

**George Mason University**  
**College of Education and Human Development**  
**School of Recreation, Health, and Tourism**

HEAL 372 DL1 Health Communication  
3 credit hours, Spring 2017  
Distance Learning  
Duration: January 23, 2017 - May 14, 2017

**Faculty**

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**Prerequisites/Corequisites:**

None.

**University Catalog 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 Overview**

This interactive course blends theoretical and applied approaches for communicating effectively about health issues. Learning sessions will incorporate a variety of methodologies, including lecture and applied projects. The assignments are primarily applied in nature. Participation in all aspects of the course is expected to gain the breadth of content and achieve course objectives. Readings and assignments are due by specified dates in the syllabus.

**Course Delivery Method**

This course will be delivered online using a format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 19, 2017. **Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least once per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Meetings with the instructor will take place via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

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.

## **Professional Standards:**

Not Applicable.

## **Required Texts**

\*\*Note: All texts will be provided online through the class Blackboard site. It is not necessary to purchase any texts.

Anderson, D.A. and Miller, R.E. (2016). *Forward! A Health Communication Guide*. Center for the Advancement of Public Health, George Mason University, Fairfax, VA

National Cancer Institute (U.S.). (2004). *Making Health Communication Programs Work: A Planner's Guide, Pink Book*. Washington, D.C.: The Institute.

\*\*Note: This publication is indicated as "MHCPW" in the reading assignment portion of the syllabus.

National Cancer Institute (U.S.). (1995). *Theory at a glance: A guide for health promotion practice*. Bethesda, Md.: U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Cancer Institute.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). The Health Campaign Participation Journal requires fieldwork. All other assignments are performance-based assessments.

### Assignments and Examinations

<b>Requirements</b>	<b>Possible Points</b>
<b>**Note: All late assignments will result in a deduction of points.</b>	
<b><u>Participation</u></b> Each lecture will be accompanied by a <i>small</i> participation assignment. The assignment is due by the end of the course week ( <b>ending at 11:59pm on the Sunday following the lecture</b> ). Participation assignments may take the form of short answer responses, surveys, quizzes, discussion board entries, etc. Guidelines are provided on Blackboard.	10
<b><u>Communications Strategy Review</u></b> Examine at least 20 advertisements for products or services from one cluster of media communications (a cluster may include, but is not limited to: news media, print advertising, radio/TV advertising, internet, etc.). Prepare a 3-5 page paper that reviews (a) common and unique approaches and strategies; (b) hypotheses/assumptions used; (c) appropriateness for target audience(s); (d) your reactions and assessment; and (e) how these insights can be used or adapted for the range of health and safety topics. Guidelines are provided on Blackboard.	20
<b><u>Print Health Media Project</u></b> Each student will produce a print medium (e.g., poster series, pamphlet, etc.) designed to promote, protect and/or preserve the health of an intended audience. Each student will submit a brief paper (one page, or less) describing the background work, underlying theory, rationale for decisions, and preparation work. Guidelines are provided on Blackboard.	15
<b><u>Electronic Health Media Project</u></b> Each student will produce an electronic medium (e.g., social media, public service announcement, etc.) designed to promote, protect and/or preserve the health of an intended audience. Each student will submit a brief paper (one page, or less) describing the background work, underlying theory, rationale for decisions, and preparation work. Guidelines are provided on Blackboard.	15
<b><u>Health Campaign Participation Journal</u></b> Each student will participate (at least 15 hours) in a campus- or locally-based health campaign and chronicle his/her/their observations and experiences in an online journal. Guidelines are provided on Blackboard.	20
<b><u>Final Exam</u></b> The final exam will encompass lectures, readings, and assignments. This exam will be due during the final examination period by <b>Sunday, May 14<sup>th</sup> by 11:59pm</b> . Content will include several essays, be open-book/notes, and will demonstrate a thorough understanding and integration of the course content and applications. Guidelines are provided on Blackboard.	20
<b><u>Total Points</u></b>	100

### Other Requirements

Not applicable.

