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

HEAL 372 DL1 Health Communication
3 credit hours, Fall 2018
Distance Learning
Duration: August 27, 2018 – December 16, 2018

**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 Aug. 23, 2018.

**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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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/

*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**

**Print Text:**

Anderson, D.S. and Miller, R.E. (2017). *Health and Safety Communication: A Practical Guide Forward.* Abingdon, Oxon: Routledge, 2017. Print.

**Online Texts:**

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**

| Requirement Overview – Please see Blackboard for detailed instructions. <br> ***Note: All late assignments will result in a deduction of points.*** | Possible Points |
|---|---|
| **Participation** <br> Each lecture is accompanied by a *small* discussion board participation assignment. The assignment is due by the end of the course week **(ending at 11:59pm on the Sunday following the lecture)**. Credit will not be given for participation responses submitted after the indicated course week. | 10 |
| **Communications Strategy Review** <br> Examine at least 20 advertisements for products or services from one cluster of media communications (a cluster may include, but is not limited to one of the following: 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. | 20 |
| **Print Health Media Project** <br> Each student will produce a print medium (e.g., poster series, pamphlet, newsletter, 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. | 15 |
| **Electronic Health Media Project** <br> Each student will produce an electronic medium (e.g., social media, public service announcement, podcast 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. | 15 |
| **Health Awareness Events Participation and Paper** <br> Please attend two health/safety awareness or skill-building events offered by Mason or in your local community during the semester (Aug. 27 – Dec. 9). Examples could include Give Cancer the Boot, CPR Training, Take Back the Night, etc. Attend to the marketing, organization, program implementation, and evaluation. Prepare a 5-6 page paper that summarizes your observations and recommendations from a health communication perspective. | 20 |
| **Final Exam** <br> The final exam will encompass lectures, readings, and assignments. This exam will be due during the final examination period by **Sunday, December 16th by 11:59pm**. Content will include several essays, be open-book/notes, and will demonstrate a thorough understanding and integration of the course content and applications. | 20 |
| **Total Points** | 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**
See https://cehd.gmu.edu/students/polices-procedures/


**Class Schedule**

| Week | | Topic | Readings/Assignment Due |
|---|---|---|---|
| 1 | Aug. 27 – Sept. 2 | Introduction to the course; Health and Safety Communications Model | Chapter 1; MHCPW: Introduction and Overview |
| 2 | (Sept. 3) – Sept. 9 | The Audience | Chapter 2; MHCPW: Stage 1 |
| 3 | Sept. 10 – Sept. 16 | Aims and Goals | Chapter 3; MHCPW : Stage 2 |
| 4 | Sept. 17 – Sept. 23 | Know-Feel-Do Strategies | Chapter 4; Theory at a Glance |
| 5 | Sept. 24 – Sept. 30 | Approaches | Chapter 5; MHCPW: Stage 3 |
| 6 | Oct. 1 – Oct. 7 | Review, revise, and refine | Chapter 6 **Communications Strategy Review (Due: by October 7, 11:59pm)** |
| 7 | (Oct. 8) – Oct. 14 | Campaigns | Chapter 7 MHCPW: Stage 4 |
| 8 | Oct. 15 – Oct. 21 | Printed Materials | Chapter 8 |
| 9 | Oct. 22 – Oct. 28 | Working with the Media | Chapter 9 **Print Health Media Project (Due: by October 28, 11:59pm)** |
| 10 | Oct. 29 – Nov. 4 | A Public Presence | Chapter 10 |
| 11 | Nov. 5 – Nov. 11 | Social Media | Chapter 12 |
| 12 | Nov. 12 – Nov. 18 | Workshops | Chapter 11 **Electronic Health Media Project (Due: by November 18, 11:59pm)** |
| 13 | Nov. 19 – (Nov. 25) | Pulling it all Together | Chapter 13; Theory at a Glance: pages 27-29 |
| 14 | Nov. 26 – Dec. 2 | Wrap Up | No readings assigned |
| 15 | Dec. 3 – Dec. 9 | Exam Review | **Health Awareness Events Participation and Paper (Due: by December 9, 11:59pm)** |
| 16 | Dec. 16 | Final Exam | **Final Exam (Due: by December 16, 11:59pm)** |

**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 https://catalog.gmu.edu/policies/honor-code-system/ ).

- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

*Campus Resources*

- Support for submission of assignments to Tk20 should be directed to 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

**Assessment Rubrics, Late Policy, and Instructor Feedback**

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. **Late assignments that did not receive prior approval will receive a reduction of one letter grade per day late.** To ensure that students have ample opportunities to comprehend the materials and expectations, the professor will provide feedback on any draft assignments emailed to the professor **at least 48 hours before the due date.**

*Participation*
Weekly participation assignments will be graded on a 3-point scale:
- **0 – not completed, or completed late**
- **1 – completed, but unsatisfactory**
- **2 – satisfactory**

The average of total weekly participation will be adjusted accordingly to represent 10% of the overall course grade. Participation responses submitted after the indicated week will not receive credit.

*Communications Strategy Review*

| Criteria | Points | Comments |
|---|---|---|
| Advertisements (Assess at least 20 ads from **one** cluster of media communications) | / 15 | |
| Approaches/strategies (Common and unique; theoretical framework) | / 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 | |
| **TOTAL POINTS** | | |

*Print/Electronic Health Media Project*

| Criteria | Points | Comments |
|---|---|---|
| Clear (pointing toward next step) | / 15 | |

| Criteria | Points | Comments |
|---|---|---|
| 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 | |
| **TOTAL POINTS** | | |

## *Health Awareness Events Participation and Paper*

| Criteria | Points | Comments |
|---|---|---|
| Participation (2 events) | / 15 | |
| Credible (credible health/safety organization(s)) | / 15 | |
| Summary (adequately addresses each step in the 5-step model) | / 35 | |
| Recommendations (adequately provides recommendations for each step in the 5-step model) | / 35 | |
| **TOTAL POINTS** | | |

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