



# University of Maryland School of Public Health

## HLTH671- Public Health Communication

**Semester:** Spring 2020  
**Section:** 0101  
**Classroom:** SPH 0307  
**Time:** 4-6:45 p.m.  
**Course webpage:** <https://umd.instructure.com/courses/1277385>  
**Instructor:** Devlon N. Jackson, PhD, MPH  
**Office Hours:** By appointment requested via email (meeting modes: Phone, or WebEx – except for grade discussions)  
**Office:** SPH 2356  
**Phone:** 301.405.1465  
**Email:** Djacks04@umd.edu

**Course Description:** Social and behavioral science (SBS) is a core area in public health. A critical SBS skill is the ability to develop and communicate health information effectively to and on behalf of the public that is socially and culturally appropriate for intended audiences, including at risk or disproportionately burdened populations, to increase knowledge **AND** empower positive change in health-related attitudes, beliefs, and behavior. This is an introductory graduate course in public health communication; as such, we will be examining basic concepts, theoretical foundations, and behavioral and social scientific research and practice in the field of public health communication to gain an understanding of how health messages are received and influence individual- and population-level health behavior. We will examine these concepts through the application and review of the Health Communication Planning Cycle. The overall aims of the course are to: (a) survey the field of public health communication using relevant theories, research, and practice; (b) introduce foundational concepts, mechanisms, and strategies of public health communication to understand population- and community-specific health communication campaign design and evaluation; and (c) practice developing and pretesting public health communication products used to inform, engage, and persuade individuals to promote and sustain positive health behavior change at the community- and population-level.

Each session will consist of theoretical, methodological, or practice-based discussions and presentations. Students will be expected to demonstrate their learning through active engagement with course content through verbal and nonverbal communication, as well as by developing and assessing public health communication products applying the Health Communication Planning Cycle.

**Mandatory Course Pre- and Co-requisites:** None

**Preferred Pre- and Co-requisites:** Program Planning and Evaluation, Social Science Research Methods, Health Behavior Theory

**Restrictions:** Non-SPH students must obtain permission from the instructor prior to registering. Credit only granted for: HLTH670 or HLTH671 and HLTH672. Formerly: HLTH670.

**Course Learning Objectives (LOs):**

Upon completing this course, the student will be able to:

- LO1. Describe the uses, benefits, and limitations of health communication theory and practice in public health.
- LO2. Recognize and critique public health mass media events (historical and current), communicated through different communication channels.
- LO3. Use a health communication process and planning approach to design a public health communication product (individually) and campaign (team-based).
- LO4. Apply persuasive communication theories and best practices to the design of health communication campaigns and interventions to promote public health and well-being.
- LO5. Understand the importance of power differentials, gender, culture, and other population characteristics to the design of public health communication campaigns and interventions.
- LO6. Demonstrate the use of formative research in the design of health communication campaigns and interventions to promote health education and behavior change communication efforts in public health.
- LO7. Demonstrate the skills related to developing and pretesting targeted public health education materials and communication products.
- LO8. Apply program evaluation methods to the design and assessment of health communication campaigns and interventions to promote individual, community, and population health and wellness and to prevent chronic illness and disability across the lifespan.

**Program Competencies (PCs) Addressed in this Course:**

The following competencies for the MPH in Behavioral and Community Health are addressed in this course:

- PC1. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- PC2. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- PC3. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- PC4. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- PC5. Serve as a behavioral and community health resource person.
- PC6. Communicate and advocate for public health.
- PC7. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- PC8. Identify the causes of social and behavioral factors that affect health of individuals and populations.
- PC9. Describe the role of social and community factors in both the onset and solution of public health problems.
- PC10. Describe the merits of social and behavioral science interventions and policies.
- PC11. Apply ethical principles to public health program planning, implementation and evaluation.
- PC12. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
- PC13. Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
- PC14. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.

## Required Texts and Other Readings:

### Required:

Parvanta, C. F., Nelson, D. E., & Harner, R. N. (2018). *Public Health Communication: Critical Tools and Strategies*. Jones & Bartlett Learning: Burlington, MA.  
ISBN: 9781284065947

Additional weekly readings and course resources will be posted on ELMS (see Course Outline).

