

University of Maryland, College Park
Department of Public and Community Health
HLTH 670: Public Health Informatics and Communications

Fall 2006
4:00 – 6:45 PM, Wednesdays
Room: HHP 1301
Class Website: www.phi.umd.edu/who/HLTH670

Instructor	Dr. Nancy L. Atkinson	Office	1240 G HHP
Phone	(301) 405-2522	Email	atkinson@umd.edu
Office hours:	2 p.m. to 4 p.m. Mondays & Wednesdays		

Required Textbooks	<p>Gilbert, G., & Sawyer, R. (2000). <i>Health Education: Creating Strategies for School & Community Health</i>, 2nd Edition. Jones & Bartlett: Boston, MA. ISBN: 0763713341</p> <p>Nelson, D.E., Brownson, R.C., Remington, P.L., & Parvanta, C. (2002). <i>Communicating Public Health Information Effectively: A Guide for Practitioners</i>. American Public Health Association. ISBN: 0875530273</p> <p>U.S. Department of Health and Human Services. (2002). <i>Making health communication programs work</i>. Office of Cancer Communications, National Cancer Institute. NIH Publication No. 02-5145. [Online at http://cancer.gov/pinkbook]</p>
Other Recommended Readings	<p>U.S. Department of Health and Human Services. (2000). <i>Healthy People 2010: Understanding and Improving Health</i>. 2nd ed. : U.S. Government Printing Office. [Online at http://www.health.gov/healthypeople/Document/tableofcontents.htm]</p> <p>U.S. Department of Health and Human Services. (2003). <i>Communicating Health: Priorities and Strategies for Progress: Action Plans To Achieve the Health Communication Objectives in Healthy People 2010</i>. Office of Disease Prevention and Health Promotion. Washington, DC: US Government Printing Office. [Online at http://odphp.osophs.dhhs.gov/projects/HealthComm]</p> <p>U.S. Department of Health and Human Services. (1995). <i>Theory at a glance: A guide for health promotion practice</i>. Office of Cancer Communications, National Cancer Institute. NIH Publication No. 95-3896. [Online at http://cancer.gov/cancerinformation/theory-at-a-glance]</p> <p>U.S. Department of Health and Human Services. (1994). <i>Clear & simple: Developing effective print materials for low literate readers</i>. Office of Cancer Communications, National Cancer Institute. NIH Publication No. 95-3594. [Online at http://cancer.gov/cancerinformation/clearandsimple]</p> <p>U.S. Department of Health and Human Services. (1998). <i>Health Comm KEY: Additional sources of information about health communication</i>. Office of Communication, Centers for Disease Control and Prevention. [Online at http://www.cdc.gov/od/oc/hcomm/additsource.pdf]</p> <p>Eng, T.R. (2001). <i>The eHealth Landscape: A Terrain Map of Emerging Information and Communication Technologies in Health and Health Care</i>. Princeton, NJ: The Robert Wood Johnson Foundation. [Online at http://www.rwjf.org/publications/publicationsPdfs/eHealth.pdf]</p>

