

George MASON UNIVERSITY
School of Recreation, Health and Tourism
College of Education and Human Development

HEAL 372—Health Communication (3)

Spring, 2010

DAY/TIME:	M W 3:00 – 4:15 PM	LOCATION:	Robinson A243
PROFESSOR:	David S. Anderson, Ph.D.		
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PREREQUISITES:	None		

COURSE DESCRIPTION:

This course emphasizes research-based models and theories of health assessment at the individual, organizational, agency and community levels. Attention will be provided to behavior change strategies appropriate in a range of settings, with inclusion of policy and program development, and with an emphasis upon political and practical applications. Specific focus will be upon communications approaches and skills for development of a range of health communication products.

COURSE OBJECTIVES:

By completion of the course, students should be able to:

1. Incorporate theories and models of health assessment, including health belief, stages of change, social learning, diffusion of innovations, and organization change and apply to health communication.
2. Define program planning strategies helpful for preparing organizational and communitywide initiatives.
3. Implement communication strategies of media relations, media advocacy, social marketing, and counteradvertising.
4. Utilize the health communications processes model to design a range of communication initiatives, including public service announcements, advertising, campaigns, promotions, and sponsorship.
5. Implement evaluation design strategies in the planning, implementation and review of components of communication strategy implementation.
6. Assist individuals and organizations in collaborative problem-solving, conflict resolution and solution-finding as they prepare health assessment, health education, and health communications initiatives.
7. Design and implement a communications product with specific objective, resources, and evaluation.
8. Describe how policy and legislative processes are used, and can be used, to make determinations regarding health education and health communication.
9. Prepare and conduct selective in-service training programs for targeted groups.
10. Articulate clearly program needs, strategies, resources, and accomplishments for specific health initiatives.

COURSE OVERVIEW:

This interactive course blends theoretical and applied approaches for communicating effectively about health issues. Classes will incorporate a variety of methodologies, including lecture, discussion, applied projects, reading reactions, and class interaction. The assignments and discussions are primarily applied in nature. Participation in all aspects of the course – attendance, active participation in class discussions, and completion of all assignments – is expected to gain the breadth of content and achieve course objectives. Readings and assignments are due on the specified date in the syllabus.

REQUIRED READINGS:

Bensley, R. and Brookins-Fisher, J. Community Health Education Methods: A Practical Guide. 3rd Ed. Jones and Bartlett, 2009. National Cancer Institute, Washington, D.C.

*Making Health Communication Programs Work: A Planner's Guide (MHCPW) www.cancer.gov/pinkbook

*Theory at a Glance: A Guide for Health Promotion Practice www.cancer.gov/cancerinformation/theory-at-a-glance

*Clear & Simple: Developing Effective Print Materials for Low-Literate Readers www.cancer.gov/cancerinformation/clearandsimple

How To Evaluate Health Information on the Internet: Questions and Answers http://cis.nci.nih.gov/fact/2_10.htm

Anderson, David S. IMPACT Evaluation Resource Center for the Advancement of Public Health, George Mason University www.caph.gmu.edu

Anderson, David S. COMPASS: A Roadmap to Healthy Living Center for the Advancement of Public Health, George Mason University. www.compass.gmu.edu

U.S. Department of Health and Human Services Healthy People 2010 www.cdc.gov/nchs/hphome.htm

EVALUATION:

Grading Scale :	360-400 = A	350-359 = A-		
	340-349 = B+	310-339 = B	300-309 = B-	
	290-299 = C+	250-289 = C	230-249 = C-	200-229 = D

Requirements:

Communications Review	25 points
Individual Projects (3 @ 25)	75 points
Communications Campaign	50 points
Training / Seminar Presentation	50 points
Campus Health Awareness Events	25 points
Assignments	50 points
Final Examination	75 points
Participation	50 points

Communications Review

Review one cluster of commercial advertising sources (such as newspapers, magazines, radio, television, billboards, internet and web strategies). Prepare a 5-10 page paper that summarizes (a) their overall approaches and strategies; (b) their hypotheses/assumptions; (c) appropriateness for target audience(s); (d) your assessment; and (e) potential ways these strategies could be applied to health and safety issues.

