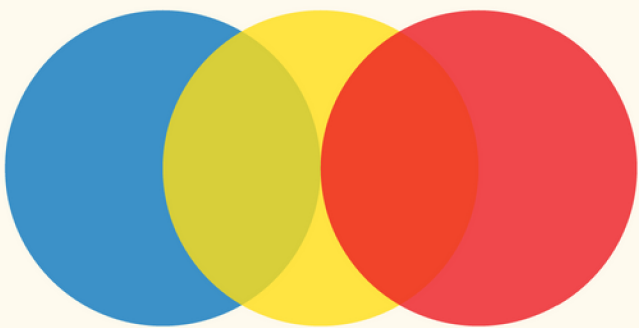




**the
gaucho
communicator**
winter '24



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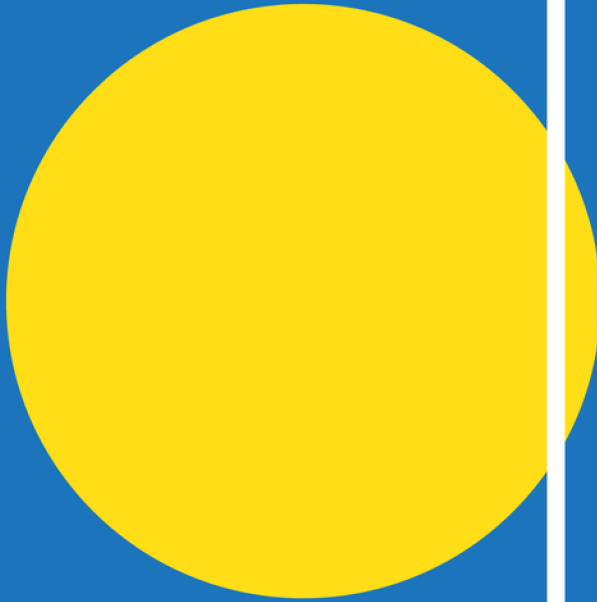


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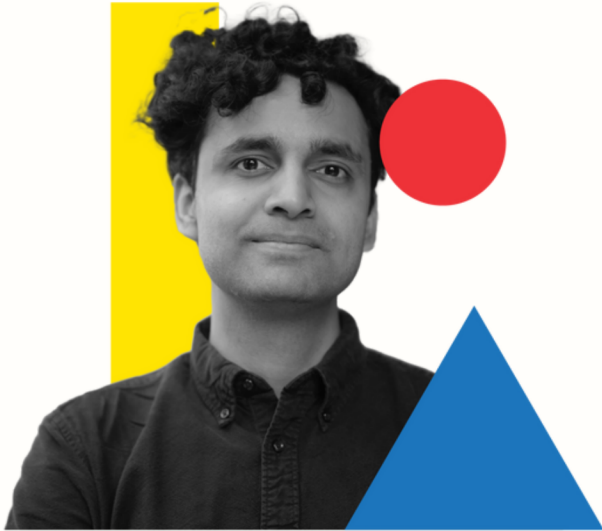
meet kanu ▶

*comedian,
professor,
root beer stan*



◀ meet jiaying

*mother of two,
professor,
spicy food enthusiast*



Prateekshit "Kanu" Pandey

Prateekshit (pruh-TEEK-shit), who goes by Kanu (kuh-noo), is an Assistant Professor at the Department of Communication at UCSB, and specializes in political communication. His active research program uses computational methods (e.g. network analysis), survey experiments, and neuroimaging techniques to investigate the effects of political entertainment, especially humor and satire, on democratic participation, news sharing, and individual political agency, with comparative focus between the United States and South Asian contexts.

Hi Kanu! Can you tell us a little bit about yourself and your academic journey that led you to UC Santa Barbara?

My name is Prateekshit Pandey, I go by my nickname Kanu, and I am very excited to start at UC Santa Barbara. I joined this quarter and I am very excited to be here.

From 2012-2016 I completed a Bachelor of Technology in Computer Science and Engineering in India at IIT-Delhi. During that process I became interested in neuroscience and, very tangentially, media as well. I was interested in media in different ways, although I wasn't quite sure what language to use for it, understand it, and study it. I wasn't in the right program to do it then, but for graduate school I was able to find a lab that studied Communication through neuroscience.

That happened to be at the Annenberg School for Communication at the University of Pennsylvania. I applied, and right after I finished my undergraduate degree, I joined the Ph.D. program at University of Pennsylvania. Over there I explored different combinations of my interests, which happened to be within entertainment, media, media effects, and of course, neuroscience.

So, I started working on some projects in health communication, understanding the effects of health campaigns on individual behaviors, and how we can learn about how those effects are working out based on brain activity. But, moving to the United States in 2016 was quite the crash course in American politics for me, so eventually my interests moved towards political communication. I started studying political humor and comedy shows, and also around that time I started performing comedy in Philadelphia and joined a wonderful improv comedy group called ComedySportz. They're all over the country, with a theater in Philadelphia, and I got to learn so much about performing comedy and the improv comedy culture in Philadelphia, which was just wonderful.

Over the years, I learned and performed improv, and then ended up writing my dissertation on political humor in the United States. In that process, I realized that my interests primarily lie in studying political media and trying to understand how political entertainment of any kind, even political humor, helps us think about ourselves as citizens in a political environment.

Wonderful, thank you so much for sharing. And welcome! What are you most excited for at UC Santa Barbara?

At the top of my mind is being in this Department. It seems like a very intellectually stimulating place to be at. I'm also at a place in my academic journey where I am having to sit with some theoretical questions. And a lot of people in the Department have an expertise in theory and theory development. So as an intellectual community, this is very exciting to me to be here at this juncture of my academic journey. And then beyond that, there are several things that are exciting.

I'm excited to teach the classes that I have been assigned in the next quarter, which will be Political Communication and Data Science in Communication.

I'm excited to be so close to the beach. I haven't been this close to the beach in a very, very, long time. I'm also excited to learn more about the performing arts scene in Santa Barbara, which I've heard really wonderful things about, so I look forward to exploring that.

Great. Could you provide us an overview of the courses you'll be teaching?