	<p>Science Panel on Interactive Communication and Health. (1999). <i>Wired for Health and Well-Being: the Emergence of Interactive Health Communication</i>. Washington, DC: US Department of Health and Human Services, US Government Printing Office. [Online at http://www.health.gov/scipich/pubs/finalreport.htm]</p> <p>Public Health Informatics Competencies Working Group. (2002). <i>Informatics Competencies for Public Health Professionals</i>. [Online at http://healthlinks.washington.edu/nwcphp/phi/comps/bg.html]</p> <p>Centers for Disease Control and Prevention. (2001). <i>CDCynergy 2001: Your Guide to Effective Health Communication</i>. Centers for Disease Control: Atlanta, GA. (You can obtain this material from CDC for free but may have to wait several weeks at http://www.cdc.gov/communication/cdcynergy_editions.htm for the basic or special editions.)</p>
<p>Course Description</p>	<p>The course provides an overview of the development, design, and delivery process for public health communications and informatics. Students will gain both conceptual and theoretical knowledge as well as practical experience in a variety of communications, including instructional, clinical, technological, and communication-oriented. The course emphasizes various types of intervention and recipient factors that contribute to the success or failure. Through lecture, reading, individual and group assignments, and several exercises, students will acquire an understanding of intervention design and delivery. Although not a required pre-requisite for this course, the material and assignments assume a basic understanding of theories of health behavior as well as research and evaluation strategies.</p> <p>This course is designed to familiarize students with the process of communicating public health information, goals, and objectives, and the application of both traditional and advanced communication technology into meaningful interventions. It is also meant to help students learn how to work with target audiences, experts, and gatekeepers in the refinement of interventions.</p>
<p>Course Objectives</p>	<p>By the end of this course, each student will be able to:</p> <ul style="list-style-type: none"> • Describe how to use the learner, society, and public health organizations as a data source for intervention design; • Write learning objectives in the cognitive, affective, and psychomotor domains for a specific health issue or content area; • Write communication objectives for a specific health issue or content area; • Explain the considerations for designing and delivering health instruction for different educational settings and learners and apply them to a curricular intervention; • Explain the considerations for designing and delivering interventions for different communities and different organizations within a community and apply them to a community intervention; • Explain the implications of traditional and new media for public health interventions; • Describe and utilize the process for creating intervention materials for various audiences; • Describe the process for creating a message library for a tailored or interactive health education intervention; • Conduct formative research with target audiences, experts, and gatekeepers that informs the health communication process; • Present health education lessons/presentations based on criteria set in class; • Document health education lesson/presentation plans so others can follow them and use them to conduct the lesson; • Demonstrate the ability to present material in a variety of ways as evidenced by using computer software and audiovisual equipment to enhance presentations; • Develop basic planning skills in the design and delivery of public health

	<p>interventions and related materials as part of a team;</p> <ul style="list-style-type: none"> • Develop and document a public health intervention via the Internet and related materials as part of a team; • Describe 5 different digital divides and how to bridge them; • List and describe the steps in usability engineering and usability testing; • Describe the federal framework for strategic action for health information technology; • Compare and contrast the uses and challenges of electronic medical records and personal health records; • Distinguish between the terms "culturally appropriate" and "culturally competent"; • Integrate technology to enhance classroom teaching strategies; • Locate and access resources for keeping current with the state of the science in public health informatics and communication.
<p>Course Policies</p>	<p>Missed Exams or Other Assignments</p> <p>Since this is a hands-on course with a focus on group work, if you have more than two unexcused absences your grade will be reduced by one letter grade. Active in-class participation will be the deciding factor in borderline grades. Students who are unable to attend class are expected to take on the responsibility of finding out what material they missed from fellow students and materials on the course website.</p> <p>Accommodations for Students with Disabilities</p> <p>If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Service (314-7682.) If you intend to take any or all exams at DSS it is your responsibility to notify me as soon as possible.</p> <p>Academic Integrity</p> <p>The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.</p> <p>To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."</p> <p>Religious Observances</p> <p>The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.</p>

