School of Public Health
Syllabus and Course Information

UNIVERSITY OF MINNESOTA
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PubH 7200 Section 117 Class# 88363
Public Health Communications: Are You Sending the Right Message?
May Term 2016

Credits:	1 credit
Meeting Days/Time:	June 6 9:00 am – 12:00 pm
	June 7, 8, 10 8:00 am – 12:00 pm
Meeting Place:	Blegen Hall – Room 240
Instructor:	Glynis Shea
	Communications Director
	Konopka Institute for Best Practices in Adolescent Health
	Division of Adolescent Health and Medicine
	Department of Pediatrics, University of Minnesota
Office Address:	Pediatrics and Adolescent Health
	Third Floor
	717 Delaware Street SE
	Minneapolis, MN 55455
Office Phone:	612-624-3772
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Office Hours:	By Appointment

I.   Course Description

Ever wonder what Don Draper would think about pubic health communications? While she lacks all of Mr. Draper's style and most of his bad health habits, Glynis Shea is a former advertising executive (Saatch & Saatch) who has worked with state public health departments for the last 15 years. This class provides the opportunity to explore basic marketing and communications strategies -- applied to public health practices. Aligned with a slew of Public Health Core Competencies, topics in this class will include: Marketing vs. Social Marketing vs. Communications; Communications Materials Analysis; Audience-Centric Media and Communications Strategies; and Health Disparities Framing Research.

Competencies
The core competencies for public health professionals are a consensus set of skills identified by the Council on Linkages (CoL) between academia and public health practice as being desirable for the delivery of the essential public health services. The CoL competencies identified for this course are:

Domain 3 Communication Skills
3.5. Conveys data and information to professionals and the public using a variety of approaches (e.g., reports, presentations, email, letters, press releases)
3.7 Facilitates communication among individuals, groups, and organizations

Domain 8: Leadership and System Thinking Skills
8.4. Collaborates with individuals and organizations in developing a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation)

II. Course Prerequisites

None

III. Course Goals and Objectives

At the end of this course, participants will be able to:
1. Describe the concept of framing, why and how it works
2. Explain the link between public perceptions and effective advocacy efforts
3. Analyze communications research about public perceptions/dominant frames of race/disparities
4. Evaluate public health communications based on framing and audience insights
5. Frame health disparities so as to avoid reinforcing corrosive dominant frames and broaden the audience's understanding of the issue
6. Describe the tension between social justice and framing strategies; articulate a personal position
7. Describe the value of "place-based" public health strategies for addressing health disparities

IV. Methods of Instruction and Work Expectations

Methods will include lectures, discussions, group activities, personal reflection, use of social media. This course will present framing as a communications strategy and engage students in practical applications.

Participants will be graded on classroom participation by asking questions, participating in group activities; completing in-class assignments (reflection posts) and a post-course assignment. The post-course assignment will include two components: a) identification and posting (<300 words; on instructors blog) of a relevant research study/journal article comprised of a 300 word blog comment and b) completion of a framing analysis (worksheet, <800 words) for a self-selected public health communication product.

V. Course Text and Readings

Required Online Module - Introduction

- Upon registration for this course you will be given access to the module.
- Go to the Moodle site
- Login using your University of Minnesota ID.
  If you have problems, contact carls020@umn.edu or call 612-624-3029

Required Pre-Course Work

- Be prepared to talk about (informally share a 1-minute snapshot with the class) a piece of public health communications that is NOT a journal or scientific article. This could be anything – a website, a data report, a policy brief, an infographic. Ideally you don't have to go look for this – it is something you are already familiar with or use.

Course Readings/Media
No pre-course readings are assigned; students will be given 1-2 short readings and/or web-based assignments each night. Estimated time required <1 hour. Examples noted below. Current list of references and possible readings available at the end of this document.

Berkley Media Studies Group – http://www.bmsg.org/pub-issues.php#issue12
Issue 12: American Values and the News about Children's Health by Regina Lawrence.

Berkeley Media Studies Group/Portland State University – www.bmsg.org/pub-papers.php
You Can Get There from Here…An occasional paper series from The Social Equity and Opportunity
Forum of The College of Urban and Public Affairs, 4/2008. P
- Provoking Thought, Changing Talk: Discussing Inequality – Grady, Aubrun
- Provoking Thought, Changing Talk: Putting it into Practice – Dorfman, Wallack

Robert Wood Johnson Foundation
Breaking Through on the Social Determinants of Health and Health Disparities: An Approach to
Message Translation – 12/2009 http://www.rwjf.org/pr/product.jsp?id=53235

A new way to talk about the social determinants of health – 7/2010
    http://www.rwjf.org/pr/product.jsp?id=66428

Required Post-Course Work

Part 1 – Framing analysis
Conduct a communication/framing analysis for a public health communication product of your choice.
- **1 page worksheet provided, product to be identified by participant**

Part 2 – Talking about public health
    Use skills and knowledge developed in this class during an in-person conversation (digital
    interactions ok with approval). Engage in a discussion about disparities and/or the soda tax.
    Document your experience and response in a final, brief reflection post.

