Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS

CPH 642: Public Health Communications
Fall 2011

Time: Tuesdays 10:00 – 12:50 pm  
Location: Drachman Hall A112

Instructor: Lynda Bergsma, PhD  
A268 Drachman Hall 
Ibergsma@email.arizona.edu 
(520) 626-2401

Office Hours: By appointment or drop-in as available

Catalog Description: This course emphasizes effective communication with public health stakeholders including students, scientists, news media, community leaders and the public. Preparation for future a faculty role includes course planning, classroom teaching, student assessment and mentoring.

Course Description: In this course we will examine the fundamentals of public health communication; discover the vital role that public health communication plays in the success of new health care delivery structures, the implementation of health care reform and the adoption of advances in prevention, health promotion and emergency preparedness; and explore the latest public health communication innovations, tools, technologies, research and strategies. Throughout, student will learn and practice the skills of citizen engagement - with consumers, family members, providers, policy makers, researchers and the general public - skills that build the foundation for improving and maintaining health and well-being through public health communications.

Course Prerequisites: MEZCOPH PhD or DrPH students or consent of instructor.

Course Learning Objectives: Upon completion of this course students will be able to:

1. Engage in critical thinking (analyze and evaluate), creative thinking (imagine and create), and practical thinking (solve problems and make decisions) with regard to developing and evaluating public health communications campaigns.
2. Within a broad ecological framework, assess the need and develop a macro, strategic, partnership, implementation and evaluation plan for public health communications.
3. Build the fundamental skills needed to inform and educate people about health issues, including understanding and reporting science, communicating about population health, communicating /advocating for policy change, communicating with the public using appropriate health literacy and numeracy levels, and assuming a faculty role.
4. Build the fundamental skills needed to influence people to adopt healthy behaviors, including engaging target audiences, partners and other stakeholders, identifying appropriate behavior change theories; using social marketing and media literacy strategies; conducting formative research; creating a health communication strategic plan; identifying, developing and testing media strategies; and implementing and evaluating a health communication program.
5. Identify and use a variety or resources and tools for developing and evaluating successful public health communications campaigns.
6. Direct their own further learning and that of others in the field of public health communications, including engaging in inquiry and constructing knowledge within the field.

Competencies Covered

Association of Schools of Public Health (ASPH) DrPH competencies that will be addressed during this course:

A. ADVOCACY
The ability to influence decision-making regarding policies and practices that advance public health using scientific knowledge, analysis, communication, and consensus-building.

- Analyze the impact of legislation, judicial opinions, regulations, and policies on population health.
- Establish goals, timelines, funding alternatives, and strategies for influencing policy initiatives.
- Design action plans for building public and political support for programs and policies.
- Influence health policy and program decision-making based on scientific evidence, stakeholder input, and public opinion data.

B. COMMUNICATION
The ability to assess and use communication strategies across diverse audiences that inform and influence individual, organization, community, and policy actions.

- Employ evidence-based communication program models.
- Develop informational and persuasive communications.
- Integrate health literacy concepts in all communication and health marketing.
- Explain communication program proposals and evaluations to lay, professional, and policy audiences.
- Develop an evaluation plan for a communication or marketing effort.
- Guide an organization in setting communication goals, objectives, and priorities.
- Develop dissemination plans for communication programs and evaluations.
- Propose recommendations for improving communication processes.
- Characterize the importance of health marketing’s relationship to health communication.

C. COMMUNITY/CULTURAL ORIENTATION
The ability to communicate and interact with people across diverse communities and cultures for development of research, programs, and policies.

- Assess cultural, environmental, and social justice influences on the health of communities.
  - Design action plans for enhancing community and population-based health.
• Develop collaborative partnerships with communities, policy makers, and other relevant groups.
• Engage communities in creating evidence-based, culturally competent programs.

D. CRITICAL ANALYSIS
The ability to synthesize and apply evidence-based research and theory from a broad range of disciplines and health-related data sources to advance programs, policies, and systems promoting population health.

• Interpret quantitative and qualitative data following current scientific standards.
• Synthesize information from multiple sources for research and practice.
• Design needs and resource assessments for communities and populations.
• Apply evidence and theoretical perspectives from multiple disciplines in the design and implementation of programs.
• Weigh risks, benefits, and unintended consequences of research and practice.
• Evaluate the performance and impact of health programs.

E. LEADERSHIP
The ability to create and communicate a shared vision for a positive future; inspire trust and motivate others; and use evidence-based strategies to enhance essential public health services.

• Create a shared vision.
• Collaborate with diverse groups.
• Develop teams for implementing health initiatives.
• Influence others to achieve high standards of performance and accountability.
• Communicate an organization’s mission, shared vision, and values to stakeholders.
• Develop capacity-building strategies at the individual, organizational, and community level.

F. MANAGEMENT
The ability to provide fiscally responsible strategic and operational guidance within both public and private health organizations for achieving individual and community health and wellness.

