
PubH 7200 Section 109 Course #88054
Communication for Change: Multilevel Health Communication Strategies
May Term 2017

Credits:	1
Meeting Days/Time:	June 5 9:00am – 12:00pm June 6, 7 & 9 8:00am - 12:00 pm
Meeting Place:	Blegen Hall – Room 225
Instructor:	Amenah A. Agunwamba, ScD, MPH Assistant Professor of Health Services Research Department of Health Sciences Research, Division of Epidemiology
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Office Hours:	By Appointment

I. Course Description

New communication channels and media have significantly changed the information environment, providing innovative ways for patients and communities to consume, exchange, and interact with information from sources all over the world. With these developments, come challenges and opportunities for public health professionals to serve as leading sources of health information.

The primary objective of this course will be to provide students with an overview on fundamental topics in health communication, with a focus on integrating theory, research methods, and key strategies to develop effective health communication interventions. This course will cover health communication functions, mechanisms, and methods to impact behavior change throughout populations, while defining the roles of patient-physician communication, mass media communication, health education and health literacy, policy and advocacy, and finally, technology and eMedicine. This course will be very interactive through critical examination of health messages in the media and through discussion of current events relevant to health communication. Students will apply research methods and communication strategies in Opinion Editorials, the development of a PSA script, and the development of a proposal for a theory informed health communication intervention. Ultimately, this course will equip leaders in public health to critically evaluate and address important community health issues – engaging, empowering, and influencing people through communication.

II. Course Prerequisites

None

III. Course Goals and Objectives

At the end of this course, participants will be able to:

1. Describe health communication theories
2. Define the roles of:
 - a. mass media communication
 - b. health education and health literacy
 - c. technology and eMedicine
 - d. patient-physician communication
3. Describe research methods in developing effective health messages
4. Critically examine health messages in clinical encounters and in the media
5. Utilize strategies in communicating health:
6. Develop written communication skills in editorials
7. Develop oral communication skills in PSAs/interviews
8. Integrate theory, research methods, and key strategies in developing a health communication intervention in a final presentation

IV. Methods of Instruction and Work Expectations

Students in this course will be encouraged to be very active and collaborative. The course will be structured around interactive lectures, group discussions and projects, and individual work during and outside of class.

Readings: Prior to class, students will be expected to complete readings and post short reflections for class discussions. For the first class session, students will be expected to spend 3-4 hours preparing for the course through readings and brainstorming on topics of interest for the course. For each additional class, students should expect to spend 2-3 hours reading and completing assignments prior to each class session.

Blog reflections: Prior to each class, students will need to post a short, two paragraph blog post reflecting on course readings and topics.

Discussion leaders: During each session, two or more students will lead an open discussion on course readings and topics after each lecture.

Participation during class: Students will need to demonstrate active participation during discussions and small group projects.

Group projects: There will be two assignments that will involve collaboration in groups. An opinion editorial will be discussed in partners during class, but will result in individual products that will be posted to the course blog. The public service announcement will be scripted in groups, and presented in class together.

Final assignment: Students will present final communication interventions in a powerpoint during the final day of class. This final presentation will integrate theory with appropriate methods, and will be "pitched" to classmates using persuasive communication strategies.

V. Course Text and Readings

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

Access Course Moodle Site

- go to www.umn.edu click on the "myU" button
- login with your University ID and password
- scroll to your course and click on the Moodle site link

Required Readings

1. Parvanta, C., et al. (2011). Essentials of Public Health Communication (selected chapters from this text will be made available **via course reserves in the UMN library**. A copy of the book will also be on reserve)
2. Selected online readings that will be posted in the course Moodle site
3. NCI's Making health communication programs work: a planner's guide:
<http://www.cancer.gov/publications/health-communication/pink-book.pdf>
4. Theory at a Glance: A Guide for Health Promotion Practice:
<http://sbccimplementationkits.org/demandrmnch/ikitresources/theory-at-a-glance-a-guide-for-health-promotion-practice-second-edition/>

VI. Course Outline/Weekly Schedule

	Daily Schedule	Assignments
Pre-Course	Introductions and Homework Assignments	<ul style="list-style-type: none"> • Review Op-Ed assignment instructions and choose topic • Review PSA assignment instructions and choose topic • Read Parvanta Chapter 1 & 2; NCI Pink Book Introduction pp 1-8 • Submit blog introduction via email
Day 1	Part I: Health communication fundamentals Part II: Class discussion and group work	<ul style="list-style-type: none"> • Next session assigned readings: Parvanta Ch # 6 & Readings on the Course Moodle • Write Op-Ed outline during class in partners • Meet with PSA topic groups • Submit blog assignment
Day 2	Part I: Health communication theory & class discussion Part II: Health communication methods & group activities	<ul style="list-style-type: none"> • Next session assigned readings: Parvanta Ch # 10; NCI Pink Book pp 11 - 13 and Readings on the Course Moodle • Submit Op-Ed for course blog • Finalize PSA script • Draft outline for final project • Submit blog assignment
Day 3	Part I: Health communication interventions & media Part II: Health communication ethics & careers, and class discussion	<ul style="list-style-type: none"> • Next session assigned readings: Parvanta Ch #12; NCI Pink Book pp 126 - 130 and Readings on the Course Moodle • Present group PSA script (optional video or recorded PSA) • Submit blog assignment
Day 4	Part I: Health communication hot topics in a digital age Part II: Technology Revolution & Media	<ul style="list-style-type: none"> • Present final project • Submit final blog assignment

VII. Evaluation and Grading

<i>Element</i>	<i>Percentage</i>
Participation/Reflections (5 points)	5%
Lead/Co-Lead Discussion (10 points)	10%
Opinion Editorials (25 points)	25%
Public Service Announcement (10 points)	10%
Final Project Presentation (50 points)	50%

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following: Examples of point/percent equivalencies are also listed but they are suggestions only.

A	4.000 (94-100 points/percent) Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667 (90-93 points/percent)
B+	3.333 (87-89 points/percent)
B	3.000 (83-86 points/percent) Represents achievement that is significantly above the level necessary to meet course requirement
B-	2.667 (80-82 points/percent)
C+	2.333 (77-79 points/percent)
C	2.000 (73-76 points/percent) Represents achievement that meets the course requirements in every respect
C-	1.667 (70-72 points/percent)
D+	65-69 (points/percent) 1.333
D	1.000 (60-64 points/percent) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	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.
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

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.

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. The Disability Resource Center Student Services 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 DRC at 612-626-1333 or drc@umn.edu 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.*

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, (Dr Kristin Anderson, SPH Dean of Student Affairs), 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".*

Student Academic Success Services (SASS): <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Template update 9/2014