HPS 642: Public Health Communications, Summer 2019

Time and Location:
This is an asynchronous online course that does not meet in person or in live sessions.

Instructors and Contact Information:
Douglas Taren, PhD, taren@email.arizona.edu
Dominic Clichee, DrPH, dominicclichee@email.arizona.edu

Instructor Availability:
Please use the Ask the Instructor discussion forum to ask questions about the lectures, lecture notes or homework. Your instructors will check the Ask the Instructor forum daily. Email them directly with individual or private questions. Please allow at least 24 hours for the response.

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

Course Prerequisites:
This class is open to all graduate students in the Arizona Graduate Program in Public Health who have obtained permission of the instructor.

Course Learning Objectives:
By the end of the course, students will be able to:

- Implement critical, creative, and practical thinking to create and evaluate public health communication campaigns.
- Using a broad ecological framework, design, implement, and evaluate public health communications.
- Develop and demonstrate the fundamental communication skills needed to inform and educate the general public about health issues.
- Develop and demonstrate the fundamental communication skills needed to influence the general public to adopt healthy behaviors.
- Identify and use a variety of resources and tools to develop and evaluate successful public health communications campaigns.

MEZCOPH MPH/HBHP Section Competencies Covered:
This course covers the following MEZCOPH MPH program competencies:

1. Select communication strategies for different audiences and sectors.
2. Communicate audience-appropriate public health content, both in writing and through oral presentation.
3. Describe the importance of cultural competence in communicating public health content.
Learning Materials and Activities:
A variety of learning activities are designed to accommodate diverse learning styles and build a community of learners. Learning activities for this course include the following:

- Interactive lectures
- Assignments
- Discussions

Course Notes:
A webpage has been created for this class using the Desire 2 Learn (D2L) interface. The course website contains the syllabus, lectures, lecture notes, and homework assignments.

Textbooks and Resources:
Required:

Weekly Topics:
- **Week 1**: Communication Theory and Types of Presentations
- **Week 2**: Graphics
- **Week 3**: Scientific Presenting to Professional and Community Organizations
- **Week 4**: Writing Technical Reports
- **Week 5**: e-Communications and Legislative Briefs
- **Week 6, 7, and 7.5**: TED Talk

Assignments:
All written assignments for this course will follow APA Style. For further instruction on APA, visit the Purdue Writing Lab. The following sections provide explanation regarding some of the homework assignments. Instructions for each assignment are provided on the website for each week in the course.

1. **Weekly Discussions (50 points each)**

   Each week, students are expected to post at least three posts—an initial post and two response posts—regarding the discussion topics/questions related to the topic for that week. The posts must reference the background materials provided for the topic. Students should consult the rubric for details on what will be assessed for the discussions.

2. **Weekly Draft Assignments (10 points each)**

   Students are expected to post a draft of their assignments for the first five weeks. These will be reviewed, graded for completeness, and feedback will be given to support the final product.

3. **Weekly Assignments (100 points each)**

   Each week, students will have at least one written assignment to complete related to the topic for the week. Students should consult specific assignment rubrics for details on what will be assessed for each assignment.
4. TED Talk (200 points)

Students will give a TED Talk on a topic related to public health. A draft script and the first part of the TED Talk will be submitted first for instructor feedback. The final TED Talk will include a PowerPoint presentation and a 10- to 15-minute presentation.

Grading Scale/Student Evaluation and Policies:

Grading categories contribute to your final grade as follows:

*Table 2: Evaluation Criteria*

<table>
<thead>
<tr>
<th>Assignments and Assessments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (7 @ 50 points each)</td>
<td>350</td>
</tr>
<tr>
<td>Draft Products (6 @ 10 points each)</td>
<td>60</td>
</tr>
<tr>
<td>Final Persuasive White Paper</td>
<td>100</td>
</tr>
<tr>
<td>Create an Infographic</td>
<td>100</td>
</tr>
<tr>
<td>Informative Speech Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Writing a Technical Report Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Policy and Position Statements Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Policy Brief Assignment</td>
<td>75</td>
</tr>
<tr>
<td>TED Talk Final Project (Week 7.5)</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,110</strong></td>
</tr>
</tbody>
</table>

Grading/Student Evaluation

Grading scale:
- A = 90–100%
- B = 80–89%
- C = 70–79%
- D = 60–69%
- E = <60%

Tips for Succeeding in the Course:
- Log in to class daily. Stay up-to-date on course assignments, readings, discussions, and activities.
- Check the dropbox for feedback after every assignment.
- Avoid procrastinating. This course is demanding. Course projects cannot be put off until the last minute. Timely participation is critical to comprehension and application of the information.
- Read all assigned materials before completing the assignments.

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 Student Email Policy](#) can be found at the Office of the Registrar.
UA Smoking and Tobacco Policy:
The purpose of the Smoking and Tobacco Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles.

Code of Academic Integrity:
All students are expected to do their own work. For homework, feel free to ask each other questions about concepts and procedures. However, when it comes time to complete the homework to turn in, do that on your own. Duplicate homework will be considered a breach of academic integrity. No communication between students is allowed during exams.

Plagiarism:
What counts as plagiarism?
- Copying and pasting information from a website or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the UA Dean of Students.