Course Outline

Date	Topic	Readings and Resources
8/30/06	Introduction to course; overview of health communication and public health informatics	<ul style="list-style-type: none"> • Syllabus • HP 2010, Chapter 11 • Action Plans to Achieve HP 2010 Objectives • Public Health Informatics Competencies • Health IT Strategic Framework: short, long
9/6/06	Planning for communication; writing goals and objectives	<ul style="list-style-type: none"> • Nelson et al., Chapters 1 & 2 • Gilbert & Sawyer, Chapters 1 & 2 • Pink Book: Intro, Overview, Stage 1 • HP 2010, Reader's Guide
9/13/06	Needs of child and adult learners, instructional methods and materials; lesson plans for health education. Assignment to groups	<ul style="list-style-type: none"> • Nelson et al., Chapter 10 • Gilbert & Sawyer, Chapters 3, 4, & 5 • HP 2010, Chapter 7 • Selected Health Education Curricular Resources
9/20/06	Identifying and understanding the target audience; involving the target audience	<ul style="list-style-type: none"> • Pink Book: Stage 1 • CSAP Technical Assistance Bulletins: Identifying the Target Audience, Managing Focus Groups, Focus Groups with Young Children • STD Communications Database
9/27/06	Health communication theory & science base	<ul style="list-style-type: none"> • Theory at a Glance : Introduction, Parts I and II • Pink Book: Communication Research Methods, Communication Program Plan • Review Health Comm KEY Bibliography • NCI: Health Information National Trends Survey • NCI: Risk Communication Bibliography
10/4/06	Message and concept development; strategy development	<ul style="list-style-type: none"> • Nelson et al., Chapters 9, 11, & 13 • Medicalese Translator • AMC Cancer Research Center: Beyond the Brochure
10/11/06	Development and production of educational materials Pretesting methods: target audience review, expert and gatekeeper review, pilot testing	<ul style="list-style-type: none"> • Gilbert & Sawyer, Chapter 7 • Pink Book: Stage 2 • Clear & Simple • Plain Language • CSAP Technical Assistance Bulletins: Pretesting Basics, Expert and Gatekeeper Review
10/18/06	Development and production of multimedia materials; usability guidelines; tailored communication; consumer health informatics	<ul style="list-style-type: none"> • Nelson et al., Chapter 12 & 14 • Gilbert & Sawyer, Chapter 6 • About Health Message Tailoring • What is Tailoring? • NCI: Collecting, Writing, and Revising Content for Web Sites
10/25/06	In-class exam	<ul style="list-style-type: none"> • None
11/1/06	Working with the media: media relations, media advocacy, entertainment education	<ul style="list-style-type: none"> • Nelson et al., Chapters 4, 5, 6, & 7 • Pink Book: Stage 3 • Media Advocacy Backgrounder • 2004 National Health Observances • CDC: Entertainment Education Initiative • Public Relations Overview
11/8/06	Integrating technology into the classroom Activating the community: working	<ul style="list-style-type: none"> • Nelson et al., Chapter 8 • Action Plan for HP 2010 Objective 11-6 • HP2010, Chapter 7

	with intermediaries, patient-provider communication; electronic medical record, personal health record	
11/15/06	Informatics issues: consumer health informatics, digital divide; assessment of health websites, usability testing, social informatics; online communities	<ul style="list-style-type: none"> Action Plans for HP 2010 Objectives 11-1 and 11-4 Digital Divide Network NCI: Usability.gov, Conducting and Using Usability Tests Virtual Communities: Types and Tools
11/22/06	Current and emerging issues in informatics	<ul style="list-style-type: none"> TBA
11/29/06	Culturally competent communication; ethics; health literacy	<ul style="list-style-type: none"> CSAP Technical Assistance Bulletin: Assessing Cultural Competence SOPHE Code of Ethics eHealth Code of Ethics
12/6/06	Building the knowledge base: evaluation of health communication and informatics, centers of excellence, knowledge management	<ul style="list-style-type: none"> NCI: Centers of Excellence in Cancer Communication Action Plans for HP 2010 Objectives 11-3 and 11-5
12/20/05	Group Presentations	

Course Requirements

1. Write Objectives (Due 9/20/06)

Students will write objectives to guide health education and communication program planning. Learning objectives must include examples in each of the cognitive, affective, and psychomotor domains. Communication objectives must include examples for awareness, knowledge, and behavior change.

2. Prepare and Present Health Education Lessons

Students will have 2 opportunities to present during the course: a two-minute presentation and a 5- to 8-minute segment of a lesson plan, and an individual presentation on a health communication or informatics topic or theory.