• Use strategic planning processes.
• Develop financial and business plans for health programs and services.
• Apply informatics principles to the design and implementation of information systems.
• Develop a network of relationships, including internal and external collaborators.

Core MPH competencies that will be addressed during this course:

ANALYTICAL SKILLS
• Defines a problem
• Determines appropriate uses and limitations of data
• Selects and defines variables relevant to defined public health communication problems
• Evaluates the integrity and comparability of data and identifies gaps in data sources
• Makes relevant inferences from data
COMUNICATION SKILLS
• Communicates effectively both in writing and orally (unless a handicap precludes one of those forms of communication)
• Interprets and presenting accurately and effectively demographic, statistical, and scientific information for professional and lay audiences, adapting and translating public health concepts to individuals and communities
• Solicits input from individuals and organizations
• Advocates and markets for public health programs and resources, including political lobbying, collaboration building, and networking
• Leads and participates in groups to address specific issues, including ability to work in teams, span organizational boundaries, and cross systems
• Uses all types of media to communicate important public health information
• Demonstrates cultural competency in all of the above and community development

POLICY DEVELOPMENT/PROGRAM PLANNING SKILLS
• Assesses and interprets information to develop relevant policy options
• Develops mechanisms to monitor and evaluate programs for their effectiveness and quality

CULTURAL SKILLS
• Interacts competently, respectfully, and professionally with persons from diverse backgrounds
• Identifies and examines the role of cultural, social, ethnic, religious, spiritual, and behavioral factors in determining disease prevention health promoting behavior, and health service organizational and delivery
• Develops and adapts approaches to public health problems that take into account cultural differences

BASIC PUBLIC HEALTH SCIENCE SKILLS
• Defines, assesses, and understands the health status of population, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services
• Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries

Course Notes: The syllabus, course materials (other than the course text), discussions, assignment dropbox and grades will be made available at http://d2l.arizona.edu.

Required Texts/Readings

The text for this course is:


Additional required reading assignments to augment classroom discussions will be made available on D2L. Students are also expected to independently identify appropriate resource materials as needed.
Course Requirements/Expectations: To successfully complete this course, students must demonstrate that they have accomplished the course objectives and have the ability to think critically within the subject of public health communication as follows:

- Independently and as a team member gather, analyze and synthesize information from multiple sources in order to develop a focused health communication campaign.
- Constructively engage colleagues in discussions that foster greater understanding of the purpose and practice of public health communication and its challenges.
- Effectively communicate understanding of and interrelationships among key concepts within the domain of public health communication, both orally and in writing.
- Use appropriate team leadership, facilitation, and participation skills to develop a health communication campaign.

Team Work Expectations: Public health professionals often work in teams. This class involves working with a team in order to plan a public health program. If you experience any problems in working cooperatively and productively within your team, it is your responsibility to resolve the problem within your team or to contact the instructor about the problem well before the team assignments/reports are due. If you miss a team meeting, it is your responsibility to contact your team to find out what you missed and what you are expected to do. Of the 600 points for the course grade, 300 (50% of the final grade) will come from the team work. Team grades measure, in part, your ability to work effectively with others to complete the planning, implementation and evaluation of a public health communication campaign. Team members will complete an evaluation of the other members of their team that will be utilized in the grading process. A grade for each team assignment will be given by the instructor. This grade may be modified (higher or lower) for each student based upon: a) feedback given by other team members and b) individual participation in the assignment. Assignment instructions will contain all details.

Grading/Student Evaluation: Students will be evaluated based on the following assignments as well as preparation for and participation in each class. Complete instructions for each assignment will be on D2L.

- Preparation for & participation in classes 100
- Student-facilitated learning session assignment 100
- Student-facilitated learning session evaluation reflection assignment 50
- Exploring the multi-media world of health communication individual assignment 50
- Creative brief team project assignment 100
- Final campaign report team project 200

Total points 600

The course grade will be determined as follows:

A≥ 89.5%
B≥ 79.5%
C≥ 69.5%
D≥ 64.5%
E< 64.5%

Class Attendance/Participation: All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee will be honored.)
Your attendance and full participation in class and all team activities is expected. Participation means **coming prepared** to take part in all activities and discussions and **taking an active part** in discussions and activities. In order to do this, you MUST have completed all readings and team or individual activity assignments, prepared notes on the readings, and developed insights and queries for discussion purposes. If you consistently demonstrate that you have done this, you will receive appropriate points for participation. Your attendance, preparation and participation will be evaluated by the instructor and your peers.

**Course Schedule:** The following course schedule is subject to change as deemed appropriate by the instructor and students.

**August 23**
Reading: Textbook chapter 1
Course overview, orientation and expectations
- Learning
- Thinking
- Doing
- Internalizing
Review of Syllabus – what primary knowledge and skills do you want to gain from this course?
Designing a public health campaign for the Art Chapa Foundation for Gastric Cancer Prevention Preparation and Teaching Assignments for the weeks of September 6, 13 and 20.