### Recommended Reading Material:

*Making Health Communication Programs Work: A Planner's Guide* (NCI/CDC)  
<http://www.cancer.gov/publications/health-communication/pink-book.pdf>

Theory at a glance: A guide for health promotion practice.  
<http://www.sbccimplementationkits.org/demandrnmch/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf>

CDC's Everyday Words for Public Health Communication  
<https://www.cdc.gov/healthcommunication/everydaywords/>  
<https://www.cdc.gov/other/pdf/everydaywordsforpublichealthcommunication.pdf>  
<https://www.cdc.gov/healthcommunication/everydaywords/about.html>

Clear & simple: developing effective print materials for low literate readers:  
<http://www.nih.gov/clearcommunication/clearandsimple.htm> and  
<http://www.nih.gov/clearcommunication/>  
CDC's Clear Communication Index Website, Widget, and Score Sheet:  
<https://www.cdc.gov/ccindex/>  
<https://www.cdc.gov/healthcommunication/pdf/clearcommunicationindex/fillableformmay2013.pdf>

CDC's Social Media Website, Guidance Tools, and Toolkit:  
<https://www.cdc.gov/socialmedia/>  
<https://www.cdc.gov/socialmedia/tools/guidelines/>  
[https://www.cdc.gov/socialmedia/tools/guidelines/pdf/socialmediatoolkit\\_bm.pdf](https://www.cdc.gov/socialmedia/tools/guidelines/pdf/socialmediatoolkit_bm.pdf)

NIH: National Cancer of Institute  
Health Information Nationals Trends Survey  
<https://hints.cancer.gov/>

National Resource Center for Health IT's Accessible Health Information Technology (IT) for Populations with Limited Literacy: A Guide for Developers and Purchasers of Health IT:  
[https://healthit.ahrq.gov/sites/default/files/docs/page/LiteracyGuide\\_0.pdf](https://healthit.ahrq.gov/sites/default/files/docs/page/LiteracyGuide_0.pdf)

Informational Websites:  
<http://www.cdc.gov/brfss/>  
[www.cdc.gov/healthyyouth/data/yrbs](http://www.cdc.gov/healthyyouth/data/yrbs)  
<http://www.healthypeople.gov/2020/topicsobjectives2020>

**Required Technology and Other Materials:** Students are required to have access to a computer and/or laptop to access and complete course materials, as well as to stay abreast of important course announcements, updates, and materials via the course webpage on ELMS at: <https://umd.instructure.com/courses/1277385>.

**Course Communication:** Important course communications (e.g., change or updates in assignment content, due dates, or other timely announcements) and course material (e.g., required readings, supplemental readings and resources to assist with application exercises) will be disseminated via the webpage on ELMS: <https://umd.instructure.com/courses/1277385>. All students are expected to access the course webpage several times each week on ELMS to keep abreast of important class announcements, to review online course materials, and communicate via the email/messaging features on ELMS.

**Course Requirements and Expectations:** This course applies a **highly interactive, intensive format, and requires complete engagement and self-management skills, such that sequential steps over the course of the semester are necessary, as they to lead to the final course project due at the end of the semester. Students must ensure they manage their time effectively.** Given the nature of the course, it is imperative that you review the material closely before attending each class session so you can discuss concepts critically with your peers and instructor. All course materials (e.g. syllabus, assignments, textbook information, non-textbook course readings, PowerPoints) can be found on the ELMS in the respective sections.

Instructional methods include but are not limited to: (a) lectures for general orientation and specific instruction, (b) readings, resources, and practice exercises to facilitate understanding and application of course concepts and material, and (c) assessments (e.g., individual and team assignments; and knowledge checks/exams) to evaluate student learning. In addition to the required text, supplementary readings and resources will be posted on ELMS. The reading list may be supplemented during the course. Students are responsible for all the material presented in the course, including instructor or student led discussions, and assigned readings. ***The success of the course will depend heavily upon active class participation and effective application of the content to all course assignments.*** Students are strongly encouraged and expected to present their thoughts and ideas; ask critical questions; and review and respond openly and respectfully to the ideas and inquiries of others. Expectations for our classroom environment include: ***open, honest, and respectful dialogue nurtured and sustained by a climate of positive regard for self and others demonstrated by calm and assertive communication.***

