

Graduate School of Public Health
San Diego State University

PH 402: PUBLIC HEALTH COMMUNICATION
Spring 2007

INSTRUCTORS

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Office hours by appointment and TBA

LOCATION AND TIME

Hepner Hall 214, Wednesday 7-9:40pm

COURSE OVERVIEW

This course will introduce you to the design, production and evaluation of public health communication campaigns and programs. We will discuss key considerations for developing effective health communication programs, including application of behavior change theories and social marketing principles. Theoretical and practical content areas include: persuasive approaches to group and individual change; audience, message, and channel factors in campaign development; and measurement of campaign impacts. Strategies such as social marketing, media literacy, media advocacy, and entertainment education will also be discussed.

REQUIRED TEXTS AND SUPPLEMENTAL READING

There are two required texts for this course:

1. Pink Book- Making Health Communication Programs Work. National Cancer Institute, US Department of Health and Human Services, National Institutes of Health. NIH Publication No. 04-5145. **STUDENTS MUST ORDER A HARD COPY OF THIS BOOK THROUGH NCI by calling 1-800-4-CANCER or online at www.cancer.gov. Prior to receiving a hard copy, the text is available online at www.cancer.gov/pinkbook.**
2. Wallack L, Woodruff K, Dorfman L & Diaz I. News for a Change: An advocate's guide to working with the media. Sage Publications, Thousand Oaks, CA. 1999.

The text will be supplemented with journal articles posted on Blackboard at least one week prior to lecture. Each student is responsible for checking the course website for updates and readings.

COURSE OBJECTIVES

Participants completing the course will be able to:

1. Apply health behavior change theory to the design of a communication campaign
2. Understand and apply key steps toward developing an effective health communication program
3. Create and evaluate health communication messages

4. Incorporate evaluation methods into health communication programs
5. Examine ethical issues in health communication
6. Understand various health communication strategies and their application, including interpersonal strategies, media advocacy, media literacy, and social marketing.

ASSESSMENT

Class attendance is required

Attendance is required and students will be expected to sign in during each class. Students will be allowed a **maximum of 2 unexcused absences**. With each additional unexcused absences (3 or more), your grade will be dropped by 5 percentage points. For example, if your overall percentage score for the semester is 90 (A-), your score will be dropped to 85 (B) for 3 unexcused absences, 80 (B-) for 4 unexcused absences, 75 (C) for 5 unexcused absences, and so on.

In-class activities, individual assignments and group assignments (30% of final grade)

During the course of the semester students will complete 6 in-class activities (5 pts each) and 2 group homework assignments with in-class presentations (35 pts each). You must be present in class in order to earn points for in-class activities and presentations of group assignments. Feedback from peer group evaluations will be taken into consideration when determining points earned for group homework assignments. Additional information about assignments will be provided in class and on Blackboard.

Quizzes (30% of final grade)

The quizzes are designed to insure that you take the lecture and readings seriously. Quizzes will cover the reading and lecture from the previous weeks and will not be cumulative. There will be a total of 4 quizzes and your **lowest** quiz score will be dropped. Quizzes will be short answer and multiple choice. **Because one quiz can be dropped, no quiz make-ups will be scheduled or allowed.** If you miss a quiz, this grade will automatically be considered as a dropped quiz.

Written health communication program plan and oral presentation (40% of final grade)

Groups will be required to prepare a written plan and an oral presentation. Details about the final project will be provided in class and on Blackboard. The written program plan is due on May 16 no later than 7PM (by hard copy or email). Feedback from peer group evaluations will be taken into consideration when determining your grade for this project.

GRADES

Course grades will be assigned based on each individual's absolute percentage score; grades will not be "curved". Grades will be based on the following percentages of the semester grades earned:

A 95-100	A- 90-94	B+ 87-89	B 84-86	
B- 80-83	C+ 77-79	C 74-76	C- 70-73	F < 70

Incomplete: Medical emergencies verified by practicing clinicians and limited other emergencies are the basis for an incomplete.

Academic Integrity

Academic dishonesty is an affront to the integrity of scholarship at SDSU and a threat to the quality of learning. Violations of academic integrity are noted in the SDSU Statement of Student Rights and Responsibilities.


