SYLLABUS: PHR5410

UNDERSTANDING AND CHANGING VACCINE HESITANCY PERSPECTIVES SPRING 2020

COLLEGE OF PHARMACY

Course overview

Instructor

Instructor: Cynthia Canan, Ph.D.
Email address: Canan.20@osu.edu
Office hours (optional): please email Dr. Canan to schedule a meeting
  • Meetings can occur through Dr. Canan’s online classroom via CarmenZoom: https://osu.zoom.us/my/cynthiacanan

Course description

Vaccines are among the most significant achievements in modern medicine, providing a safe and highly effective means to prevent disease. However, an increasing number of individuals are refusing vaccination. In this course, we analyze contributing factors to the anti-vaccine movement, discuss the psychology behind vaccine hesitancy, and evaluate the implications of undervaccination on personal and public health. Students will learn and practice evidence-based approaches to effectively communicate the benefits of vaccines.

Prerequisites

None

Class Details

Credit Hours: 3
Class Day/Time: Tuesday, Thursday 9:35AM-10:55AM
Classroom Location: Parks Hall Room 544

Based on university policy, for each course credit hour, it is expected that students will traditionally spend one hour in a classroom setting plus two additional hours outside the classroom dedicated to course studies. Accordingly, for a 3-credit hour course, students are
expected to dedicate approximately nine hours per week completing the various activities—this includes attending classes, participation in class discussions, reading of provided text (articles/book excerpts etc.), studying course materials, and completing all course assessments.

**Course learning outcomes**

**Course-specific Learning Outcomes:**
By the end of this course, students should successfully be able to:

1. Summarize the basics of vaccines and vaccine development
2. Examine characteristics and psychology of individuals and groups within the anti-vaccine movement
3. Analyze how vaccine refusal can impact personal and public health
4. Analyze how media sources, healthcare professionals, and scientists contribute to a culture of mistrust and science misinformation
5. Analyze and practice major evidence-based approaches to effectively communicate controversial science messaging
6. Analyze effective communication plans that healthcare providers, scientists and individuals can implement to enhance vaccination messaging

**Course materials**

**Required materials**
All texts, sites, and videos for required viewing will be accessible through Carmen (electronic). These include:

- Pdf copies of selections from books
- Journal articles accessed through the OSU collection of online journals
- Websites for which URLs are provided
- Streaming videos via Secured Media Library or YouTube

**Technology skills necessary for this specific course**
Instructions for recording and uploading audio or video are provided in the necessary assignment write-ups on Carmen.

- Basic computer and web-browsing skills
- Navigating Carmen
- Recording a slide presentation with audio narration and /or
- Recording, editing and uploading video
Necessary equipment
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software
- **Microsoft Office 365 ProPlus** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found [https://ocio.osu.edu/kb04733](https://ocio.osu.edu/kb04733).
- Adobe Reader and any plugins needed to view texts and videos.

OSU Resources
If you do not own a computer, then you may use one in the library or any computer lab for completing written work and accessing Carmen. To create voice-over presentations and videos, take advantage of one of the Digital Unions on campus. A complete list of facilities and their hours is available at [https://odee.osu.edu/digital-union](https://odee.osu.edu/digital-union)

Technology Assistance
For technology-related issues, concerns, questions, or requests, please contact the OSU IT Service Desk.
- Self-Service and Chat Support: [http://ocio.osu.edu/selfservice](http://ocio.osu.edu/selfservice)
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
Grading, participation and faculty response

Grades

Your final grade will be determined by your performance on the following assessments. Consult Carmen and the Course Calendar for all assessment instructions and due dates. All learning will be assessed through a grading rubric. The appropriate rubric accompanies each assignment on Carmen, and all rubrics are posted as separate resources in the ‘Student Resource’ section in Carmen.

Any rebuts to grades earned must be brought to the attention of the instructor no later than one week after receiving the grade.