**Major Graded Assignments:** See below for a list of all assignments contributing to student learning and performance evaluation in this course, as well as their respective due date and any specific instructions regarding assignment submission to the instructor. ***All assignments are due before or by 11:59 p.m. on the dates provided unless otherwise noted.***

#### **Assignment and Submission Instructions**

#### **Due Date**

##### **Class Participation and Engagement: 35 points total**

**Various**

Students are expected to attend and to participate **actively** in all scheduled class meetings in order to obtain the **full value** of this course. Attendance will not be taken; however, written and/or oral opportunities to demonstrate class participation will be given to students who are present for class and who **thoughtfully participate** on randomly selected dates. Participation credit will be related to

class lecture, discussions, and/or activities. Students are expected to provide well-crafted and thoughtful responses and to submit responses. **Full credit for class engagement will be based on the quality of the response provided or participation displayed.**

**Health Communication Campaign or Article Critique Presentation: 50 points total** **Various**  
*All related materials to facilitate presentation to and discussion with peers/instructor due via ELMS prior to assigned presentation date*

**Midterm (Knowledge Check): 100 points** **4/1**  
*Due via ELMS*

**Health Communication Campaign/Intervention Course Project:**  
**Individual Grade**

**Pre-test/Feedback Exercise of Individual Health Communication Campaign Product: 30 points** **4/8**  
*Due via ELMS*

**Group Grade**

**Team Task: 20 points** **3/4**  
*Due via ELMS*

**Final Team Project Presentation: 100 points** **Final Exam Week**  
*All related materials to facilitate presentation to and discussion with peers/instructor due by 12PM via assignment link on ELMS prior to class at 4:00 p.m.*

**Self and Team Member Evaluations: No points**  
**(5 Point deduction from Group Grade if not submitted)** **Final Exam Week**  
*Submit self and team member evaluation forms (merged into one document if possible) online via ELMS*

### **Description of Major Course Assignments**

**Class Participation and Engagement (35 points total):** Students are expected to participate and actively engage

**Health Communication Campaign or Article Critique Presentation:**

Select one of the following to present:

**OPTION 1 – Health Communication Topic Article Critique Video Presentation (50 points):** Student will be assigned a article for which s/he/they will critique. In this capacity, the student will lead the class in a review of the assigned article by dissecting, presenting, and critiquing the articles content, and provide a discussion question for classmates to respond to in relation to the content presented. The presentation must not exceed **10 minutes in length** followed by a 10-minute Q&A discussion. Presentations will be graded based on comprehensiveness and quality of content; delivery of content, including format, oral presentation, and class interaction/stimulation of dialogue; and timing. Presentations are meant to stimulate connections between course material and real-world application. When reading, presenting, and discussing assigned material, think about how you and your team can apply these concepts and what others have presented in their critiques to support your course project and overall public health communication beyond this course.

**OR**

**OPTION 2 - Health Communication Campaign Critique Video Presentation (50 points):** Student will be assigned a Health Communication Campaign for which s/he/they will take the role of evaluating the campaign based on principles discussed in the course. In this capacity, the student will lead the class in a review of the assigned campaign by dissecting, presenting, and critiquing the campaign elements, and provide a discussion question for classmates to respond to in relation to the content presented. All presentations must not exceed **10 minutes in length** followed by 10-minute Q&A discussion. Presentations will be graded based on comprehensiveness and quality of content; delivery of content, including format, oral presentation, and class interaction/stimulation of dialogue; and timing. Presentations are meant to stimulate connections between course material and real-world application. When reading, presenting, and discussing assigned material, think about how you and your team can apply these concepts and what others have presented in their critiques to support your course project and overall public health communication beyond this course.

**Knowledge Check/Midterm (100 points):** Students will engage in one knowledge check at midterm to evaluate student learning. Learning assessments will cover assigned readings; instructor or student led PowerPoint or multimedia presentations and discussions; lectures; and content discussed during large and small group discussions covered prior to midterm. The knowledge check may consist of multiple choice questions, matching, short answer, or a communication campaign proposal.