## Grading

### Grading Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

## Class Schedule

Week	Topic	Readings/Assignment Due
Jan. 23 – Jan. 29	Introduction to the course; Health Communication Model	Chapter 1; MHCPW: Introduction and Overview
Jan. 30 – Feb. 5	The Audience	Chapter 2; MHCPW: Stage 1
Feb. 6 – Feb. 12	Aims and Goals	Chapter 3; MHCPW: Stage 2
Feb. 13 – Feb. 19	Know-Feel-Do Strategies	Chapter 4; Theory at a Glance
Feb. 20 – Feb. 26	Approaches	Chapter 5; MHCPW: Stage 3 <b>Communications Strategy Review (Due: by Feb. 26, 11:59pm)</b>
Feb. 27 – Mar. 5	Evaluation	Chapter 6; MHCPW: Stage 4
Mar. 6 – Mar. 12	Campaigns	Chapter 7
<i>Mar. 13 – Mar. 19</i>	<i>SPRING BREAK</i>	
Mar. 20 – Mar. 26	Printed Materials	Chapter 8
Mar. 27 – Apr. 2	Working with the Media	Chapter 9 <b>Print Health Media Project (Due: by Apr. 2, 11:59pm)</b>
Apr. 3 – Apr. 9	A Public Presence	Chapter 10
Apr. 10 – Apr. 16	Workshops	Chapter 11
Apr. 17 – Apr. 23	Social Media	Chapter 12 <b>Electronic Health Media Project (Due: by Apr. 23, 11:59pm)</b>
Apr. 24 – Apr. 30	Putting it all Together	Chapter 13
May 1 – May 6	Wrap-up	<b>Health Campaign Participation Journal (Due: by May 6, 11:59pm)</b>
May 14		<b>Final Exam (Due: by May 14, 11:59pm)</b>

\*\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress

management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### **Assessment Rubrics**

Assignments (with the exception of participation) will be scored on a 100-point scale, then adjusted accordingly to represent the indicated point-value of individual assignments. All assignments are subject to point reduction due to missed deadlines and/or frequency of spelling/grammatical mistakes.

#### Participation

Weekly participation assignments will be graded on a 3-point scale:

**0 – not completed**

**1 – completed, but unsatisfactory**

**2 – satisfactory**

The average of total weekly participation will be adjusted accordingly to represent 10% of the overall course grade.

#### Communications Strategy Review

<b>Criteria</b>	<b>Points</b>	<b>Comments</b>
Advertisements (Assess at least 20 ads from one cluster of media communications)	/ 15	
Approaches/strategies (Common and unique)	/ 20	
Hypotheses/ assumptions (What do the ads make you assume?)	/ 15	
Audience (Identify and describe appropriateness)	/ 15	
Assessment (Your reactions and assessment of ads)	/ 15	
Insight (How can these insights be used or adapted for health and safety topics?)	/ 20	
<b>TOTAL POINTS</b>		

Print/Electronic Health Media Project

<b>Criteria</b>	<b>Points</b>	<b>Comments</b>
Clear (pointing toward next step)	/ 15	
Consistent (e.g., coherent, reinforcing, theme stays the same)	/ 10	
Credible (e.g., references, resources, testimonial, contact information)	/ 10	
Attention-Getting and Creative	/ 10	
Persuasive	/ 15	
Appropriately Appealing and Relevant (e.g., appropriate for identified audience)	/ 10	
Design and Accuracy (e.g., font, clean, format, spelling correct)	/ 10	
Narrative Summary (e.g., rationale, theory, description of why elements were selected)	/ 20	
<b>TOTAL POINTS</b>		

Health Campaign Participation and Journal

<b>Criteria</b>	<b>Points</b>	<b>Comments</b>
Participation (at least 15 hours)	/ 20	
Credible (organization is a credible health entity)	/ 20	
Quantity (provided the minimal number of necessary journal entries)	/ 20	
Substantive (journal entries are substantive in content)	/ 20	
Format (each journal entry is dated, with hours listed, and written in at least 5 complete and grammatically correct sentences)	/ 20	
<b>TOTAL POINTS</b>		

Final Exam

The final exam will be essay-based, assessing the student's ability to apply lessons learned through the course. The scoring rubric will be included with the exam.