

# School of Public Health

## Syllabus and Course Information



UNIVERSITY OF MINNESOTA  
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### PubH 7214 Section 101 Class #87420

### Principles of Risk Communication

### May Term 2017

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<b>Credits:</b>	1 credit
<b>Meeting Days/Times:</b>	May 22 9:00am-12:00pm May 23, 24, & 26 8:00am-12:00pm
<b>Meeting Place:</b>	Blegen Hall - Room 240 M,T, W Room for Friday TBD
<b>Lead Instructor:</b>	Katherine Waters, DVM, MPH, DACVPM, CPH Director, Executive and Dual Degree Programs Public Health Practice, School of Public Health <a href="mailto:water144@umn.edu">water144@umn.edu</a>
<b>Instructors:</b>	Buddy Ferguson Risk Communication Consultant St. Paul, MN  Lillian McDonald, MA Managing Director Emergency, Community, Health, and Outreach (ECHO) Twin Cities Public Television
<b>TA:</b>	TBD

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#### I. Course Description

In brief, this course explores how people perceive risk and how to communicate effectively about risk, with an emphasis on preparing you to respond when a crisis occurs and you are on the firing line.

The term "risk communication" refers to a body of knowledge and a set of practical skills that can be used by government, public or private agency public health, public safety and other professionals in characterizing and managing issues, disseminating information and communicating effectively in crisis or emergency situations. Principles of risk communication are derived from social science research, psychological research and theory, communication theory and the accumulated experience of professionals who have addressed real-world public health, public safety or emergency management communication issues on a day-to-day basis. This course covers key concepts of risk communication theory as well as their practical application to the collection and sharing of information in support of individual and community decision-making about public health issues. The course will also examine new media and their role in public health communication. Challenges in communicating with underserved and non-English speaking populations will be discussed.

**Experiential learning in the form of interactive exercises and on-camera practice are emphasized during the course.**

### **Competencies**

The core competencies in Public Health Preparedness and Response identified in the CDC planning model that apply to this course include:

#### **Domain 1: Model Leadership**

- 1.1 Solve problems under emergency conditions
- 1.2 Manage behavior associated with emotional responses
- 1.3 Facilitate collaboration with internal and external partners
- 1.4 Maintain situational awareness
- 1.5 Demonstrate respect for all persons and cultures

#### **Domain 2: Communicate and Manage Information**

- 2.1 Manage information related to an emergency
- 2.2 Use principles of crisis and risk communication

#### **Domain 3: Plan for and Improve Practice**

- 3.2 Contribute expertise to emergency plans
- 3.3 Participate in improving the organization's capacities

Council on Linkages Core Competencies that apply to this course include:

#### **Communication Skills**

- 3.3 Solicits input from individuals and organization
- 3.4 Uses a variety of approaches to disseminate public health information
- 3.6 Applies communication and group dynamic strategies in interactions with individuals and groups

#### **Cultural Competency Skills**

- 4.1 Incorporates strategies for interacting with persons from diverse backgrounds

#### **Community Dimensions of Practice Skills**

- 5.3 Establishes linkages with key stakeholders

#### **Financial Planning and Management Skills**

- 7.1 Interprets interrelationships of local, state and federal public health and health care systems for public health program management

## **II. Course Prerequisites**

None

## **III. Course Goals and Objectives**

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

- 1) Describe the 10 best practices of successful risk communication.
- 2) Outline the crisis communication life cycle and highlight the role of crisis and emergency risk communications.
- 3) Explain normal human behavioral response to fear and uncertainty and its impact on communication strategies in order to develop the most effective risk communication for a variety of public health situations.
- 4) Differentiate risk communication approaches and methods for different types of situations and audiences.
- 5) Prepare key messages and outline a communications strategy for various public health scenarios.
- 6) Describe the strategies and characteristics that determine the credibility and effectiveness of a public health spokesperson/messenger.
- 7) Describe the factors that influence the perceived trustworthiness of a spokesperson
- 8) Recognize the value in understanding culture-based differences that can impact the delivery and reception of information

#### IV. Methods of Instruction and Work Expectations

Lectures, discussions and group exercises

This course will present risk communication principles and engage students in practical application of these concepts. Outside speakers and group scenarios reinforce key tenets of successful risk communication and allow students to learn from simulated experiences.

#### 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](http://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

**All readings unless otherwise noted (hyperlinked) are on PubH 7214 course website**

##### PRIOR TO FIRST DAY OF CLASS:

##### **REQUIRED Online Introduction to the Principles of Risk Communication:**

(Estimated view time 1 hr.)