VI. Course Outline/Weekly Schedule

Pre-Class Assignments	• Be prepared to talk about (informally share a 1-minute snapshot with the class) a piece of public health communications that is NOT a journal or scientific article. This could be anything – a website, a data report, a policy brief, an infographic. Ideally you don't have to go look for this – it is something you are already familiar with or use.

Day 1: June 6 9-12	• Discussion: Mapping the landscape of public health communications – 45 minutes
	
	• Lecture: Marketing and social media marketing – 45 minutes
	
	• Activity: Public health marketing case study/analysis – 1 hour
	
	• Personal reflection/learning documentation – 15 minutes
	
	For next class
	  • *Assigned reading: Frameworks Institute TBD*
	  • *Homework: Visit the instructor's Pinterest site*

Day 2: June 7 8-12	• Discussion: Sales and marketing as behavior change strategies – 30 min
	
	• Lecture: Framing 101 – 2 hours
	
	     ○ Cognitive linguistics
	     ○ Elephants
	     ○ Research
	     ○ Message levels
	
	• Activity: Media Analysis, communications strategy, audience brainstorm – 1 hour
	
	• Personal reflection/learning documentation – 15 minutes
	
	For next class
	  • *Assigned reading: RWJ TBD*
	  • *Homework: Equity quiz and implicit bias test*

Day 3: June 8
8-12
	• Discussion: Elephants in your field – 1 hour
	    ○ Given their topic, focus, key populations – what elephants what framing/communications challenges…
	
	• Lecture: Disparities Framing Research – 1 hour
	    ○ Activity: MS infant mortality case study
	
	• Discussion: What's social justice got to do with it? – 40 minutes
	
	• Activity: Re-framing in conversation – 40 minutes
	
	• Personal reflection/learning documentation – 15 minutes
	
	For next class
	    • ***Assigned reading: BMSG Soda Tax TBD***
	    • ***Homework: Prep for mini debate (instructions TBD)***

Day 4: June 10 8-12	• Discussion: Soda tax debate – 1 hour • Lecture: Ecological model instructs public health communications and practice – 1 hour • Activity: PBS Unnatural Causes Video and discussion – 1 hour • Post class discussion review/Q&A – 45 minutes
Post-Class Assignments	**Part 1 – Framing Analysis** Conduct a communication/framing analysis for a public health communication product of your choice. • **1-page worksheet provided, product to be identified by participant** **Part 2 – Talking about public health** Use skills and knowledge developed in this class during an in-person conversation (digital interactions ok with approval). Engage in a discussion about disparities and/or the soda tax. Document your experience and response in a final, brief reflection post.

Daily Reflection	Participants will spend 15 minutes of each class session crafting a personal reflection via a blog post. The written reflection will include:
	    • Description of one specific idea, insight, concept or strategy that captured your attention.
	    • Documentation of participant's response/reaction to the idea (etc)
	    • Exploration of meaning and impact.
	    • Application to personal situation, goals, roles, etc.

VII. Evaluation and Grading

Course grading will be determined on the basis of:
- Class participation in discussions and group exercises (20% of grade)
- Evidence of completed readings and "homework" (20% of grade)
- Written assignments: in class reflection; final assignments (blog posts) (60% of grade)

This course is offered or S/N only

- **S/N option must complete all assignments to a C- level (70%):**

S	Achievement that is satisfactory which is equivalent to a C- or better (achievement is at the discretion of the instructor but may be no lower than a C-).
N	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

PLEASE NOTE:

If applicable, students may change grading options during the initial registration period or during the first two weeks of the term. **The grading option for a Public Health Institute 4-day course may not be changed after the second day of class. Or, after the first day of class for a 2-day course.**

Course Evaluation
The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

WITHDRAWAL POLICY FOR PUBLIC HEALTH INSTITUTE COURSES
School of Public Health students may withdraw from a 4-day course **through the second day of class** without permission and no "W" will appear on the transcript. Students enrolled in 2-day courses may withdraw only through the first day of class. **After these withdrawal deadlines pass** students are required to do the following.

- The student must contact and notify their advisor and course instructor informing them of the decision to withdraw from the course.

- The student must send an e-mail to the SPH Student Services Center (SSC) at sph-ssc@umn.edu. The email must provide the student name, ID#, course number, section number, semester, and year with instructions to withdraw the student from the course, and acknowledgement that the instructor and advisor have been contacted.

- The advisor and instructor must email the SSC acknowledging the student is canceling the course. All parties must be notified of the student's intent.

- The SSC will complete the process by withdrawing the student from the course after receiving all emails (student, advisor, and instructor). A "W" will be placed and remain on the student transcript for the course.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:
http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:
http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

OR:

Academic Freedom and Responsibility, for courses that involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

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