<table>
<thead>
<tr>
<th>Types of Assessments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Participation (15 points each)</td>
<td><strong>150 points</strong> (26% of grade)</td>
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<tr>
<td>Writing Assignments (30 points each)</td>
<td><strong>180 points</strong> (32% of grade)</td>
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<tr>
<td>Course Midterm (100 points)</td>
<td><strong>100 points</strong> (18% of grade)</td>
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<tr>
<td>Final Project</td>
<td><strong>135 points</strong> (24% of grade)</td>
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<tr>
<td>Check-Points #1 and #2</td>
<td>35 points</td>
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<tr>
<td>Final Project – Part 1</td>
<td>80 points</td>
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<tr>
<td>Final Project – Part 2</td>
<td>20 points</td>
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<tr>
<td>Total</td>
<td><strong>565 points</strong></td>
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Student participation requirements

Attendance and participation

Students are expected to attend each class and to actively participate in class discussions, having completed the assigned reading for the day. It will be helpful to bring the reading notes to class, especially the primary sources. The 150 points devoted to attendance and participation will be determined by student’s attendance in class, involvement in class activities, discussions, etc. If students must miss a class, please notify Dr. Canan in advance and provide written documentation of the reason for the absence (doctor’s note, school-sponsored event, family emergency, etc). If students have extenuating circumstances that prevents attendance for an extended period of time, it is the responsibility of the student to communicate this with Dr. Canan as early as possible.
Writing Assignments
Writing assignments will help students analyze and interpret aspects of the anti-vaccine movement and vaccine hesitancy. These writings will utilize different formats and instructional materials to help students achieve select learning outcomes. Consult Carmen and the Course Calendar for assignment instructions and due dates.

These assignments are due by the date and time indicated in the Course Calendar. Assignments received later than the date and time specified will be marked down 10% for every 24 hours late (e.g. 10% deduction up to 24h late; 20% deduction for 24-48h late, etc).

Course Midterm
The course midterm will apply your understanding of the material covered in the course readings, discussions, and in class lectures. It will consist of a written examination that must be completed within the class period.

Final Project
The final project will consist of two parts. For Part 1, each student will express their understanding of an aspect of the vaccine hesitancy perspective. Students will deliver Part 1 through an original video (using tool of your choice).

Part 1 cannot exceed eight minutes in duration (there is no minimum length requirement). Part 1 will be submitted to Carmen for evaluation. For Part 2, each student will interpret and evaluate a peer’s project using similar guidelines applied in the writing assignments completed throughout the semester. Thus, Part 2 will be a written response paper submitted to evaluate a peer’s project from Part 1.

Students will submit their chosen topic and format during week 9, an outline during week 11, and the final project during weeks 15-16. Consult Carmen and the Course Calendar for final project instructions and due dates.

Grading scale
Note: Dr. Canan will only round final course grades to the nearest percentage point using the hundredth position (e.g. 89.90 will not be rounded to a 90.0; however, an 89.95 will be rounded to a 90.0).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100</td>
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<tr>
<td>B+</td>
<td>87–92.9</td>
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<tr>
<td>B</td>
<td>83–86.9</td>
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<tr>
<td>C+</td>
<td>77–79.9</td>
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<tr>
<td>C</td>
<td>73–76.9</td>
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<tr>
<td>D</td>
<td>67–69.9</td>
</tr>
<tr>
<td>D+</td>
<td>60–66.9</td>
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<tr>
<td>C-</td>
<td>70–72.9</td>
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<tr>
<td>Below 60</td>
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Faculty feedback and response time
I am providing the following list to give you an idea of my intended availability throughout the course.

Grading and feedback
For all assignments, you can generally expect feedback within 7-10 days. Feedback may appear in a written, audio, or video format.

E-mail
I will generally reply to e-mails within 24 hours on weekdays and within 48 hours on the weekend.

Discussion and communication guidelines
The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- Writing style: When participating in Carmen discussions or communicating with Dr. Canan via email, use appropriate “Netiquette” (see below), which includes using good grammar, spelling, and punctuation.
- Tone and civility: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Failure to act respectfully and professionally with your peers or with Dr. Canan will result in a grade deduction.
- Citing your sources: For all writing assignments please cite your sources to support what you say. Please consult the OSU Library homepage for citation resources.

Netiquette
Virginia Shea wrote the book, “Netiquette”, which is fully available online at http://www.albion.com/netiquette/book/. Netiquette is a code of behavior for using the internet. Your language tells about your personality, age, locality, and attitude. Please follow the proper online etiquette when completing course assessments and when communicating with peers or Dr. Canan via email.

Avoid using all caps.
Using all capitalization to compile your words is ineffective—when communicating online, it is equivalent to screaming. In addition, it confuses the eye and makes it difficult to focus.