- Two-minute presentation (Due 9/6/06):** On the first day of class, students will be assigned a health education topic on which they must present for two minutes at the next class period. This activity is designed to get their "feet wet." **(Not Graded)**
- Lesson (Due 9/27 - 10/18/06):** Each student must prepare a presentation plan for a 60-minutes of instruction in **an instructional setting at the K-12 level** on a health issue of his or her choice. Students will sign up to present on one of 4 dates: Oct 10, 17, 24, or 31. On the date assigned, students will each give a **5-minute** presentation on a **segment** of the presentation. The presentation should be done **as if you were doing the lesson for the intended audience**.

The presentation will be videotaped. Students must also submit a written presentation/lesson plan on the day that they present based on the guidelines in your textbook: Gilbert & Sawyer, Chapter 4. Further instructions will be discussed in class.

3. Complete Exam

The exam is scheduled for October 25, 2006. It will consist of essay questions covering: 1) readings, 2) in-class handouts, 3) in-class activities, and 4) lecture material. I will provide a study guide a week before the exam. The exam will be taken in class in the computer laboratory. Because the exams are taken on a computer, students must bring in a diskette on which to save their answers.

4. Participate in a group project

The group project will be the development of an intervention for a topic to be decided by the class as a whole. Working in assigned teams, groups will develop intervention methods and materials and an implementation based on project goals and learning objectives. Teams will be assigned within the first 2 weeks of class. At that time, the details of the assignment will be given out in class and reviewed. Each student is expected to contribute to a group presentation and project.

Individual Assignments Relating to the Group Project. Each team member will be expected to participate in activities that will support the development of the final intervention:

1. Create Health Communication Website (Proposal due 11/29/06; Final due 12/20/06)

Students in each group must plan and create a health communication website for their target audiences. The website will include a storyboard and flowchart and other materials and tools to be made available on the website, such as: pamphlet, brochure, public service announcement (print or television), outreach presentation, speaker's guide, self-assessment, game, website, or other. Groups must submit an overview of their proposed website on 11/28/05 to get input from the instructor. These materials should be revised based on instructor review of the plan and the results from the pretesting activity (see next bullet). The final website and affiliated materials will be presented on the last day of class in a group presentation.

2. Pretesting of Health Communication Website Materials (Due 12/20/06)

In the second half of the course, students will be expected to pretest the concepts or materials they create. Students have 3 options: 1) interviews with members of the target audience; 2) a review by an expert; or 4) a review by a gatekeeper.

This is an informal assignment. No report is required, but the findings should be shared at the group presentation on the last day of class. Each group member needs to share what they find out in a timely manner so that the materials can be revised accordingly. The grade will be based on the quality, completeness, and adherence to formatting guidelines. On the last day of class, students will be expected to share their pretesting findings during their group presentation.

3. Group Presentation (Due 12/20/06)

Each group will do a 20 minute group presentation on their group project on the last day of class. The presentation should include:

- Problem statement
- Overall goal and objectives of the project
- Target audiences, rationale for target audiences
- Health communication theory
- Strategies and channels, rationale for choices
- Pretesting activities and findings
- Revisions made based on findings
- Demonstrate website and materials
- Lessons learned, recommendations for research, practice
- Roles played by each group member

Groups should hand in a copy of their presentation (detailed outline or PowerPoint slides), website plan, and materials. Individual grades will be based on contribution to the group project and group presentation (which includes presentation of pretesting results).

5. Contribute to PHI Wiki (Due 11/29/06 and 12/13/06)

Wiki is a piece of server software that allows users to freely create and edit Web page content using any Web browser. Each student will select a public health informatics topic, prepare an overview on the topic with links to other resources, and post the overview on the Wiki for the class by 11/29/06. Each student will also be required to comment on at least 2 other Wiki entries posted by other students by 12/13/06. Guidelines for this assignment will be provided in class.