**Health Communication Campaign Course Project:** In teams of 3-4, students will be asked to design, develop, and plan an implementation and evaluation for a health communication campaign prioritizing a population and public health concern assigned by the instructor. Health campaigns will be comprised of 3-4 individual health information products (depending on the number of assigned team members) devised by team members. Together, these individual products will comprise the team's health communication campaign. For each campaign, teams will conduct formal literature reviews and prepare formative research plans to inform the development of health information messages and products. In addition to conducting formal literature searches to research your chosen health behavior and population of interest, formative research findings may be used to craft public health messages and communications toward intended populations.

**Each member of the team is responsible for directing and managing the creation and development of one of the health information products.** *Based on team decision-making, team members may be expected to contribute to the creation and development of all campaign products per assignments from the product lead.* Options for campaign products are described below.

- **Individual Component of Group Project (30 points total):**  
**Pre-Test/Feedback Health Communication Product Exercise to Inform Final Group Project (30 points):** Each student will design and produce one of the following health campaign products for his/her team. Each student will present the draft product they intend to include in the final group project presentation for feedback from their peers in class. This exercise is an application of the Health Communication Planning Process Stage 2. The student will have up to 5 minutes to present the product and receive feedback from their peers (10 minutes orally and written post-

presentation). This feedback should be considered and incorporated (where applicable) in the final submission of the group project. You can develop one of the following types of products:

1. **Information graphics or infographics:** Information architecture to complement your team's health campaign. In other words, design a graphic or visual representation of information, data, or knowledge pertinent to your team's overall message or to a particularly dense or complex component of your team's message to facilitate information processing. Infographics may be disseminated through other media channels. The infographic must demonstrate the theory constructs applied, message, and connection to the communication and outcome objectives.
2. **Print media:** Brochure, fact sheet, poster, or other signage related to team's health campaign to be distributed in the community, doctors' offices, health departments, or other types of health care facilities. The print media must demonstrate the theory constructs applied, message, and connection to the communication and outcome objectives.
3. **Multimedia:** Computer-based, interactive digital media and content pertinent to team's health campaign that uses a combination of more than one of the following content forms or mediums: including audio, computer animation, still images, text, video, and interactive content (e.g., a public service announcement [PSA], video presentation providing an individual narrative or testimony related to public health concern of interest, educational or informational video including audio, text, and/or still images). The multimedia site must demonstrate the theory constructs applied, message, and connection to the communication and outcome objectives.
4. **Social Media:** Some type of social media (e.g., social media website [e.g., Facebook, Instagram, social networking site, or blog/microblog [e.g., Twitter]]) used to promote your team's health communication campaign, monitor community interest, and evaluate network reach. **NOTE.** Your team is required to design the site and include no more than one social media post that demonstrates the theory constructs applied, message, and connection to the communication and outcome objectives.

**Peer Team Member Evaluations (0 points):** Each student will evaluate his/her (self) contribution to the team project as well as that of each of his/her team members using the self and team member evaluation form provided via the ELMS site for the course. Team member evaluations are due online via ELMS by 11:59 p.m. 5/9. ***If you do not submit, you will receive a 5 Point deduction from Group Grade.***

- **Team Component:**

**Design and Application Exercises (20 points):** Team-based activities and application exercises are designed to facilitate teamwork on team-project related work. All assigned activities are expected to be completed and turned in to the instructor as requested so that she may provide feedback to your team to inform future activity and project design. T h o u g h t f u l completion of all activities and tasks will contribute to successful course projects and course participation. More information regarding graded activities will be described in class and disseminated via ELMS.

**Final Team Project Presentation (100 points):** Persuasive presentation intended for community members and key stakeholders (e.g., community advisory board) to kick-off a health campaign. At a minimum, presentations should include: (a) an overview of your team's overarching public health campaign message or call to action as well as a description of all of the health communication materials created for health campaign and how they relate to the overall campaign objectives and messages (e.g., print media, PSA, new media); (b) campaign goals, strategies, and SMART objectives, (c) rationale for product development based on persuasive communication theories, principles, design methodologies, and practice; (d) outline and protocol for campaign development and testing; and (e) discussion of how your team would evaluate campaign development (process) and success (impact and outcome). Your team presentation should be no more than **25 minutes**, with up to **10 additional minutes for Q&A** after your presentation. You are free to craft any style/mode of presentation you wish. Oral presentations are scheduled for the last week of class. Additional details about final group presentations will be available on ELMS.