Procedural Issues

- Attendance is required.
- All written assignments must be typed using Microsoft Word or a similar word processing program. In addition to spelling, grammar, and writing style, your work will be evaluated based on professional appearance (non-professional = crinkled pages, poor staple job, etc.).
- You are strongly encouraged to keep computer backups of your work.
- Failure to complete assignments on time will result in no credit for the assignment. No late or make-up assignments will be accepted. All written assignments are due in hard copy at the beginning of class. If you are unable to attend class on the day the assignment is due, you may email it to the instructor no later than 7PM on the day of class or have someone bring a hard copy of the assignment to class for you.
- You must be present in-class to earn points for in-class activities and oral presentations of group projects.
- No make-up quizzes will be offered.
- If you have an Authorization for Accommodations form that indicates a need for academic accommodations, please let me know so we can discuss this.

COURSE CONTENT (subject to change, check Blackboard for updates each week)

DATE	TOPIC	QUIZZES	READING & ASSIGNMENTS
Jan 24	Course Overview & Introduction		Order hard copy of “Pink Book”
Jan 31	Health Communication Process & Planning		Reading due: Pink Book- Introduction and Stage 1 (p.11-50); Ling, P and Glantz, S. Using tobacco industry marketing research to design more effective tobacco-control campaigns. JAMA, 287(22), 2002, 2983-2989. In-class activity (1)

			<p>Groups assigned</p> <p>Group assignment #1 on Blackboard Due Feb 21 & Feb 28</p>
Feb 7	Process and Planning Cont., Social Marketing and Theoretical Application to Behavior Change		<p>Reading due: Pink Book- Appendix B (p.217-226).;</p> <p>McGuire, W. Public communication as a strategy for inducing health promoting behavioral change. Preventive Medicine, 13, 1984, 299-319.;</p> <p>Fox, K and Kotler, P. The marketing of social causes: The first 10 years. Journal of Marketing, 44, 1980, 24-33.</p> <p>In- class activity (2)</p> <p>In-class time for group work</p>
Feb 14	Messages & Materials		<p>Reading due: Pink Book- Stage 2 (p.53-89);</p> <p>Quinn, G, Hauser, K, Bell-Ellison, B, Rodriguez, N and Frias, M. Promoting pre-conceptional use of folic acid to Hispanic women: A social marketing approach. Maternal and Child Health Journal, 10(5), 2006, 403-412.</p> <p>Guest speaker presentation: Cynthia Peña, MPH, MSW Regional Perinatal System</p> <p>In class activity (3)</p>
Feb 21	Implementation and Strategies for Success	Quiz 1	<p>Reading due: Pink Book-Stage 3 (p.93-123);</p> <p>Stroman, C. Disseminating HIV/AIDS information to African Americans. Journal of Health Care for the Poor and Underserved. 16, 2005, 24-37.</p> <p>Group assignment #1 due for Groups 1-3</p>

Feb 28	Evaluation and Refinements		<p>Reading due: Pink Book- Stage 4 (p.107-123).;</p> <p>Reger, B, Wootan, M and Booth-Butterfield, S. Using mass media to promote healthy eating: A community-based demonstration project. Preventive Medicine 29, 1999, 414–421.</p> <p>Group assignment #1 due, Groups 4-6</p> <p>Written and oral final requirements on Blackboard</p>
Mar 7	Midterm activities	Quiz 2	<p>Midterm course evaluation</p> <p>Peer group midterm evaluation</p> <p>In-class time for group work</p>
Mar 14 	Interpersonal strategies & Patient-provider communication		<p>Reading due: TBA</p> <p>In-class activity (4)</p> <p>Group assignment #2 on Blackboard Due Apr 18 & Apr 25</p>
Mar 21	Media Literacy & Entertainment Education	Quiz 3	<p>Reading due: TBA</p> <p>Guest speaker presentation or time for group work (TBA)</p> <p>In-class activity (5)</p>
Mar 28- SPRING BREAK			
Apr 4	Media advocacy		<p>Reading due: Wallack- Ch 1-3 (p.9-52)</p> <p>In-class activity (6)</p> <p>In-class time for group work</p>
Apr 18	Media advocacy		<p>Reading due: Wallack- Ch 4-5 (p.53-90)</p> <p>Group assignment #2 due, Groups 4-6</p>
Apr 25	Ethical & cultural considerations	Quiz 4	<p>Reading due: TBA</p>

			Group assignment #2 due, Groups 1-3 In-class time for group work
May 2	Final presentations		Final oral presentations Final peer group evaluation
May 16	Final presentations		Final oral presentations Written final due by 7PM (email or hard copy is acceptable)