

University of Maryland, College Park

Department of Public and Community Health

HLTH 371 - Communicating Safety and Health

<p>Instructor: Professor Kenneth H. Beck Office/Phone: HHP 2366 / 301-405-2527 Email: kbeck1@umd.edu Teaching Assistant: Ms. Katie Howard Office/Phone: HHP 2238-C / 301-405-3453 Email: katiehoward@gmail.com Semester: Fall 2006 Classroom/Time: HHP 1302 / T/Th 12:30 – 1:45 PM</p>	<p style="text-align: center;"><u>OFFICE HOURS</u></p> <p>Tuesday, 11:00 - 12:00 & 2:00 - 4:00 Thursday, 11:00 - 12:00 & 2:00 - 4:00</p> <p style="text-align: center;">Other times by appointment</p>
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Required Textbooks	Weinreich, N.K. (1999). <u>Hands-On Social Marketing: A Step-by-Step Guide</u> . Thousand Oaks, California: Sage. ISBN: 0-7619-0867-6
Other Required Readings	<p>Making health communication programs work. < http://cancer.gov/pinkbook ></p> <p>Theory at a glance: A guide for health promotion practice. < http://cancer.gov/cancerinformation/theory-at-a-glance ></p> <p>Clear & simple: developing effective print materials for low literate readers. < http://cancer.gov/cancerinformation/clearandsimple ></p> <p>Other class handouts, including transparencies and other in-class materials available at: College Design & Duplication Center, room 2125 HHP.</p>
Course Description	The communication and evaluation of safety and health information. Emphasis on various types of communications and recipient factors which contribute to their success or failure.
Course Objectives	<p><u>At the conclusion of this course, the student will be able to:</u></p> <ol style="list-style-type: none"> 1. Compare and contrast different theoretical/conceptual models of the persuasion process. 2. Define the specific components of the communication process. 3. Describe and utilize public opinion and other survey techniques. 4. Compare the impact of different modes of communicating safety and health information. 5. Implement a public safety/health message and analyze its impact

Course Policies

Late or incomplete work will be made up if a legitimate excuse (determined by University policy and the instructor) is documented at the next class period. No excuses will be accepted after December 7.

Special arrangements for making up missed work must be made in advance with the instructor. If you cannot make class or an exam due to illness or some other legitimate reason, you must contact the instructor in person or by phone before the missed class period.

There will be no extra credit assignments. Failure to do or turn in the in-class and/or take-home assignments on time can significantly lower one's final grade.

Students who enroll in the class at any time during the drop-add period are responsible for all in-class work to date.

Rude, disrespectful or disruptive behavior (e.g., talking when the instructor is lecturing, **reading the paper in class**) will not be permitted. All **mobile phones** are to be **turned off** during class.

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 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>.

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)."

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.**

- S y l l a b u s -

Aug 31	Introduction & Course Requirements
Sept 5 – 7	U.S. Safety & Health Needs Class Handouts < http://www.cdc.gov/brfss/ > < http://www.healthypeople.gov/Document/html/uih/uih_4.htm >
Sept 12 – 14	Defining Communication & Social Marketing Weinreich (pp 1 – 23)
Sept 19 – 21	Theories of Health Behavior & Promotion Theory at a glance < http://cancer.gov/cancerinformation/theory-at-a-glance > Making health communication programs work (Appendix B) < http://cancer.gov/pinkbook >
Sept 26	Step 1: Planning & Strategy Development Weinreich (pp 25-78); Making health communication programs work (Stage 1) < http://cancer.gov/pinkbook >
Sept 28	Defining & Evaluating Persuasion
Oct 3- 5	Health Threat & Other Motivational Communications
Oct 10 - 12	Step 2: Message and Materials Development Weinreich (pp 81-122) Making health communications work (Stage 2) < http://cancer.gov/pinkbook >
Oct 17	Pretest Quantitative Survey & Focus Group Interview Report Due
Oct 19	Outline of Communication Program Plan & Midterm Review Due (Appendix A – Communication Program, Partnership & Evaluation Plans) < http://cancer.gov/pinkbook >
Oct 24	Examination I
Oct 26 - 31	Step 3: Pretesting Weinreich (pp 123 – 156) Making health communications work (Stage 2) < http://cancer.gov/pinkbook >
Nov 2 – 7	Developing Low Literacy Materials Clear & Simple < http://cancer.gov/cancerinformation/clearandsimple >
Nov 9	Step 4: Implementation Weinreich (pp 157 – 200) Making health communications work (Stage 3) < http://cancer.gov/pinkbook > Low Literacy Pamphlet Due
Nov 14 – 16	Step 5: Evaluation and Feedback Weinreich (pp 201 – 231) Making health communications work (Stage 4) < http://cancer.gov/pinkbook >
Nov 21	All Projects Due & Project Presentations
Nov 23	Thanksgiving
Nov 28 – Dec 7	Project Presentations & Interpersonal Communications
Dec 12	Course Wrap up & Review
Dec 19 (T)	Final Examination Place: 1302 HHP Time:1:30 – 3:30 PM

COURSE EVALUATION WEBSITE
https://www.courses.umd.edu/online_evaluation

Evaluation		Grading	
Mid Term Exam:	25%	96 - 100%	A+
Final Exam:	25%	93 - 95	A
Term Project Report, Presentation & Group Member Feedback: (see handout for format)	25%	90 - 92	A-
Class Participation, Pretest Quantitative Survey & Pretest Focus Group Report, Project Presentation, Pop Quizzes, and other in-class or take-home assignments, weighted proportionately.	25%	86 - 89	B+
		83 - 85	B
		80 - 82	B-
		76 - 79	C+
		73 - 75	C
		70 - 72	C-
		66 - 68	D+
		63 - 65	D
		60 - 62	D-
		≤ 59	F

"Like so many Trout stories, it was about a tragic failure to communicate. Here was the plot: A flying saucer creature named ZOG arrived on earth to explain how wars could be prevented and how cancer could be cured. He brought the information from Margo, a planet where the natives conversed by means of farts and tap dancing. Zog landed at night in Connecticut. He had no sooner touched down than he saw a house on fire. He rushed into the house, farting and tap dancing, warning the people about the terrible danger they were in. The head of the house brained Zog with a golf club."

Vonnegut, K. Jr. (1973). Breakfast of champions. New York: Dalacourte Press, (Pps. 58-59)