *School Mental Health*, *8*(1), 177-188.
6. Helitzer, D., Graeber, D., LaNoue, M., & Newbill, S. (2015). Don't Step on the Tiger's Tail: A Mixed Methods Study of the Relationship Between Adult Impact of Childhood Adversity and Use of Coping Strategies. *Community mental health journal*, *51*(7), 768-774.
7. Ungar, M. (2015). Practitioner review: diagnosing childhood resilience—a systemic approach to the diagnosis of adaptation in adverse social and physical ecologies. *Journal of Child Psychology and Psychiatry*, *56*(1), 4-17.
8. Pornpitakpan, C., *The Persuasiveness of Source Credibility: A Critical Review of Five Decades' Evidence*. *Journal of Applied Social Psychology*, 2004. **34**(2): p. 243-281.
9. Cameron, K.A., et al., *Using theoretical constructs to identify key issues for targeted message design: African American seniors' perceptions about influenza and influenza vaccination*. *Health Commun*, 2009. **24**(4): p. 316-26.
10. Wilson, E.A., et al., *Media and memory: the efficacy of video and print materials for promoting patient education about asthma*. *Patient Educ Couns*, 2010. **80**(3): p. 393-8.
11. Schapira, M.M., A.B. Nattinger, and T.L. McAuliffe, *The influence of graphic format on breast cancer risk communication*. *J Health Commun*, 2006. **11**(6): p. 569-82.
12. Harthun, M.L., et al., *Using Community-based Participatory Research to Adapt keepin' it REAL: Creating a Socially, Developmentally, and Academically Appropriate Prevention Curriculum for 5 Graders*. *J Alcohol Drug Educ*, 2009. **53**(3): p. 12-38.
13. Shafer, A., et al., *Asking mom: formative research for an HPV vaccine campaign targeting mothers of adolescent girls*. *J Health Commun*, 2011. **16**(9): p. 988-1005.
14. Cameron, K.A., et al., *Investigating Hispanic/Latino perceptions about colorectal cancer screening: a community-based approach to effective message design*. *Patient Educ Couns*, 2007. **68**(2): p. 145-52.
15. Wilson, E.A., et al., *Comparative analysis of print and multimedia health materials: a review of the literature*. *Patient Educ Couns*, 2012. **89**(1): p. 7-14.