So for Political Communication, I will be teaching various theories and topics in political communication, which basically help us understand how we communicate about politics, which is a struggle for social power. And that means all the way from political campaigns, to different kinds of political broadcast media, to political discourse, whether it be mediated via social media or unmediated interpersonal discourse, to how political organizing and communication around political organizing works.

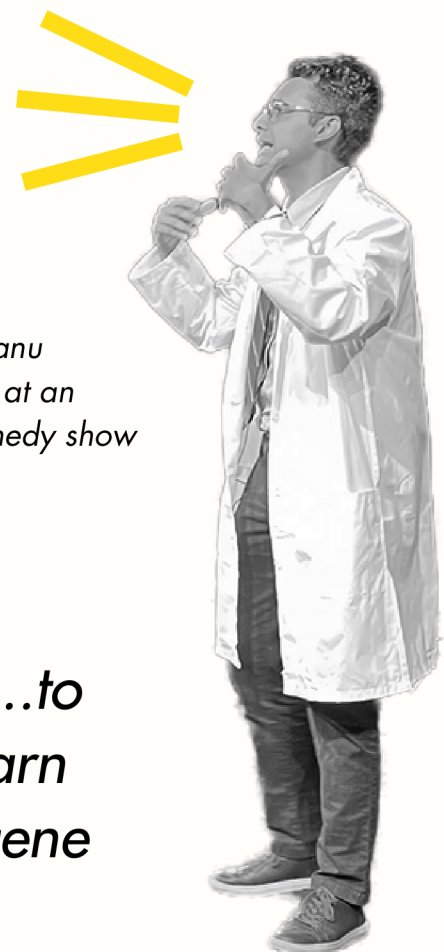
For Data Science in Communication, my goal would be to teach how to use the more common computing tools right now, which is largely Python and R. How do we use them to conduct data science analyses which are applicable to questions about communication? We live in a world right now where there is a lot of digital data available, so how do we understand how data is collected, stored, retrieved, and how can we then conduct analyses on the data for questions that are relevant to communication research?

"I'm excited to teach [my] classes...to be so close to the beach...and learn more about the performing arts scene in Santa Barbara..."

What do you hope students will gain from taking your courses? Are there any specific skills or knowledge that you'd like them to acquire?

In the Data Science course, I would like them to acquire basic programming skills and feel confident about being able to use computational and coding skills to address some basic problems in communication, and to also feel equipped to take some slightly advanced or intermediate courses in coding if they are interested.

For the Political Communication course, I would like students to become well-versed with the core theories of political communication and to start understanding how politics gets mediated in their lives in different ways. How do we then start seeing politics not just from a more opinionated and anecdotal point of view, but also through the lens of those specific theories?



Pictured: Kanu performing at an improv comedy show



Jiaying Liu

Jiaying Liu's primary research interest lies at the intersection of health communication, social psychology, message effects, and computational social science methods. She is particularly interested in understanding the factors and the underlying processes that lead to risky health decision-making, and how communications could be optimally leveraged to promote desirable health behavior changes. Jiaying Liu received her Ph.D. from the Annenberg School for Communication, University of Pennsylvania in 2017.

Joining the COMM Department this academic year is Dr. Jiaying Liu. Dr. Liu joins us from the University of Georgia, where she was an Associate Professor. She received her Ph.D. from the University of Pennsylvania's Annenberg School for Communication. Her research resides in the field of health communication, focusing on the use of communication strategies to improve people's health outcomes. She is particularly interested in understanding and leveraging the underlying mechanisms of social influence to promote behavior changes.

Dr. Liu is originally from China. She embarked on her academic journey in the United States in 2012. Her passion for this research area traces back to a pivotal experience she had in 2008. Following a massive earthquake in her hometown, Dr. Liu volunteered to assist the elderly who had lost their partners.

During this experience, she was able to see firsthand the powerful effects of health communication. According to Dr. Liu, "My role was to understand their needs and offer both practical and emotional support to help them cope with the traumatic time they were experiencing". She and her colleagues developed interventions to empower the elderly, enabling them to bravely and effectively voice their needs, and obtain essential health-related information for informed decision-making. They also facilitated the formation of social support groups within the community to foster ongoing mutual care. She believes that health communication "provides powerful tools" for her to tangibly influence lives and "make a positive impact on [others'] well-being".

Dr. Liu currently serves as the Principal Investigator for two grants from the National Institute on Drug Abuse. These grants will help fund her research that examines the efficacy of cognitive, emotional, and social appeals employed in anti-vaping campaign messages targeting young adult vapers. The findings from this research will also allow her to provide regulatory recommendations to government policymakers to address the current vaping epidemic among the nation's younger generations and improve their responsiveness to public health campaign communications. Dr. Liu's work is highly interdisciplinary and utilizes multiple methodologies including psychophysiological approaches such as neuroimaging and eye-tracking, as well as computational techniques.

In her spare time, she cherishes spending quality time with her husband, Wenjian, alongside their lively 4-year-old son and adorable 7-month-old daughter. Born and raised in the flavorful region of Sichuan in China, which is known for its love of spicy cuisine, she has cultivated a passion for cooking authentic Sichuan dishes. Constantly exploring and refining new recipes brimming with bold and tantalizing flavors, she takes joy in hosting dinner parties to introduce her culinary creations with friends and loved ones who share her passion for Sichuan food.

Joe Walther

& his new class:
Online Hate Speech
(COMM 160OH)

by Paul Priess



In today's digital era, the prevalence of online hate speech has become an alarming issue, affecting social media platforms, websites, and discussion forums. Recognizing the urgency to address this growing concern, the Communication Department has introduced a course specifically tailored to dive into the complexities of online hate speech. Perspectives on Online Hate Speech, or COMM 160OH, is designed to provide students with a comprehensive understanding of online hate as a communication phenomenon.

Through a comprehensive analysis of the communication system, including sources, channels, messages, receivers, and feedback, students will gain a deeper understanding of the complicated social processes that feed hate speech on the internet. Throughout the quarter, students will explore multiple topics related to online hate speech, including its prevalence, content, and effects. They will also explore the reasons for such actions and the alarming pattern of planned and coordinated attacks by hate organizations. Additionally, students in this course will have the opportunity to contribute to Instructor-led research initiatives aimed at understanding and addressing online hate speech. An important component of the course is the completion of original comprehensive literature reviews by student groups, focusing on specific subtopics within the realm of online hate speech.

