

University of Maryland, College Park

Department of Public and Community Health

HLTH 371 - Communicating Health and Safety

9:30 - 10:45 AM, Section 0101

12:30 - 1:45 PM, Section 0201

Tuesdays and Thursdays

Room: HHP 0303

Online Syllabus: www.phi.umd.edu/who/HLTH371/syllabus_fall2002

Instructor:	Dr. Nancy L. Atkinson	OFFICE HOURS
Office/Phone:	HHP 1240 F / 301-405-2522	Monday - by appointment
Email:	na31@umail.umd.edu	Tuesday 10:45-11:30 AM
Semester:	Fall 2002	Wednesday - by appointment
Classroom / Time:	Section 0101 HHP 0306 TTH 9:30 a.m.	Thursday 1:45-3:00 PM
	Section 0201 HHP 0303 TTH 12:30 p.m.	Friday - by appointment
Teaching Assistant:	Ms. Lisa McGlinchy, lisamcglinchy@yahoo.com (Office Hours by appointment)	

Required Textbooks: Weinrich, N.K. (1999). Hands-On Social Marketing: A Step-By-Step Guide. Thousand Oaks, California: Sage.

Wallack, L., Woodruff, K., Dorfman, L., & Diaz, I. (1999). News for a Change: An Advocate's Guide to Working with the Media. Thousand Oaks, California: Sage.

Other Readings:

Centers for Disease Control and Prevention. (2001). CDCynergy 2001: Your guide to effective health communication. CDC: Atlanta, Georgia. (CD-ROM can be ordered from CDC or obtained from the instructor for \$5)

U.S. Department of Health and Human Services. (2000). Healthy People 2010: Understanding and Improving Health. 2nd ed. Washington, DC: U.S. Government Printing Office.

[<http://www.health.gov/healthypeople/Document/tableofcontents.htm>]

U.S. Department of Health and Human Services. (1992). Making health communication programs work. A planner's guide. Office of Cancer Communications, National Cancer Institute. NIH Publication No. 92-1493. [Online at <http://oc.nci.nih.gov/services/HCPW/HOME.HTM>].

U.S. Department of Health and Human Services. (1995). Theory at a glance: A guide for health promotion practice. Office of Cancer Communications, National Cancer Institute. NIH Publication No. 95-3896. [Online at http://oc.nci.nih.gov/services/Theory_at_glance/HOME.html]

U.S. Department of Health and Human Services. (1994). Clear & simple: Developing effective print materials for low literate readers. Office of Cancer Communications, National Cancer Institute. NIH Publication No. 95-3594. [Online at http://oc.nci.nih.gov/services/Clear_and_Simple/HOME.HTM]

Center for Substance Abuse Prevention (CSAP) Technical Assistance Bulletins

1. A Discussion Guide Can Enhance Your Presentation. <http://www.health.org/govpubs/MS496/>
2. Careful Concept Development Paves the Way to Effective Prevention Materials. <http://www.health.org/govpubs/MS493/>
3. A Key Step in Developing Prevention Materials is to Obtain Expert and Gatekeeper Reviews. <http://www.health.org/govpubs/MS492/>
4. Communicating Appropriately with Asian & Pacific Islander Audiences <http://www.health.org/govpubs/MS701/>
5. Conducting Focus Groups With Young Children Requires Special Considerations and Techniques. <http://www.health.org/govpubs/MS501/>
6. Developing Effective Messages and Materials for Hispanic/Latino Audiences. <http://www.health.org/govpubs/MS703/>
7. Following Specific Guidelines Will Help You Assess Cultural Competence in Program Design, Application, and Management. <http://www.health.org/govpubs/MS500/>
8. Identifying the Target Audience. <http://www.health.org/govpubs/MS700/>
9. Pretesting is Essential: You Can Choose From Various Methods. <http://www.health.org/govpubs/MS498/>
10. Urban Youth Public Education for the African American Community. <http://www.health.org/govpubs/MS702/>
11. You Can Avoid Common Errors as You Develop Prevention

Course Description:

The course provides an overview of the communication and evaluation of safety and health information. The course emphasizes various types of communications and recipient factors that contribute to their success or failure. Through lecture, reading, a group assignment, and several exercises, students will acquire an understanding of the communication process. This course is designed to familiarize students with the various sources of media and their roles in communicating information on safety and health. It is also meant to help students learn how to work with media organizations and how to use the communication process and strategies to promote health and safety goals and objectives.

Course Objectives:

At the conclusion of this course, the student will be able to:

1. List and describe the effect of direct and indirect sources of health information;
 2. Explain public health implications of day-to-day interaction with health-related messages and information appearing in the media;
 3. Identify and define variables, conditions, and processes of mass communication that may positively influence health behavior change;
 4. Compare and contrast health research and health journalism based on that research;
 5. Compare and contrast different theoretical/conceptual models of the persuasion process;
 6. Describe and utilize public opinion surveys and other formative research techniques for informing the communication process;
 7. Describe and utilize the process for creating materials for low-literate audiences;
 8. Develop basic planning skills in applying media approaches in public health settings.
 9. Understand the potential and limits of using mass media proactively to help accomplish health education and promotion goals;
 10. Develop a public health communication project while working in an interdisciplinary team;
 11. Develop an evaluation plan to analyze the the impact of a health communication project;
 12. Understand effective strategies for working with the news media to promote public health;
 13. Understand the implications of advanced communication technologies (new media) on health communication.
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Course Policies:

Missed Exams or Other Assignments:

Students who have an emergency or sudden illness at exam time need to contact the instructor within 24 hours of the exam to arrange a make-up. Do not simply show up to the next class or call a week later expecting to take the exam at your convenience.