- Upon registration for this course you will be given access to the module.
- Go to the course Moodle site
- Login using your University of Minnesota ID.
- Viewing and post test for this online course is part of your grade for the course

##### Required Readings:

1. World Health Organization (2004 In *Outbreak Communication: Best Practices for Communicating with the Public During an Outbreak*, pp. 23-47. \*Must use U of M Libraries to access this article\*
2. Sandman, P. and Lenard, J. (2004) “Crisis Communication a Quick Introduction <http://www.psandman.com/col/crisis.htm>
3. Covello, V. and Sandman, P. (2001). “Risk Communication: Evolution and Revolution. <http://www.psandman.com/articles/covello.htm>
4. “The Blame Frame: Media Attribution of Culpability About the MMR–Autism Vaccination Scare” *Health Communication*, 27: 690–701, 2012 PMID: **22236220**

##### Recommended (optional) Readings and Online Resources:

CDC communications website: <http://www.cdc.gov/healthcommunication/risks/index.html>

CDC Zika Action Plan Summit: Crisis Emergency Risk Communication. A session on crisis and emergency risk communication that elaborates on what the public seeks from communication, elements of operational success, risk communication principles for emergencies, and more. <https://www.youtube.com/watch?v=iRUzIT-spvk>

“Making Health Communication Programs Work” Pink\_Book <http://www.cancer.gov/publications/health-communication/pink-book.pdf>

“Development and delivery of evidence-based messages to reduce the risk of zoonoses in Nairobi”, *Kenya Trop Anim Health Prod* (2012) 44 (Suppl 1):S41–S46 PMID: **22895893**

Public Awareness and public education for disaster risk reduction: key message <http://www.ifrc.org/PageFiles/103320/Key-messages-for-Public-awareness-guide-EN.pdf>

A variety of readings and audio presentations on risk communication are available on Peter Sandman’s website: <http://www.psandman.com/index.htm>

## PRIOR TO SECOND DAY OF CLASS

### Required Readings:

1. “New Media for communicating Food Safety”, Powell, D in Food Technology Jan 2009
2. “HPV Vaccine Information in the Blogosphere: How Positive and Negative Blogs Influence Vaccine-Related Risk Perceptions, Attitudes, and Behavioral Intentions” PMID: **22452582**

## PRIOR TO THIRD DAY OF CLASS

### Required Audio/Video

1. Watch any ECHO-TV streaming video on a health topic (30 minutes) To access go to: <http://echominnesota.org/topics/health> **Choose a topic and review the video or audio and key messages**

### Required Reading

2. Littlefield, R. (2007). “10 Tips for Public Health Professionals When Interacting about Crisis and Risk with Native and New Americans, Institute for Regional Studies, North Dakota State University. **This publication is on the course website.**
3. “NCFPD Best Practices in Risk Communication
4. CDC Cultural Insights: Communicating with Hispanics/Latinos  
[http://www.cdc.gov/healthcommunication/pdf/audience/audienceinsight\\_culturalinsights.pdf](http://www.cdc.gov/healthcommunication/pdf/audience/audienceinsight_culturalinsights.pdf)

### Recommended (optional) Readings:

1. “A Guide to Enhance Grassroots Risk Communication Among Low-Income Populations”  
<http://serve.mt.gov/wp-content/uploads/2010/10/A-Guide-to-Enhance-Risk-Communication-Among-Low-Income-Populations.pdf>

## PRIOR TO FOURTH DAY OF CLASS

### Required Reading

1. “Tips on Interview Preparation”
2. Covello on Bridging
3. Covello 77 Questions Commonly Asked During a Crisis

Resource: Media Interview Prep Sheets 1 and 2

## REFERENCES

Bennet, Peter, Ed., Risk Communication and Public Health, 2<sup>nd</sup> Ed. Oxford University Press c2010

Regina E. Lundgren 1959- Andrea H. McMakin 1957- 3rd ed., **Risk communication : a handbook for communicating environmental, safety, and health risks** Columbus : Battelle Press c2004

## VI. Course Outline/Weekly Schedule

Day 1	Introduction and overview of risk communication The crisis communication lifecycle: Anatomy of a crisis Case Study on Risk Communication Spokesperson credibility Application exercise
Day 2	Metamessaging Role of spokesperson and content specialists Message development and message mapping Social Media Communication vehicles Application exercise
Day 3	Challenges in communicating with underserved populations Working with the media Risk Communication video evaluation: The good, the bad and the ugly Application exercise
Day 4	Media laboratory Wrap Up

## VII. Evaluation and Grading

Course grading will be determined on the basis of:

- Completion of online module (20%)
- Daily attendance (20% of grade)
- Class participation in class discussions and group exercises (30%of grade)
- Written assignments: daily short assignments and a 5-10 page final paper due within 2 weeks of the completion of the course (30% of grade)

This course is offered A/F or S/N

- **S Represents achievement that is satisfactory, which is equivalent to a C- or better.**
- **A/F letter grade will be determined by total effort as follows:**

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 CourseEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). 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](http://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](http://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](http://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](http://onestop.umn.edu). **The grading option for Public Health Institute courses may not be**

**changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class.**

### **Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://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](mailto: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](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](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](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".