Professor Joe Walther is at the helm of this new class and has dedicated his career to investigating the intricacies of online communication. Through his dynamic teaching style and engaging approach to course material, Professor Walther is able to promote tangible change. Reports being developed for the California Civil Rights Department's Commission on the State of Hate may include student work from this course. With this, students have a real chance to advocate for social change and promote understanding in our digital society outside of the regular classroom setting.

"I like COMM 160OH with Prof. Walther because the class focuses largely on discussions rather than lecture. Specifically for this content, I think this is important because it keeps everyone involved and focused and allows us to share our ideas with each other, especially on topics that may be hard to talk about. It is really interesting to see how media users communicate online and this class really shows how many people can be affected by online hate."

- Katy Nanney, 4th year Comm student



**mental
health
first
aid**

by Paul Priess and Stanton Li

*This year, 13 graduate students and staff in the COMM Dept. became **Mental Health First Aid (MHFA) certified**. This is a skills-based training course that teaches participants about mental health and substance-misuse challenges. We caught up with a few of the grads to learn more about their experiences with the training.*



Kylie Woodman

Kylie Woodman is a graduate student at the University of California, Santa Barbara. Her fascination with digital technologies, family dynamics, and neural reward processing brought her to work with Dr. René Weber in the Media Neuroscience Lab. Kylie is a strong proponent for open science and exploring novel technologies to aid in the research process.

Can you tell us about what the actual training process was like?

The training was a mix of group sessions and lectures broken up into parts – some where we would learn information and others where we would practice it or discuss what we had just learned. The sessions were around 15 or 30 minutes, which I thought was a great way to keep people's attention because I always felt like I was engaged.

What are some of the struggles that you see students facing today?

I see so many students that I think I've seen just about every issue come up. There have been students who get very anxious with test taking, to the point that it really inhibits their ability to succeed. I would also say there are cases of depression where I see students who used to come to sections consistently and engaged, all of a sudden sort of just drop off.

At UCSB, I've also experienced students with substance misuse issues that arise, especially for first year students. Because it's a new environment, sometimes they don't know where to go for resources, and TAs are sort of that first line of defense in the classroom setting. This training makes it a little bit easier to be able to identify those students who may be experiencing such symptoms.

What were some of the biggest takeaways that you had from the training?

I think it was really just the things to say and also the things not to say during crisis situations. We talked a lot about suicidal ideation and the training made it clear about things that would be helpful versus things that could actually be more harmful to the situation. Having that clear, decisive, almost pathway, to talk about challenging situations was very helpful because when someone does come to you with either a mental health situation or something like suicidal ideation, you want to be able to say the right thing. When you're in that situation, though, sometimes you get flustered. Once you get the training, you now have that script that can help address those situations more naturally.

“You can learn about mental health, but to know what to say to a friend who is going through a depressive episode, or is having a panic attack – that's something that's not really taught, but is a very essential skill, especially as Teaching Assistants.”

Can you tell us about what motivated you to participate in the training?

I would say the main reason why I took the training was that mental health is not only becoming more prevalent in the United States, but also very prevalent on college campuses. A lot of mental health challenges emerge in late adolescence or early college. I do a lot of research on mental health and it's important for me not to just know about it, but also be able to address it in myself and people that I care about.

In research, we learn about the importance of mental health issues, or how prevalent it is, or how you could theoretically address mental health issues. The Mental Health First Aid training gives you solid solutions and the words to say, which is not something that's very common. You can learn about mental health, but to know what to say to a friend who is going through a depressive episode, or is having a panic attack – that's something that's not really taught, but is a very essential skill, especially as Teaching Assistants.

I knew that when Veronica Wilson (who really helped advocate for our Department to participate in this training) announced the opening, there were just so many reasons to participate. The 30 seat cap filled up pretty quickly. We work with so many students. What if a student encountered a panic attack during class? How should we respond? How do we follow up with students? How do we get them the necessary resources? There are multiple levels that I feel this training presents the opportunity to learn about and address accordingly.

I think the situations discussed have helped in my personal life, in my research life, and in my teaching life.

How do you think mental health first aid training contributes to reducing the stigma surrounding mental health issues?

I think one of the ways it reduces stigma would be how it makes it clear that not all mental health challenges are equal and they're not all expressed the same. Someone who is experiencing severe issues with ADHD or anxiety may express it in very subtle ways. I think that sort of reduces the stigma that someone who may be experiencing, say, schizophrenia, isn't always going to be at the most extreme level – instead, their mental health may show up differently. There are different forms, different ways that mental health issues are expressed, and it's something that's very prevalent for many people, if not everyone.

Do you have any advice for people who are potentially thinking about taking the training?

I would say to just sign up and start it. Our Department had a training party, which you could take virtually over Zoom, but there is also an in-person option as well, which I thought was really helpful. It was almost like a social event and really encouraged people to stay the entire time throughout the training. I've mentioned this before, but it helps in so many different areas, even if you're not a Teaching Assistant or someone who's doing research. Everyone has their personal life where they interact with people.

Mental health is such a prevalent phenomenon that everyone at some point in their life will be faced with a mental health challenge (of their own or someone else). I'd say it's an essential skill of developing relationships with people and interacting with people.

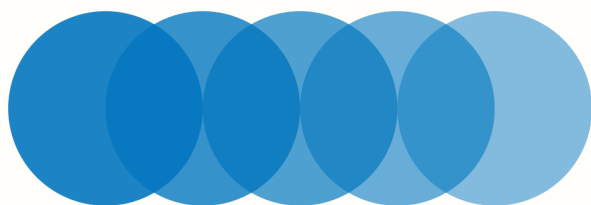
How, if at all, have you used any skills or knowledge learned from the training?

