

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

HEAL 372 – Health Communication (3)
Spring 2011

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| DAY/TIME: | MW 3:00 – 4:15 p.m. | LOCATION: | Engineering 1103 |
| PROFESSOR: | David S. Anderson, Ph.D | EMAIL ADDRESS: | danderso@gmu.edu |
| OFFICE LOCATION: | 4260 Chain Bridge Road Office Suite A-6 | PHONE NUMBER: | 703-993-3698 |
| OFFICE HOURS: | 8:30–4:30 most weekdays Call or email for appt. | FAX NUMBER: | 703-246-8997 |

PREREQUISITES: None

COURSE DESCRIPTION

Applies research-based models and theories of health assessment and promotion at individual, organizational, agency, and community levels. Uses communication approaches and skills in context of behavior change strategies, including policy and program development.

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

www.cancer.gov/cancertopics/factsheet/Information/internet

Anderson, David S. IMPACT Evaluation Resource George Mason University www.caph.gmu.edu

U.S. Department of Health and Human Service Healthy People 2010

www.cdc.gov/nchs/hphome.htm

Gateway to Health Communication and Social Marketing Practice (CDC)

www.cdc.gov/healthcommunication/

Office of National Drug Control Strategy - Media Campaign

<http://www.mediacampaign.org>

Evaluation: This course will be graded on a point system, with a total of 400 possible points.

Grading Scale

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|----------------|----------------|----------------|---------------|
| A = 360 - 400 | B+ = 340 - 349 | C+ = 290 - 299 | D = 200 - 239 |
| A- = 350 - 359 | B = 310 - 339 | C = 250 - 289 | F = 0 - 199 |
| | B- = 300 - 309 | C- = 230 - 249 | |

Requirements:

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|---------------------------------|-----------|
| Communications Strategy Review | 25 points |
| Individual Products (3 @ 25) | 75 points |
| Topical 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 Strategy Review

Review one cluster of media communications and examine at least 100 advertisements for products or services. These sources may include, but are not limited to: news media, print advertising, radio/TV advertising, placements, marketing approaches, internet and web strategies. Prepare a 5-10 page paper that summarizes (a) overall approaches and strategies; (b) what you see as their hypotheses/assumptions; (c) appropriateness for target audience(s); (d) your assessment; and (e) applications for health and safety issues.

Individual Products (3)

Design three distinct health/safety products suitable for a communications initiative. The first item is a brochure; others include a poster campaign, newsletter, calendar, PSA series, media presentation, newspaper series, billboard, or other strategy. Include a written description of the background work, including theory, rationale for decisions and preparation activities. See grading rubric for further details.

Topical Communications Campaign

Design a topical communications campaign suitable for implementation, including a wide range of appropriate materials and approaches. Campaign elements typically include print materials, public service announcements, fliers, fact sheets, brochures, news releases, and additional resources. Items should be

individually developed; when incorporating support materials (e.g., fact sheets, resources), clearly identify with reference notation on the item and in the written description. Include a written description describing theory and background, needs assessments, strategy selection, pilot testing, and evaluation. Refer to grading rubric for details. Prepare this as if it is being sent to a specific intermediary (e.g., community leader, agency head, school principal) for implementation. See grading rubric for content elements and grading details.

Training / Seminar Presentation

Working alone or in a small group, plan, design, and implement a segment of a training or seminar session to prepare a designated audience on a health or safety issue. This will incorporate communication strategies from the projects and campaign assignments, as well as other strategies as deemed appropriate. Clearly identify Grading will be based on individual roles, participation, collaboration, and quality of final 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, Breastival, HIV/AIDS awareness, and violence prevention. Please attend two of these, with attention to the marketing and organization to program implementation. Prepare a 5 page paper which summarizes your observations and recommendations from a health communication perspective.

Assignments (5)

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 10 point maximum score.

WEEKLY SCHEDULE OF TOPICS AND ASSIGNMENTS

WEEK OF:

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|-------------|--|--|
| January 24 | Overview and Introduction Foundations of Knowledge and Behavior Change The Health and Safety Focus | Chapters 1, 3 |
| January 31 | Having an Impact / Desired Outcomes Ethical Foundations Paradigms and Models / Learning Processes | <u>Theory at a Glance</u> MHCPW: App. B, E MHCPW: Preface - Overview |
| February 7 | Risk and Resiliency Factors Review of Materials and Resources | MHCPW: Stage 1 |
| February 14 | Foundations for Effective Communication Message Development and Content Reaching Targeted Groups A Multi-Cultural Perspective | Chapter 2 <u>Clear and Simple</u> <u>Communications Review</u> <u>Sample Brochure</u> |
| February 21 | Product Development Social Marketing and Social Norms | Chapter 5 <i>Individual Project #1</i> |
| February 28 | Product Development Persuasive Communication | Chapter 9 MHCPW: Stage 2 |
| March 7 | The Media: Print, Radio, TV, Emerging Media Relations and Media Advocacy Preparation for In-Service Training | Chapter 10 MHCPW: Stage 3 <i>Individual Project #2</i> |

SPRING BREAK

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|----------|--|---|
| March 21 | Non-Profit Approaches Public Service Announcements | Chapter 14 |
| March 28 | Campaign Development Counteradvertising and Models of Design | Chapter 4 <i>Individual Project #3</i> |
| April 4 | Communicating with Others Presentations and In-Service Training | Chapters 6, 7, 8 |
| April 11 | Evaluation: Process and Outcome Formative Evaluation and Focus Groups | MHCPW: Stage 4 <u>IMPACT Evaluation Resource</u> <i>Communications Campaign</i> |
| April 18 | Articulating Program Results and Needs Media Interviews | Chapter 11 |
| April 25 | Program Planning, Organizational Change | Chapters 12, 13 <i>Training/Seminar Presentation</i> <i>Campus Health Event Paper</i> |
| May 2 | Diffusion of Innovation Organizational Solution-Seeking | <u>Theory at a Glance</u> <i>Training/Seminar Presentation</i> |

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