If you miss the final exam and you have a legitimate, documentable excuse, the likelihood is that you will have to take an "incomplete" and finish the following semester. With no acceptable excuse you would get the grade you would earn up to that point in the semester.

Once students have taken an exam, they cannot re-take it (because they weren't feeling well, and weren't able to study, etc.). Otherwise, that option would have to be available to the other 60 students. If you are sick, let me know as soon as possible *before* the exam or assignment is due.

Late assignments will be reduced in point value 10% for every class period they are late. Exceptions to this policy because of documentable illness or other reason must be worked out individually with the instructor.

Accommodations for students with disabilities:

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.**

Academic Integrity:

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, shall constitute academic dishonesty:

- " CHEATING : intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- " FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- " FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- "PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see:

<http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html>

Religious Observances:

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.**

Class	Topic	Reading	Assignment
9/3/02	Introduction to course; Defining communication, Overview of planning process	Syllabus	
9/5/02	Media influences on health: news	Reading assignment #1: Introduction	News Analysis
9/10/02	Media influences on health: entertainment media		
9/12/02	Entertainment media (continued)		
9/17/02	Intepersonal influences on health		
9/19/02	Problem definition and description	Reading assignment #2: Planning	Group Project
9/24/02	Creating a problem statement and objectives		
9/26/02	Problem analysis; audience segmentation		
10/1/02	Formative research techniques: Quantitative		Formative Research
10/3/02	Formative research techniques: Qualitative		
10/8/02	Strategy and tactic development		
10/10/02	Health communication theories	Reading assignment #3: Development	
10/15/02	Health communication		

	theories; concept and message development		
10/17/02	Print materials; exam review		
10/22/02	Midterm Examination	None	
10/24/02	Media materials	Reading assignment #3:	
10/29/02	Group presentations	Development	
10/31/02	Other materials		
11/5/02	Pretesting with target audiences	Reading assignment #4:	Education Materials
11/7/02	Pretesting with experts and gatekeepers	Pretesting	
11/12/02	Working with intermediaries	Reading assignment #5:	
11/14/02	Working with the media	Implementation	
11/19/02	Launch/kick off		
11/21/02	Types of evaluation	Reading assignment #6:	Case Study
11/26/02	Developing evaluation plan	Evaluation	
11/28/02	Thanksgiving	None	
12/3/02	Evaluation (continued)	Reading assignment #6:	
12/5/02	Media and health literacy	Evaluation	
12/10/02	Group presentations	None	
12/12/02	Feedback to the process; exam review	Reading assignment #6: Evaluation	
12/17/02	Final Exam Section 0101 - 8:00 a.m. - 10:00 a.m.		
12/20/02	Final Exam Section 0201 - 1:30 p.m. - 3:30 p.m.		

Course Requirements:

1. Complete two examinations

Each exam will consist of multiple choice, short answer, and essay questions covering the readings, in-class handouts, and lecture material.

2. Writing assignments

Four writing assignments (1-5 pages) will be assigned throughout the semester (details will be provided in class):

- Analysis of news coverage (due 10/1/02)
- Formative research report (due 11/15/02)
- Public education materials (due 12/3/02)
- Campaign case study (due 12/12/02)

These assignments will support

- Course content,
- Development of health communications skills, and
- Accomplishment of the group term project.

3. A Group Project

Group projects provide several important benefits. First, discussing concepts with peers promotes deeper understanding of the material. Second, working in groups allows you to tackle more complex problems. Third, dealing with team members gives you experience in handling interpersonal professional relationships, which is critical in "real-world" settings. Fourth, making class presentations gives a chance to practice verbal communication skills, which has practical import.

Students will be assigned to groups to complete a market research project. Details of the project will be discussed in class. The project will require quantitative analysis, qualitative analysis, and of course a detailed, well-written report. The instructor will attempt to mitigate group conflict by allocating some in-class time to the group projects.

Working in five interdisciplinary teams (5-6 members in each), you will be expected to collaborate on a communication plan for a specific target audience. Teams will be assigned within the first 3 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 2 group

presentations and final paper (due the 12/17/02).

Each student will evaluate the presentations of two other groups. You will also be asked to evaluate the contribution of your group members on a **confidential evaluation form**. If you choose not to complete a confidential evaluation form, I will assume that the comments made about you by the members of your group are correct.

4. Class Participation

Maintaining an active presence in class will prepare you to learn the content and to be successful in your class assignments. Class participation will be the deciding factor in borderline grades.

Evaluation:

Item	Percent of Grade
Examination One	25
Examination Two	25
Group Communications Project	20
Writing Assignments	30

Competencies:

- 1. a. Obtain health related data about social and cultural environments, growth and development factors, needs, and interests.
- 1.b.1. Investigate physical, social, emotional, and intellectual factors influencing health behaviors.
- 1.c. Infer needs for health education on the basis of obtained data.
- 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.d. Design educational programs consistent with specified program objectives.
- 2.d.2. Formulate a wide variety of alternative educational methods.
- 3.c. Select methods and media best suited to implement program plans for specific learners.
- 3.c.1. Analyze learner characteristics, legal aspects, feasibility, and other considerations influencing choices among methods.
- 4.a. Develop plans to assess achievement of program objectives.
- 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.
- 7.a. Interpret concepts, purposes, and theories of health education.
- 7.b.1. Investigate social forces causing opposing viewpoints regarding health education needs and concerns.
- 7.c. Select a variety of communication methods and techniques in providing health information.
- 7.d. Foster communication between health care providers and consumers.