Since the training, one of the biggest things I've become more aware of is people's mood changes or general dramatic changes. Knowing that I should check-up on that friend who hasn't been in class, or check-up on that friend who looked really distraught. Knowing even if I had a friend that was angry, knowing that it could be a sign that they're handling something that's much larger and more difficult, like maybe depression or anxiety. I've become more aware of how to be more thoughtful about the way people express their mental health challenges.

It also made me more reflective on my own mental health. I began to really notice things like, "Oh I'm starting to feel worse", or "Oh, I'm starting to eat less," so it was also helpful for me to understand my own mental health as well.

Is there anything else that you'd like to share about your experiences or thoughts on this?

I think taking it with people that you know can be really motivating and just enhance the experience as well. Not only do you know there's a comfort that everyone's getting trained and will have this training and ability, it also sort of showcases the amount of support that you have with peers, with colleagues, and it creates a very safe space to talk about individual experiences as well.



Jesse King

Jesse King is a doctoral student in the Department of Communication at UCSB broadly studying technology, social media, and well-being. Her dissertation is focused on how digital inequalities may influence how individuals with depression perceive emotional support in online communities.

How, if at all, have you used any skills or knowledge learned from the training?

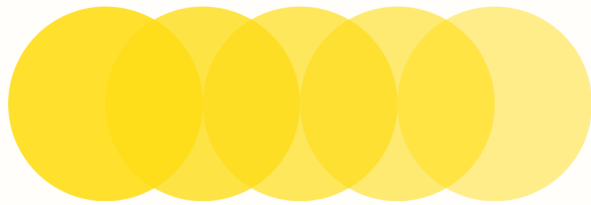
I better understand different types of mental health disorders. For example, I feel confident in my skills to identify a Schizophrenic episode. This training gives you awareness and shows what to look for. Not only Schizophrenia, but knowledge is provided on all types of mental health disorders. Another skill learned is the acronym: A.L.G.E.E. This stands for *approach, listen, give reassurance, encourage the person in crisis to get professional help, and encourage the person in crisis to seek self-help and other supportive strategies.*

Do you have any advice for those who may be considering the training?

Completing the Mental Health First Aid program can help you be a better friend, coworker, neighbor, and community member. We've likely all been in a situation where someone is struggling, and we don't know what to do or how to help. This program gives you some simple tools and knowledge that helps you be there for someone when they need help, and that's one of the best gifts you can give.

How do you think Mental Health First Aid training contributes to reducing the stigma surrounding mental health issues?

The ability to identify and assist individuals going through a mental health crisis is one way that Mental Health First Aid training reduces stigma. Participants gain the ability to empathize with others and provide non-judgemental support by using tools such as the ALGEE evaluation. In the end, the program promotes a more understanding and tolerant attitude towards mental health concerns. It also fosters open discussion and help-seeking tendencies.



Veronica Wilson

Veronica critically engages the intersections of mental health and her research, with a particular focus on how effective communication and strong relationships can enhance overall well-being. Her professional trajectory is fundamentally geared towards conducting in-depth investigations to reinforce relational dynamics, amplify mental well-being, and thus catalyze conditions conducive to holistic thriving.

What inspired you to bring the MHFA Program to the COMM Dept?

The decision to implement Mental Health First Aid (MHFA) training within the Communication Department was principally motivated by our commitment to student welfare. As Teaching Assistants and Instructors frequently interact with students, it is imperative that they are equipped with the necessary skills to recognize and appropriately respond to mental health concerns.

The University of California, Santa Barbara (UCSB) values the mental well-being of its students, and I believe that by training our Faculty, Staff and TA's in MHFA, we can significantly contribute to supporting our students in this vital aspect of their lives.

How many people participated in the training and what was the day like?

The MHFA training session was attended by 13 members from UCSB's Communication Department, predominantly Teaching Assistants. This all-day training was marked by remarkable engagement and commitment from the participants, who showed a keen interest in learning about mental health awareness and the destigmatization of related topics.

Their willingness to dedicate a full day to this training highlights the Department's collective dedication to understanding and addressing mental health issues, a crucial aspect of our responsibility towards student welfare.

What was the process of coordinating this training?

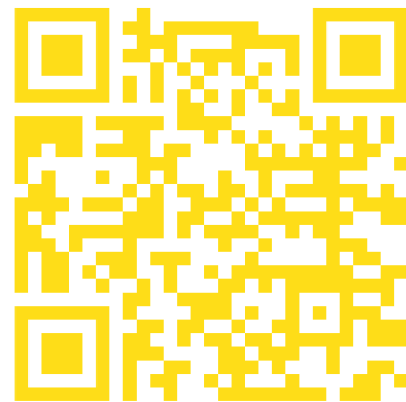
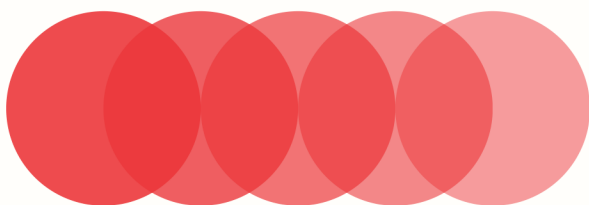
Facilitating the MHFA training was a collaborative effort that involved key Departmental and University stakeholders. In collaboration with the Department Chair, Dr. Tamara Afifi, and the Graduate Director, Dr. Jennifer Gibbs, as well as the GSACC (Graduate Student Advisory Committee to the Chair) all-grad representative, Cynthia McCloud, we explored the suitability of this training for our Department.

“As Teaching Assistants and Instructors frequently interact with students, it is imperative that they are equipped with the necessary skills to recognize and appropriately respond to mental health concerns.”

We were fortunate to work closely with Gladys Koscak, the Assistant Director of Mental Health Outreach & Programs and Mental Health Peer Program Supervisor, who played a pivotal role in the coordination. Furthermore, we secured funding for the program through Angela Andrade, the Dean of Student Wellness, allowing us to offer this invaluable training to our Teaching Assistants and Instructors at no cost, underlining our commitment to mental health awareness and support within the Department.

If other Departments are interested in offering the training, who should they contact?