Individual Projects (3)

Design three distinct communications products on a health/safety issue. The first will be a brochure; others may include items such as a poster, public service announcements, media presentation, or a newspaper series. These must have a clearly specified target audience (based on demographic, need or other factor) and have a campus, local, state or national emphasis. For each one, include a brief description paper describing your theory, rationale and preparation with the product. These products may be on the same topic or different topics.

Communications Campaign

Design a communications campaign suitable for implementation, including 8-10 appropriate products or approaches. Include a written description that describes appropriate needs assessments, strategy selection, pilot testing, and evaluation. Campaigns typically include an overview letter/description, print materials, public service announcements, fliers, fact sheets, brochures, news releases, and additional resources.

Training / Seminar Presentation

Working alone or in a small group, plan, design, and implement a segment of a training or seminar session on a health or safety issue for a designated audience. This will incorporate communication strategies from the projects and campaign assignments, as well as other strategies as deemed appropriate. Grading will be based on individual roles, participation, collaboration, and quality of final project. Include a paper documenting the background, preparation, and rationale for presentation content.

Campus Health Awareness Events

During the semester, Mason will offer numerous day- or week-long events on various health and safety issues: these include (but are not limited to) Health Expo, cultural awareness, HIV/AIDS, and violence prevention. Review two of these, and prepare a 3-5 page paper from a health communication perspective. Please include how they were advertised, organized and implemented, and make recommendations for improvement.

Assignments

Assignments will be incorporated throughout the semester. These will emerge from the reading assignments, class discussions, and current health communication efforts. These will be based on a review, synthesis and application of course content. Typically, these will be brief, with a 5 - 10 point score.

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

(* indicates modified week schedule)

WEEK OF:

January 18*	Overview and Introduction Foundations of Knowledge and Behavior Change	
January 25	The Health and Safety Context Ethical Foundations Paradigms and Models / Learning Processes	Chapters 1, 3 <u>Theory at a Glance</u> MHCPW: App. B, E
February 1	Having an Impact / Desired Outcomes Risk and Resiliency Factors Review of Materials and Resources	Chapter 4 MHCPW: Preface - Overview <i>Communications Review due</i>
February 8	Foundations for Effective Communication Message Development and Content Reaching Targeted Groups / A Multi-Cultural Perspective	Chapter 2 <u>Clear & Simple</u>
February 15	Product Development Social Marketing and Social Norms	Chapter 5 MHCPW: Stage 1 <i>Individual Project #1 due</i>
February 22	Product Development Persuasive Communication	Chapter 9 MHCPW: Stage 2
March 1	The Media: Print, Radio, TV, Emerging Media Relations and Media Advocacy	Chapter 10 MHCPW: Stage 3 <i>Individual Project #2 due</i>
SPRING BREAK		
March 15	Non-Profit Approaches Public Service Announcements	Chapter 14
March 22	Campaign Development Counteradvertising and Models of Design	Chapter 4 <i>Individual Project #3 due</i>
March 29	Evaluation: Process and Outcome Formative Evaluation and Focus Groups	MHCPW: Stage 4 <u>IMPACT Evaluation Resource</u>
April 5	Communicating with Others Presentations and In-Service Training	Chapters 6, 7, 8 <i>Communications Campaign due</i>
April 12	Articulating Program Results and Needs Media Interviews	Chapter 11 <i>Training / Seminar Presentation</i>
April 19	Program Planning, Organizational Change	Chapters 12, 13 <i>Training / Seminar Presentation</i> <i>Campus Health Event Paper due</i>
April 26	Diffusion of Innovation	<u>Theory at a Glance</u> <i>Training / Seminar Presentation</i>
May 3*	Organizational Solution-Seeking	



- ❖ All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- ❖ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- ❖ Students with disabilities who seek accommodations in a course must be registered with the Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester [See www.gmu.edu/student/drc]
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>