**August 30**
Reading: Textbook chapter 2, D2L materials to augment the chapter, watch video at [http://vimeo.com/22618026](http://vimeo.com/22618026) and complete review of [http://www.publichealth.arizona.edu/outreach/health-literacy-awareness](http://www.publichealth.arizona.edu/outreach/health-literacy-awareness)
Allen Chapa will visit to talk about Chapa Foundation gastric cancer prevention campaign ideas
Application of Chapter 2
- Based on your readings for this week, you should have many questions prepared for Mr. Chapa.
- After meeting with Mr. Chapa, you will create a macro plan for a gastric cancer health communication/prevention campaign

**September 6**
Reading: Textbook chapters 4 and 5 and D2L materials to augment those chapters
10:00 to 11:00 - Student-facilitated learning session on “Understanding and Communicating Science”
11:15 to 12:15 - Student-facilitated learning session on “Understanding and Communicating Population Health”
12:15 to 12:50 - reflection and application

**September 13**
Reading: Textbook chapters 6 and 7 and D2L materials to augment those chapters
10:00 to 11:00 - Student-facilitated learning session on “Shaping Public Health Policy and Advocacy”
11:15 to 12:15 - Student-facilitated learning session on “The Importance of Health Literacy and Numeracy”
12:15 to 12:50 - reflection and application
September 20
Reading: Textbook chapters 8 and 9 and D2L materials to augment those chapters
10:00 to 11:00 - Student-facilitated learning session on “Persuasion, Social Marketing & Change Theories”
11:15 to 12:15 - Student-facilitated learning session on “Formative Research for Strategy Development”
12:15 to 12:50 - reflection and application

September 27
We will not meet for this class. Between the last class on September 20 and the next class on October 4, you will do formative research to collect the data necessary to inform your design of a strategic plan for a gastric cancer health communication/prevention campaign.

October 4
Reading: Textbook chapter 10 and D2L materials to augment the chapter
In this class, students will report on their formative research collection process and products and use this research to inform their development of strategic ideas for a gastric cancer health communication/prevention campaign as follows:
• Integarting eight principle of strategic health communication
• Writing SMART communication objectives
• Using Intervention Mapping to match theories to practice strategies
• Selecting appropriate practice strategies for the health communication intervention

October 11
Reading: Textbook chapter 11 and D2L materials to augment the chapter
Students will meet in class to present their written strategic ideas for a gastric cancer health communication/prevention campaign. Students will also work with the instructor to design activities which will engage them in an exploration of the multi-media world of health communication.

October 18 and 25
During these two weeks students will engage in a number of activities to explore the multi-media world of health communication and report what they learned to the class, especially as it applies to the gastric cancer health communication/prevention campaign. Reading for October 25: Textbook chapter 12 and D2L materials to augment the chapter

November 1 and 8
From October 25 through November 15, students will:
• Prepare a creative brief for a gastric cancer health communication/prevention campaign
• Prepare concepts and messages for testing
• Pretest concepts and messages and use feedback to revise them

November 15, 18 and 22
Reading: Textbook chapter 13 and D2L materials to augment the chapter
During these three weeks students will:
• Meet in class on November 15 to discuss the preparation of the implementation plan for the of the gastric cancer prevention campaign’s health communication intervention
• Prepare a logic model for the communication intervention
• Conduct a SWOTE analysis for the planned intervention
• Define the role of potential partners, stakeholders and personnel in management of the intervention
• Draft and timetable, budget and work plan for the intervention
• Present their complete implementation plan on November 22 in class

Reading: Textbook chapter 14 and D2L materials to augment the chapter

November 29 and December 6
From November 22 to December 6, students will design an evaluation plan for measuring the effectiveness of the gastric cancer health communication/prevention campaign and assemble the components of the total plan into a final report which will be due on December 12 in the D2L dropbox before 10:00 AM, in lieu of a final examination.
Communications: You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: http://www.registrar.arizona.edu/emailpolicy.htm

Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: http://catalog.arizona.edu/2011%2D12/policies/disability.htm

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity

Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas) The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines

Students are expected to be familiar with the UA Policy on Disruptive Behavior in an Instructional Setting found at http://web.arizona.edu/~policy/distuptive.pdf and the Policy on Threatening Behavior by Students found at http://web.arizona.edu/~policy/threatening.pdf

Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found at http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Grade Appeal Policy: http://catalog.arizona.edu/2011-12/policies/gradappeal.htm

Telephone and Computer Use: Laptops are allowed and use is governed by the following University policy Policy Title: Acceptable Use of Computers and Networks at the University of Arizona. Any use of laptops for other than class purposes will result in a ½ grade reduction. Turn your cell phones to silent or vibrate in order to not disrupt the class and disturb your fellow students and professor.

Syllabus Changes: Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor in collaboration with the students.