UCSB maintains a dedicated team of MHFA trainers and routinely organizes training sessions, approximately twice per quarter. Departments interested in offering MHFA training to their Faculty, Staff, or students are encouraged to reach out to either Angela Andrade (andrade-a@ucsb.edu) or Gladys Koscak (ggmk@ucsb.edu). The next scheduled training session is on March 8th, 2024 and Departments are welcome to participate or organize additional sessions as needed. This initiative is part of UCSB’s broader commitment to promoting mental health awareness and support across the University.

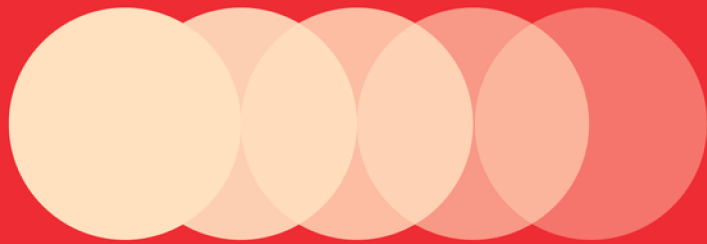


Scan this QR code to learn more about Mental Health First Aid.



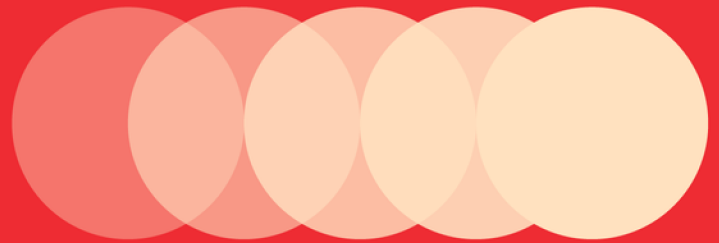
Scan this QR code to learn more about mental health resources at UCSB.

RADical Health



with Kelly Seaver
and Tian Ding

by Julia Prager



This past fall quarter, the UCSB Communication Department partnered with RADical Health, an organization that empowers and equips students with tools to stay well and resilient. RADical Health is a four-week, peer-led program that empowers students with skills and resources to take care of themselves, engage with each other, and connect with their broader community so they are equipped to cope and stay resilient. All students from the Department were invited to participate. The program included a total of 63 student participants and 17 peer guides (also COMM students)

Guides attended an interactive training session for the program, led by a RADical Health employee. Each week, participants and guides gathered in a shared space for one hour and explored content provided by RADical Health through inspirational interviews, interactive resources, and group discussions. In this interview we hear from Kelly Seaver, RADical Health Program Director, and learn more about how this wonderful program came to be.



Kelly Seaver

Kelly Seaver is the Director of Programs and Partnerships at RADical Hope, a non-profit organization dedicated to improving the lives and futures of young adults by strengthening connections and building resilience. Kelly graduated from Harvard University with a B.A in History.

Hi Kelly! Can you tell us about yourself and your involvement with RADical Hope?

My name is Kelly Seaver, and I'm the Director of Programs and Partnerships at RADical Hope. I mainly work on the RADical Health program, and I've been with the foundation since it launched in 2018. It's been amazing for me to have been here from the beginning and determine whether we wanted to partner with existing organizations, which we did for a while in the beginning, and we still do in different capacities. But then we decided to build our own program, RADical Health, and see what we needed to do to help that grow and scale. I now work really closely on that front to see how we can put students at the forefront of that, which is why we're so excited you reached out, because most of our work is having schools and students refer the program to each other. We don't do a lot of cold outreach to schools to scale.. We get the program out there and schools reach out to us so that it's all willing partners, if that makes sense. We don't want people just box-checking and doing the program because they want to say that they have a mental health program or things like that; We want people who are really interested in the work so that they adopt it, and it becomes self-sustaining.

Thank you! How did RADical Health become a program?

We launched as a foundation in 2018, and we really were focused on trying to figure out what was going on in the mental health space. The family who started the foundation had lost their son by suicide the year before. He was in college at the time, and his family really wanted to figure out what was going on, what resources were missing, what was particular to their son, Chris, versus going on more broadly. We spent the first couple of years working on that landscape report and partnering with some existing organizations doing meaningful work in the youth mental health and peer-to-peer space. But we ended up deciding that to have the most impact we should launch our own program focused on the connection and resilience skills that would have helped Chris, the young man who ended his life, and so many students who are suffering from similar emotional and social isolation. We wanted RADical Health to be for everyone - not just those at a crisis point - to help them build a foundation of community and support.

So, we launched RADical Health in 2020. We were working on it as COVID was happening, which was a really interesting time because obviously that exacerbated a lot of the social/emotional isolation issues. That also meant the program was originally designed virtually, though we designed it so that it could be transferred to in-person as soon as we were able to.

Once we knew the target demographic who we wanted to do this sort of connection and skill building program with, the question was then how many students and recent graduates can we talk to to figure out what would make sense to actually reach them and engage them? Because how many times are you lectured about things that you're like, well, that's not actually that relevant to me or doesn't interest me? We wanted it to be really student driven, and all of the content was created by talking to thousands of students. So, that's a lot of the work that I did. We then boiled all that down to themes, and then skills and resources that address those themes. And, we have just worked on refining and scaling it since then!

What are some positive results you've seen come from the RADical Health program in schools?

I think the willingness and the acceptance of the program. There are things that you know you need, but that you're not that excited about. People might know they need to put down their phones and connect, but don't want to. RADical Health is something that people are embracing with open arms in a way that I don't know if I necessarily foresaw. We're growing at an exponentially rapid rate and I think it's even a little bit surprising to us how willingly both students and schools are embracing it. We knew we had something good, but it's hard to have other people who have a million things going on see that sincerely.

I think that's been really exciting for us and it's very optimistic for the whole landscape that people want to work on all these things. People are really pessimistic about younger generations, which they always are, right? Older generations feel disconnected from younger generations, but there isn't necessarily a need for that pessimism. We get to see that on the ground, how great and engaged young people are, so there's a lot of cause for hope for us and it's exciting.

Something we found really interesting is also the impact that the program has had on guides, which is something that I think people have really embraced. That's even just from a scaling and funding perspective; It is the leadership skills that guides have really latched onto and how it's empowered them in addition to the participants. That's been cool for us, and that self-sustaining model of participants becoming guides, and then guides taking on things like this, where they want to make projects out of it, or turn it into a thesis or an internship. Whatever it is, it's very cool for us to see this become something that is equipping them with skills *beyond* just the four week program.