### **University Course Related Policies:**

All University of Maryland-approved course policies are provided at the following website:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided for:

**Academic Integrity:** What is cheating? What is plagiarism? What is the Honor Pledge?

**Code of Student Conduct:** What behavior is prohibited?

**Sexual Misconduct:** What to do in case of sexual harassment or sexual assault.

**Discrimination:** Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

**Accessibility:** Information about disability support services (DSS) and accommodations.

**Attendance, Absences, or Missed Assignments:** The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

**Student Rights Regarding Undergraduate Courses:** What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

**Official UMD Communication:** Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

**Mid-Term Grades:** Provided for 100 and 200 level courses, and all student athletes.

**Complaints About Course Final Grades:** Questions about course grades should first be addressed to the course instructor.

**Copyright and Intellectual Property:** Who owns the work that I produce in class?

**Final Exams:** Final exams are scheduled by the University.

**Course Evaluations:** The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

**Campus Resources:** ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

### **Course Procedures and Policies:**

Policy Related to Class Attendance: Students are expected to complete all reading assignments and to participate in all online discussions. Although attendance is not mandatory in accordance with University

policy, regular and engaged participation with course material is critical to learning and successful attainment of the course objectives and curriculum competencies.

Course Communication: Students should communicate in a respectful manner orally and written when communicating with instructor regarding course content, grades, and assignments and classmates regarding course content. Remember, as you are learning how to communicate health information to the public effectively and respectfully, you should also consider and practice this when communicating with your instructor and fellow classmates.

Policy Related to Late Assignments:

- Assignments turned in up to 24 hours late will be accepted but the grade for the assignment will be reduced by 15% of the grade you would have otherwise received.
- Assignments turned in more than 24 hours late will not be graded and will contribute zero points toward your final grade.
- Exceptions to this policy will be made only for reasons that are beyond your control, and discussed in advance of the due date when possible. Examples of these circumstances include: serious illness impacting a significant portion of the time you had to do the assignment, or death in your immediate family (you may be asked for documentation). Examples of circumstances that are generally NOT exceptions include coming down ill the night before an assignment was due or conflicts with work.
- It is the responsibility of the student to verify not only that an assignment was submitted, but that an attachment was made, and it was the correct attachment, and in the correct file format.

Grievances Policy and Procedure: If you feel you have lost points unfairly on a knowledge check question, in-class or team-project related assignment, you may submit a typed statement to the instructor via ELMS mail. The statement must include a logically-deduced argument advocating your position. In addition, please detail why the response you provided or answer you choose for the question is *better than* the response suggested or answer identified as correct. **NOTE.** Questions regarding in-class or project-related assignments/exam grades/scoring will only be discussed for one week after the assignment/exam has been returned. After this period, grades will not be changed. However, general discussion and/or review of questions and/or past material are welcome but now review of grades after the one week period.

Meetings and Conferences Procedures: If you would like assistance with or to further discuss course material(s), please contact the instructor as soon as the need arises to schedule a meeting. **Do not wait until the night before an assignment or knowledge check due date, or until the end of the course.** When scheduling the appointment, please identify the topic(s) of concern so as to optimize our meeting time. Moreover, be prepared for the meeting by compiling specific questions you have about the course material and/or challenges you are experiencing.

Inclement Weather / University Closings / Emergency Procedures: In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

**Basic Needs Security:** If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course,

please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

**Student Name Change in ELMS-Canvas:** [https://go.umd.edu/change\\_name\\_in\\_ELMS\\_Canvas](https://go.umd.edu/change_name_in_ELMS_Canvas)

**Campus Building Amenities:** <https://maps.umd.edu/map/> (follow the prompts below and amenities will populate on the interactive campus map)

**All Gender Restrooms:** Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

**Family Restrooms:** Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

**Lactation/Feeding Room Locations:** Click: Layers, Building Amenities; Select Lactation/Feeding Rooms

### ***Pronouns***

Our institution's official policy states that "The University of Maryland recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the University to establish mechanisms to acknowledge and support individuals' self-identification." One way we can support self-identification is by honoring the name and pronouns that each of us go by.