Avoid dramatic punctuation.
While you can use the exclamation mark (!) to show excitement, do not solely rely on it. It is often hard to tell if an exclamation mark is negative excitement or positive excitement. Try using word choice and syntax to help convey your feelings, rather than a single key stroke.
Understand word choice counts.
Please consider word choice when composing your discussion posts and assignments. One word can change an entire statement. Avoid offensive language and flaming. Flaming is a form of verbal abuse when you intentionally attack or disparage someone.

Use proper grammar and spelling. Always refrain from e-speak.
If u rite liek this u will drvie doc C crrrrrazy lol. :) Typos and basic spelling mistakes will happen. However, using e-speak to communicate in an academic setting is unacceptable. It affects your credibility, confuses the reader, and will result in loss of points. Please ensure your academic writing, including any communication with Dr. Canan, uses proper grammar, spelling, and punctuation.

# Course schedule (tentative)

<table>
<thead>
<tr>
<th>Topics</th>
<th>Weeks</th>
<th>Topics</th>
<th>Assessments</th>
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<tbody>
<tr>
<td><strong>Topic 1:</strong> Overview and introduction</td>
<td><strong>Week 1:</strong> Jan. 6 – Jan. 12</td>
<td>Introduction to class</td>
<td>In Class Discussion #1</td>
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<td>Introduction to Immunity</td>
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<td>Introduction to Vaccines</td>
<td>In Class Discussion #2</td>
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<td><strong>Topic 2:</strong> Vaccine safety, efficacy and benefits</td>
<td><strong>Week 2:</strong> Jan. 13 – Jan. 19</td>
<td>Vaccine Safety and Efficacy</td>
<td>Writing Assignment #1:</td>
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<td>In Class Discussion #3</td>
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<tr>
<td><strong>Topic 3:</strong> Vaccine Hesitancy</td>
<td><strong>Week 3:</strong> Jan. 20 – Jan. 26</td>
<td>Vaccine hesitancy</td>
<td>In Class Discussion #4</td>
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<td>Individual and public health concerns</td>
<td>Writing Assignment #2:</td>
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<tr>
<td><strong>Topic 4:</strong> Contributing factors to vaccine hesitancy</td>
<td><strong>Week 4:</strong> Jan. 27 – Feb. 2</td>
<td>Healthcare professionals</td>
<td>In Class Discussion #5</td>
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<td></td>
<td>Pharmaceutical companies</td>
<td>Writing Assignment #3:</td>
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<td>Scientists</td>
<td>In Class Discussion #6</td>
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<td><strong>Week 5:</strong> Feb. 3 – Feb. 9</td>
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<td>Writing Assignment #4:</td>
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<td><strong>Week 6:</strong> Feb. 10 – Feb. 16</td>
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<td><strong>Week 7:</strong> Feb. 17 – Feb. 23</td>
<td>Midterm Review</td>
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<td>Midterm</td>
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<tr>
<td><strong>Topic 5:</strong> Spreading a culture of mistrust</td>
<td><strong>Week 8:</strong> Feb. 24 – Mar. 1</td>
<td>Anti-vaccine websites</td>
<td>In Class Discussion #7</td>
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<td>Social Media</td>
<td>Final Project – Check Point #1</td>
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<td><strong>Week 9:</strong> Mar. 2 – Mar. 8</td>
<td>Support of the rich and famous</td>
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</table>
Psychology of anti-vaccine movement | In Class Discussion #8
Final Project – Check Point #2
Writing Assignment #5
In Class Discussion #9 |
|---|---|---|---|---|
| Week 12: Mar. 23 – Mar. 29 | Week 13: Mar. 30 – Apr. 5 | Week 14: Apr. 6 – Apr. 12 | What is science communication
Science of persuasion
Ethics of science communication | Final Project
In Class Discussion #10
Writing Assignment #6 |
| Topic 7: Understanding Science Communication | | Week 15: Apr. 13 – Apr. 19 | | |
| Final Project | Week 16: Apr. 20 – Apr 26 | | Final Project | Peer Review Final Project |
Other course policies

Accommodations for accessibility

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact Dr. Canan privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting Dr. Canan, please contact the Office for Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to http://ods.osu.edu for more information.

Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Desire2Learn) accessibility
- Streaming audio and video
- Synchronous course tools

Academic integrity policy

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct,
so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

In addition, OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of OSU’s Code of Student Conduct as appropriate. For more information about Turnitin, please see the vendor’s guide for students. Note that submitted final papers become part of the OSU database.

If we suspect that a student has committed academic misconduct in this course, we are obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)
- Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.htm)

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Note: CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org