Wonderful, thank you. What are some next steps for RADical Health?

We want to reach as many young adults as possible. (cont.)

A big thing for us is reaching students where they are, which means expanding the types of schools that we're in, and also reaching more technical schools, Community Colleges, and student athletes at D1 schools, anywhere we can. It's seeing that mix of students and the commonalities across them, which is really interesting. But it's also working to reach students outside of school. So many young adults don't go to college. How do you reach them, and what sort of lanes can you use to reach them most efficiently? We're working on that stuff too, while still trying to scale school-to-school as well. It's sort of just seeing how much impact we can have quickly while still maintaining the quality of the program. We also work with some professional sports teams because a lot of those young adults are 18, which is the same age you would be when you're going to college. It's cool working with them as well as community organizations, too.



Tian Ding

Tian is a third year student at UCSB majoring in Communication with a minor in Applied Psychology & Professional Writing (civic engagement). She is an Undergraduate Learning Assistant for the Comm Dept and also participated in RADical Health as a peer guide.

What motivated you to become a RADical Health peer guide?

I am a third year Comm major, with a minor in Applied Psychology and Professional Writing. So when I heard about RADical Health, I thought to myself: *Why not participate?* (cont.)

It seemed like a really great opportunity, not only for the leadership experience, but also to help fellow students.

Wonderful, thank you. What was your experience like as a peer guide?

It was incredible. We first had a general training which included a mock session for the peer guides, and then had meetings once a week for four weeks with our groups. Each week we have different themes to discuss, assisted by interactive prompts and videos. Each peer guide is also given the RADical Health guidebook.

Before each session, I would go over the themes of the week. To encourage discussion during the sessions, we watch the weekly videos together, reflect, and discuss. Throughout the four weeks, all of the group members shared personal experiences and feelings together – it was a really enjoyable experience.

Thank you, that's a great explanation of what the program was like! Now, what were some of your greatest takeaways from the program as a peer guide?

Good question. So, my greatest takeaway is that you don't have to be a counselor in terms of helping others. So many of the skills we learned and discussed are practical in your daily life. I think that's one of my key takeaways. The other takeaway is that since nearly all of the members were Comm students, the program provided me with a sense of community. In our sessions we naturally discussed some topics that are not only relevant to RADical Health, but also to our daily lives. Having that sense of connection and community was incredible.

"I liked the practicality and usefulness of the lessons learned every week, and being able to spread this valuable information to others"
- Surveyed student



RADICAL
HEALTH®

RADical Health Statistics

97.06% of Participants recommended RADical Health to their Peers

100% of Guides felt more connected to the community

100% of Guides reported they enhanced their leadership skills

Get In Touch:



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Program Director

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radicalhealth.org

Still looking for upper division classes? Check out COMM 99/199RA!

COMM 99RA

Undergraduate Research Assistant (for Comm & Pre-Comm)

Comm 99RA provides an opportunity for declared Pre-Comm and Comm students to work closely with a professor or graduate students on a research project. Interested students should review the following requirements and procedures before pursuing this opportunity. **This course can only be taken for P/NP and therefore will not count toward a student's pre-major or major GPA.** Students can sign up for 1-5 units based on their contract with sponsoring faculty (25 hours of work over the course of the quarter = 1 unit). **Do not commit to working with and/or start the project without full approval and an add code so you can register for the course.**

Prerequisites:

- Student must be declared as a Pre-Comm or Comm major (or other majors by exception based on faculty member request)
- Student must have 2.0 cumulative GPA



Scan the QR code to learn more about COMM 99/199RA.

COMM 199RA

Undergraduate Research Assistant (for Comm)

Comm 199RA provides an opportunity for advanced students in the upper-division Communication major to work closely with a professor or graduate students on a research project. Interested students should review the following requirements and procedures before pursuing this opportunity. Students can sign up for 1-5 units based on their contract with sponsoring faculty (25 hours of work over the course of the quarter = 1 unit). **Do not commit to working with and/or start the project without full approval and an add code so you can register for the course.**

Prerequisites:

- Student must be declared as an upper-division Communication major (or other majors by exception based on faculty member request). Exceptions will not be made for Pre-Comm majors.
- Student must have attained upper-division standing (90+ completed units)
- Student must have a 3.0 minimum GPA averaged across the preceding 2 quarters (not including Summer).

#COMMWRAPPED

The UCSB Comm. Dept. was up to some big things in 2023. See more about who, where, and what our #COMMunity is and check out some of the songs we've been jamming to.