Many people (e.g. international students, performers/writers, trans people, and others) might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by.

Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity.

Visit [trans.umd.edu](http://trans.umd.edu) to learn more.

### **Grading Procedures:**

### **Total Possible Points**

Class Participation and Engagement	35 points
Health Communication Campaign or Article Critique Presentation	50 points
Midterm/Knowledge Check	100 points
Health Communication Campaign Course Project	
<i>Individual Points (Total 30pts)</i>	
Pre-Test/Feedback Health Communication Product Exercise	30 points
<i>Team Points (Total 120pts)</i>	
Team Task	20 points
Final Team Presentation	100 points

**TOTAL Possible: 335 points**

**Individual Grade = 64% of overall grade  
Group Grade = 36% of overall grade**

### **Marking System at the University of Maryland, College Park:**

The University's marking system defining the standards for letter grades is as follows:

- A+, A, A- denotes excellent mastery of the subject and outstanding scholarship. Work is comprehensive and detailed, integrating themes and concepts from discussions, lectures and readings. Writing is clear, analytical and organized. Arguments offer specific examples and concisely evaluate evidence. Students who earn this grade are prepared for class, synthesize course materials and contribute insightfully.
- B+, B, B- denotes good mastery of the subject and good scholarship. Work is complete and accurate, offering insights at general level of understanding. Writing is clear, uses examples properly and tends toward broad analysis. Classroom participation is consistent and thoughtful.
- C+, C, C- denotes acceptable mastery of the subject. Work is correct but is largely descriptive, lacking analysis. Writing is vague and at times tangential. Arguments are unorganized, without specific examples or analysis. Classroom participation is inarticulate.
- D+, D, D- denotes borderline understanding of the subject, marginal performance, and it does not represent satisfactory progress toward a degree. Work is incomplete, and evidences little understanding of the readings or discussions. Arguments demonstrate inattention to detail, misunderstand course material and overlook significant themes. Classroom participation is spotty, unprepared and off topic.
- F denotes failure to understand the subject and unsatisfactory performance. This grade indicates a failure to participate and/or incomplete assignments

The marking system defines the standards associated with letter grades under the previous, as well as the present, grading policy.

Course Calendar/Schedule				
Module 1: STAGE 1-Planning & Strategy Development (Health Communication Planning Cycle)				
Session	Date	Topic		Readings (To Be Completed by Session Date) & Assignments (See Specific Due Date)
		Learning Objectives (LOs) &	Program Competencies (PCs)	
# 1	1/29	Course Introduction, Discussion of Course Project (i.e. Team Assignments & Team Contract)		<u>Readings:</u> Parvanta, Nelson, & Harner Text: Chapters 1-2 by next class  <u>Assignments:</u> (1) Turn in "About You" and Electronically Signed Syllabus Statement Acknowledgement online via ELMS on related discussion board by 11:59 p.m. 2/1 (5pts) (2) Sign-Up for Health Communication Campaign or Article Critique Presentation by 2/4 11:59p.m. Presentation List will post 2/1.
		Introduction to Communication & Health Communication		
		LO1, L03	PC3	