Since this is a hands-on course with a focus on group work, if you have more than two unexcused absences your grade will be reduced by one letter grade. Active in-class participation will be the deciding factor in borderline grades. Students who are unable to attend class are expected to take the

responsibility for finding out what material they missed from fellow students and the course website.

<p>Evaluation</p>	<table border="1"> <thead> <tr> <th>Item</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Objectives Assignment</td> <td>25</td> </tr> <tr> <td>Lesson Plan</td> <td>50</td> </tr> <tr> <td>5-minute Lesson</td> <td>50</td> </tr> <tr> <td>Exam</td> <td>100</td> </tr> <tr> <td>Group Project</td> <td>50</td> </tr> <tr> <td>Group Presentation</td> <td>50</td> </tr> <tr> <td>PHI Wiki</td> <td>75</td> </tr> <tr> <td>Total</td> <td>400</td> </tr> </tbody> </table>	Item	Points	Objectives Assignment	25	Lesson Plan	50	5-minute Lesson	50	Exam	100	Group Project	50	Group Presentation	50	PHI Wiki	75	Total	400
Item	Points																		
Objectives Assignment	25																		
Lesson Plan	50																		
5-minute Lesson	50																		
Exam	100																		
Group Project	50																		
Group Presentation	50																		
PHI Wiki	75																		
Total	400																		
<p>Competencies</p>	<ol style="list-style-type: none"> 1. Assessing individual and community needs for health education. <ol style="list-style-type: none"> 1.a. Obtain health related data about social and cultural environments, growth and development factors, needs, and interests. <ol style="list-style-type: none"> 1.a.2. Utilize computerized sources of health-related information. 1.b.1. Investigate physical, social, emotional, and intellectual factors influencing health behaviors. <ol style="list-style-type: none"> 1.b.3. Recognize the role of learning and affective experiences in shaping patterns of health behavior. 1.c. Infer needs for health education on the basis of obtained data. 2.a. Recruit community organizations, resource people, and potential participants for support and assistance in program planning. <ol style="list-style-type: none"> 2.a.3. Seek ideas and options of those who will affect or be affected by the program. 2.a.4. Incorporate feasible ideas and recommendations into the planning process. 2.b. Develop a logical scope and sequence plan for a health education program. <ol style="list-style-type: none"> 2.b.3. Consider philosophy and theory in planning health education programs. 2.c. Formulate appropriate and measurable program objectives. 2.d. Design educational programs consistent with specified program objectives. <ol style="list-style-type: none"> 2.d.2. Formulate a wide variety of alternative educational methods. 2.e. Promote the health education program using social marketing theories. 3.a. Exhibit competence in carrying out planned educational programs. <ol style="list-style-type: none"> 3.c. Select methods and media best suited to implement program plans for specific learners. <ol style="list-style-type: none"> 3.c.1. Analyze learner characteristics, legal aspects, feasibility, and other considerations influencing choices among methods. 3.d.3. Revise program activities and objectives as necessitated by changes in learner needs. <ol style="list-style-type: none"> 5.c.3. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests. 6.a. Utilize computerized health information retrieval systems effectively. <ol style="list-style-type: none"> 6.a.4. Determine relevance of various computerized health information resources. 6.d.2. Evaluate the worth and applicability of resource materials for given audiences. 6.d.5. Apply communication theory and principles in the construction of health education materials. 7.a. Interpret concepts, purposes, and theories of health education. <ol style="list-style-type: none"> 7.a.5. Advocate for health education programming utilizing needs assessment data. 7.c. Select a variety of communication methods and techniques in providing health information. <ol style="list-style-type: none"> 7.d. Foster communication between health care providers and consumers. 8.b. Use of appropriate qualitative and quantitative research methods. <ol style="list-style-type: none"> 8.c.2. Utilize information derived from research for program planning. 9.d.1. Apply social marketing theories and techniques to promote goals of program. 																		