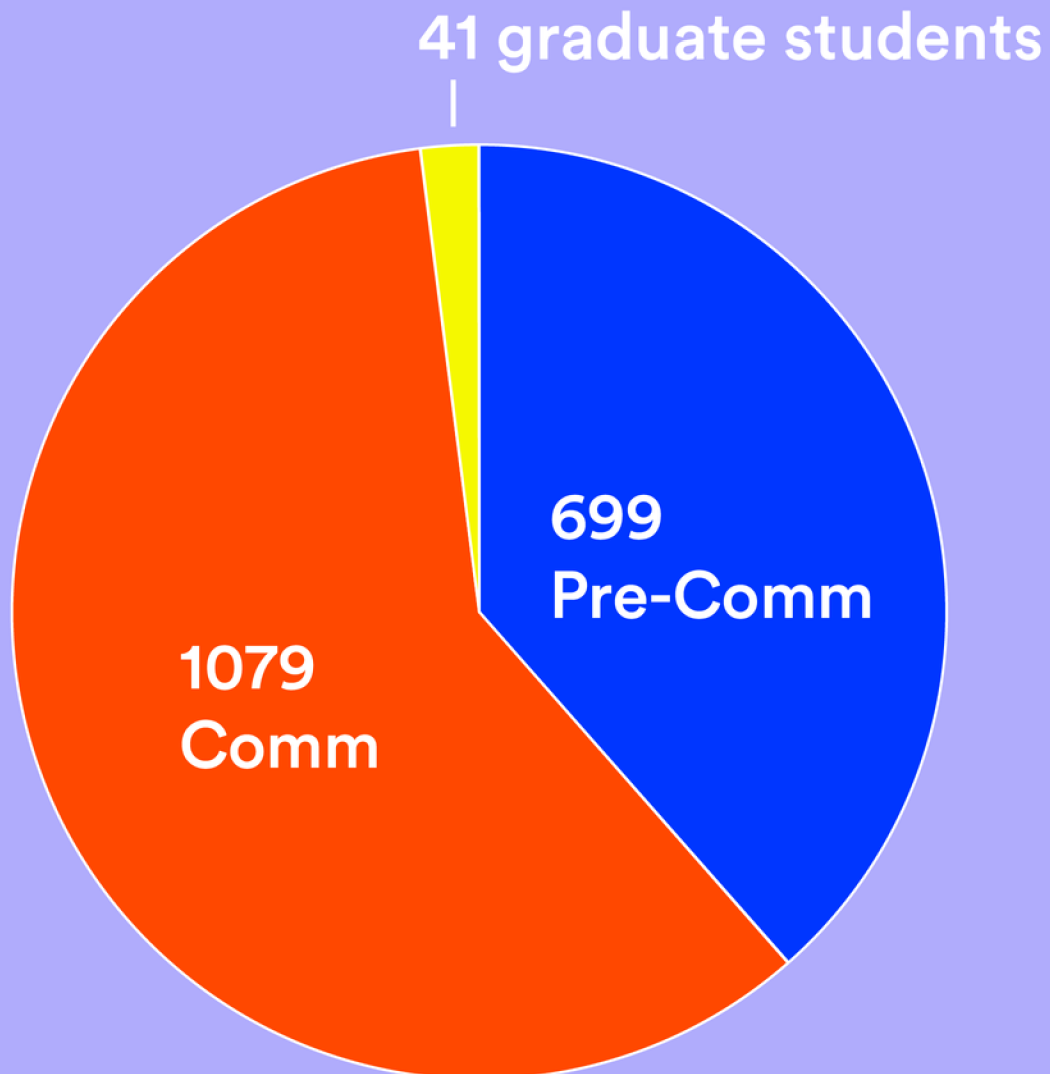
by Stanton Li

Welcome to our 2023
#COMMWRAPPED.

Ready? Let's go.

In 2023, we added 1,819 members to our UCSB #COMMunity.

Here's the breakdown,
and welcome to all 1,819 of you!



2023 was a feast for our minds.

How did our tastes stack up?

Pre-comm

Introduction to Communication, Theories of Communication, Communication Research Methods, Statistical Analysis for Communication

Interpersonal and Intergroup Communication

Small Group Communication, Introduction to Interpersonal Communication, Language and Social Identity, Nonverbal Communication in Human Interaction, Persuasion, Communication and Conflict, Family Communication, Leadership, Gender & Communication, Power, Dominance and Communication, Understanding and Detecting Human Deception, Group Communication in Multiple Contexts, Communication and Emotion, Social Networks, Dark Side of Interpersonal Communication, Evolution and Human Communication, Music Communication

Media and Digital Communication

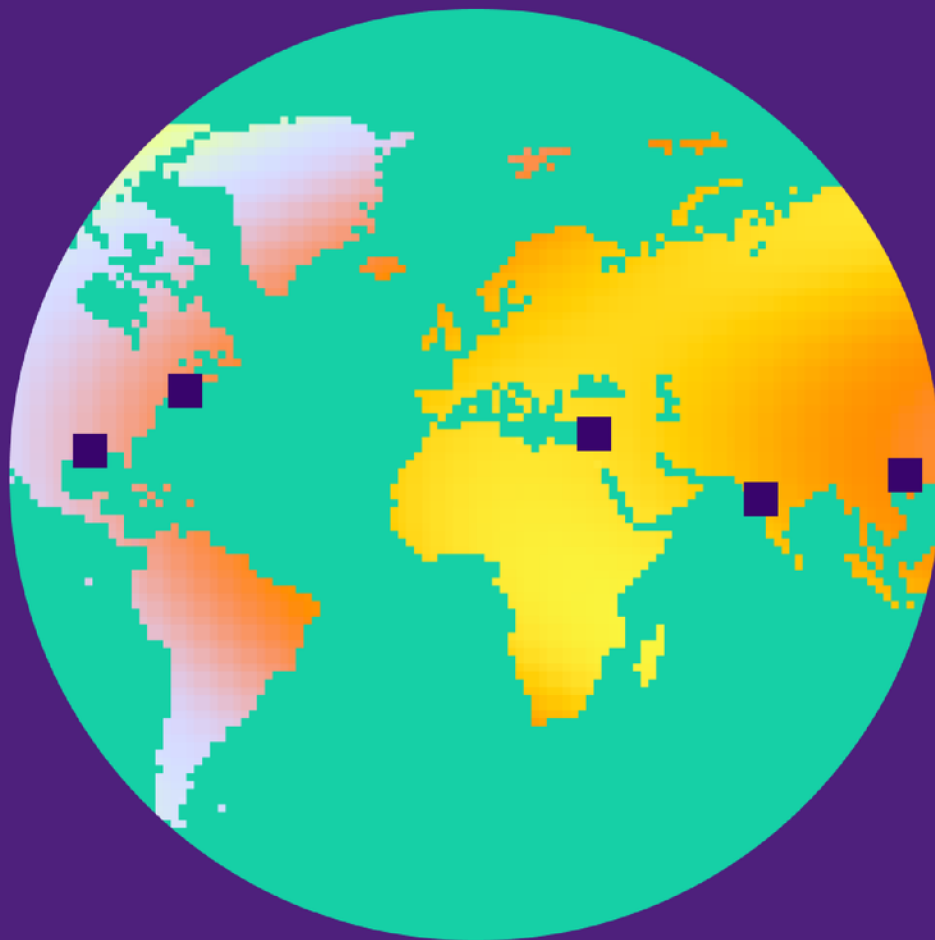
Media Effects on Individuals, Media Effects on Society and Institutions, Media Literacy, Understanding Mass Communication Theory, Media, Race, & Ethnicity, The Internet, Communication, and Contemporary Society, The Social and Historical Coevolution of (Communication and Information) Technologies, Electronic Media Policy and Regulation, Media and Children, Collaborative Technologies and the Dynamics of Organization, Global Communication, International Relations and the Media, Advertising Literacy, Communicating Science to the Public, Marketing Communication, Freedom of Communication (Senior Capstone in Communication Law), Social Media: The Good, the Bad & the Ugly, Communication Technology and Relationships, The Digital Divide, Data Science in Communication, News, Politics, & Democracy