# 2	2/5	(1) Situation and Audience Analysis: The Role of Formative Research in Health Communication Campaigns and Interventions		<u>Readings:</u> Parvanta, Nelson, & Harner Text: Chapter 3, Chapter 9, Chapter 11 pages 319-321  <u>Supplemental Readings:</u> Review the following websites:  <i>Making Health Communications Programs Work</i> (NCI's PinkBook, <a href="https://www.cancer.gov/publications/health-communication/pink-book.pdf">https://www.cancer.gov/publications/health-communication/pink-book.pdf</a> ): Stage 1 (pp. 15 - 27)  BRFSS Data - <a href="http://www.cdc.gov/brfss/">http://www.cdc.gov/brfss/</a> BRFSS Youth Data - <a href="http://www.cdc.gov/healthyyouth/data/yrbs">www.cdc.gov/healthyyouth/data/yrbs</a> Healthy People 2020 - <a href="http://www.healthypeople.gov/2020/topicsobjectives2020">http://www.healthypeople.gov/2020/topicsobjectives2020</a>  <u>Assignments:</u> (1) Team Activity: Review and Complete Team Contract - Due by 11:59 p.m. 2/11 (If not submitted, point deduction from overall group presentation grade)
		LO3, LO6	PC1, PC2, PC3, PC8, PC9, PC12, PC14	
# 3	2/12	(1) Theory in Health Communication for Behavior Change		<u>Readings:</u> Parvanta, Nelson, & Harner Text: Chapter 8 pp. 180-184 (HBM, Social Cognitive Theory, Transtheoretical Model)  <i>Theory at a glance: A guide for health promotion practice, pp. 12-28</i> (HBM, Social Cognitive Theory, Transtheoretical Model). <a href="http://www.sbccimplementationkits.org/demandmnc/h/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf">http://www.sbccimplementationkits.org/demandmnc/h/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf</a>  <u>Assignments:</u> Teams: Continue to work on Team Task 1
		LO1, LO4, LO5	PC4, PC7, PC11	
# 4	2/19	(1) Theory Derived from Communication Studies		<u>Readings:</u> Parvanta, Nelson, & Harner Text: Chapter 8 pp. 192-184 (EPPM and Media Uses and Gratification Theory)  <i>Theory at a glance: A guide for health promotion practice, pp. 29-30 (Communication Theory).</i> <a href="http://www.sbccimplementationkits.org/demandmnc/h/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf">http://www.sbccimplementationkits.org/demandmnc/h/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf</a>  <u>Health Communication Critique Presentation (Student)</u>
		LO1, LO4, LO5	PC4, PC7, PC11	

				<u>Assignments:</u> Teams: Continue to work on Team Task 1
<b>Module 2: STAGE 2-Developing &amp; Testing Concepts, Messages, &amp; Materials (Health Communication Planning Cycle)</b>				
# 5	2/26	<i>Message Design and Product/Material Development</i>  (1) Persuasive Messages, Message Development, & Message Framing		<u>Readings:</u> Parvanta, Nelson, & Harner Text: Chapter 8 pp. 184-185 (Message Framing)  <u>Health Communication Critique Presentation (Student)</u>  <u>Assignments:</u> <b>Team Task Due by 11:59 p.m. on 3/4</b>
		LO4, LO5	PC2, PC4, PC7, PC8, PC9, PC11, PC12, PC13, PC14	
# 6	3/4	<i>Message Design and Product/Material Development</i>  (1) Health Literacy, Numeracy, and Cultural Appropriateness  (2) Discuss Pre-test Materials and Products Assignment		<u>Readings:</u> Parvanta, Nelson, & Harner Text: Chapter 7 pp. 151-164; Chapter 4 pp. 82-88; Chapter 10  Aldoor, L. (2016) The status of health literacy research in health communication and opportunities for future scholarship, <i>Health Communication</i> , 32:2, 211-218, DOI: <a href="https://doi.org/10.1080/10410236.2015.1114065">10.1080/10410236.2015.1114065</a>  Review the following websites: <a href="http://www.centerforplainlanguage.org">www.centerforplainlanguage.org</a> <a href="http://www.plainlanguage.gov">www.plainlanguage.gov</a> <a href="http://www.nih.gov/clearcommunication/">http://www.nih.gov/clearcommunication/</a>
		LO1, LO2, LO4, LO5, LO6,	PC1, PC4, PC7, PC9, PC14	
# 7	3/11	<i>Message Design and Product/Material Development</i>  CDC's Clear Communication Index  Modes of Communication (the Channel)		<u>Readings:</u> Parvanta, Nelson, & Harner Text: Chapter 7 pp. 164-165;  <u>Health Communication Critique Presentation (Student)</u>
		LO1, LO2, LO4, LO6	PC3, PC3, PC4, PC7, PC12	
# 8	3/18	Spring Break		
# 9	3/25	<i>Message Design and Product/Material Development</i>  Key Source Characteristics of Receiver in Health		<u>Readings:</u> Parvanta, Nelson, & Harner Text: Chapter 8 pp. 205-214  CDC Social Media Tools, Guidelines & Best Practices

		Communication	<a href="https://www.cdc.gov/socialmedia/tools/guidelines/index.html">https://www.cdc.gov/socialmedia/tools/guidelines/index.html</a>
		Social Marketing	
		LO3, LO8 LO1, LO4	PC3, PC10, PC11 PC4, PC7
# 10	4/1	<b>Midterm Knowledge Check/Exam</b>	
# 11	4/8	Exercise: Pre-test Materials and Products Presentations	Review the following: CDC's Clear Communication Index Website, Widget, User Guide, and Score Sheet:  <a href="https://www.cdc.gov/ccindex/">https://www.cdc.gov/ccindex/</a>  <a href="https://www.cdc.gov/healthcommunication/pdf/clearcommunicationindex/clearcommunicationuserguide_may2013.pdf">https://www.cdc.gov/healthcommunication/pdf/clearcommunicationindex/clearcommunicationuserguide_may2013.pdf</a>  <a href="https://www.pdfFiller.com/jsfiller-desk7/?projectId=175399603&amp;expId=3267&amp;expBranch=2-956240f660cb47348f6fe0ad1e76a13b">https://www.pdfFiller.com/jsfiller-desk7/?projectId=175399603&amp;expId=3267&amp;expBranch=2-956240f660cb47348f6fe0ad1e76a13b</a>  Assignment: <b>Pre-test Materials Presentation Due beginning of class 4/8 by 12PM via ELMS and post draft products for peer feedback</b>
		LO5, LO6, LO7	PC3, PC4, PC11, PC13
<b>Module 3: STAGES 3 &amp; 4 – Implementation, &amp; Evaluation &amp; Improvements (Health Communication Planning Cycle)</b>			
# 12	4/15	(1)Evaluation Processes & Outcomes of Health Communication  (2)Discuss Final Presentation	Readings: Parvanta, Nelson, & Harner Text: Chapter 12  <u>Health Communication Critique Presentation (Student)</u>
		LO1, LO2, LO4, LO5, LO6,	PC1, PC2, PC4, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14
<b>Module 4: Beyond the Campaign</b>			
# 13	4/22	(1) Clinician-Patient Communication	Readings: Parvanta, Nelson, & Harner Text: Chapter 13  <u>Health Communication Critique Presentation (Student)</u>
		LO1, LO2, LO4, LO5	PC1, PC2, PC4, PC7, PC9
# 14	4/29	(1) Communication in Cancer Prevention and Care	Readings: Parvanta, Nelson, & Harner Text: Chapter 14

		LO1, LO2, LO5	PC2, PC4, PC7, PC8, PC9, PC11, PC12, PC13, PC14	<u>Health Communication Critique Presentation (Student)</u>
# 15	5/6	(1) Crisis and Emergency Risk Communication		<u>Readings:</u> Parvanta, Nelson, & Harner Text: Chapter 15
		LO1, LO3, LO4, LO5, LO6, LO7, LO8	PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC11, PC12, PC14	
#16	TBD *** Based on Final Exam Schedule	<b>Team Health Campaign Presentations (Scheduled for Final Exam Day)</b>		Online via ELMS by 11:59 p.m. 5/15  <u>Assignment:</u> <b>Submit (1) peer (audience) evaluations for all team presentations (merged into one document if possible) online via ELMS by 11:59 p.m. M/D</b>
		LO1, LO3, LO4, LO5, LO6, LO7, LO8	PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC11, PC12, PC14	

*\*NOTE: The syllabus is a living document and subject to change. Any changes will be made on ELMS via announcements and also noted in class both verbally and in written text included in announcements during lecture.\**

\*\*\*Note that final examinations are scheduled by the campus in the first weeks of the semester and often do not occur during typical class days/times. That schedule is provided to students as soon as possible. Students are expected to attend the final exam as scheduled and should plan accordingly.\*\*\*

### Statement of Understanding

***\*Due: No later than 2/1/20, via CANVAS***

I have read, reviewed and understand the content (expectations, due dates and policies) of this syllabus.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)