Organizational and Group Communication

Corporate Social Responsibility, Organizational Communication, Organizational Communication: A Global Perspective, Communication and Global Advocacy Network, Diffusion of Innovations, Working with Communities to Make Change, Forensic Communication, The Legal Community and the Courtroom, Communication & Organizational Membership, Interviewing Theory and Practice

Our #COMMunity spans across the globe.

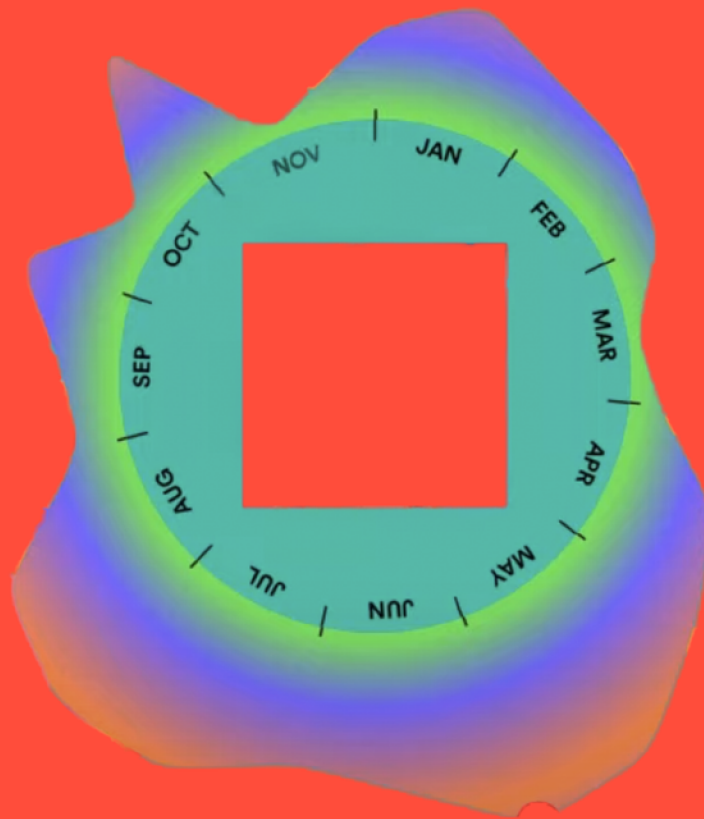
Tijuana, Mexico; Dalian, China; Beirut, Lebanon
Raleigh, NC; Mechanisburg, PA; Phoenix, AZ;
Anaheim, CA; Santa Monica, CA...



These are just some of the places
members of our #COMMunity call home.

Time is a construct, but we kept track anyway.

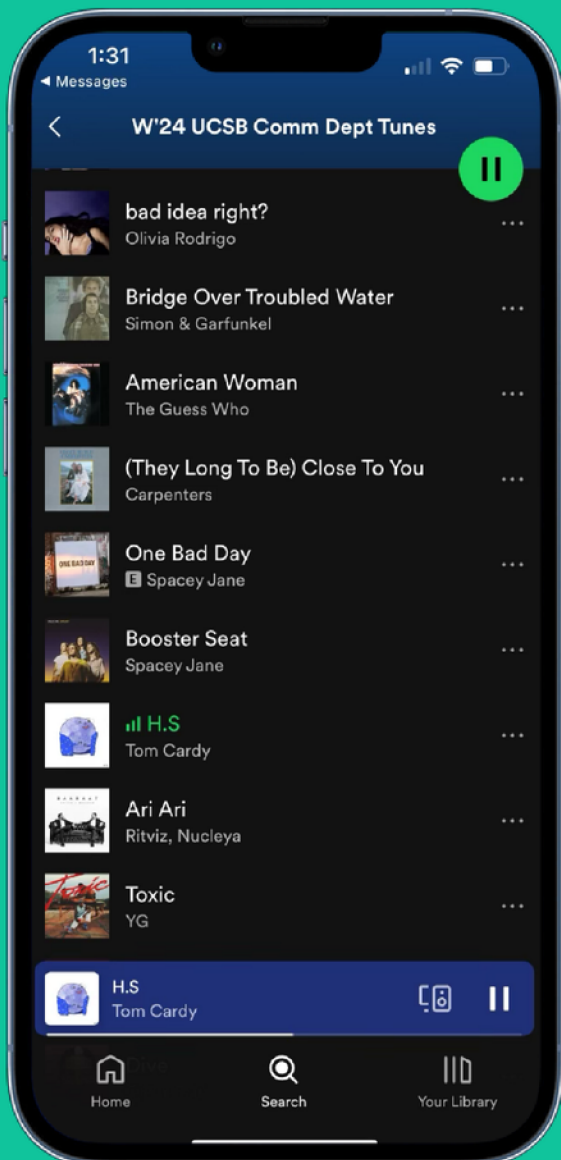
The Comm. Dept. held events
in January, February, March, April,
May, June, October, November, and December.



**Psst. We have another one coming up:
Communication Career Day,
April 20th 1PM-3:30PM at Corwin Pavillion.
comm.ucsb.edu/news-events/annual/career-day**

That was fun

Same time next year?



Can't get enough COMM? Keep jamming.

Check out some of the songs we've been listening by scanning the QR code below.



credits

nikki truscelli *supervising faculty*

paul priess *editor*

julia prager *editor*

stanton li *layout designer, editor*

Thanks for reading our newsletter!
We hope you enjoyed it. If you have any
suggestions for future content to include,
please don't hesitate to reach out at:
nikkitruscelli@ucsb.edu.