PM526: Public Health Communication

Fall 2014
Thursdays, 1:30 – 4:55
SSB Room 301

Instructor

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Office hours: Thursday 12:00 – 1:00 or by appointment

Course description

This course is designed for graduate students in public health to improve the effectiveness of community-based communication strategies in health promotion and disease prevention. It will include a review of health communication theories, assessment of audiences and their needs, campaign and materials design, evaluation, social marketing, media advocacy, and a review of selected public health campaigns.

Learning objectives

Upon completion of this course, students will be prepared to:

1. Identify the advantages and disadvantages of the vast number of communication channels and demonstrate the ability to select the appropriate channel mix for any given public health communication objective and target audience
2. Design communication messages and materials to respond to the needs of ethnically diverse and low-literacy audiences
3. Explain and apply health communication theories to public health problems
4. Use appropriate strategies for community and audience needs assessment, campaign design, and evaluation
5. Effectively present and advocate for public health programs, resources and policies
6. Use the media, advanced technologies, and communication networks to communicate information to diverse populations
7. Articulate ethical dilemmas involving the use of communication tools for achieving public health objectives
Textbooks and materials

• **Books:**
  o Note that both books are on two-hour reserve at Norris Medical Library, for PM526.

• **Articles:**
  o Reports, issue briefs and articles will be assigned and available via websites/links or Blackboard.
  o Refer to the weekly reading table at the end of the syllabus for a complete reading list.

• **Other Materials:**
  o One member of each media team will need a digital webcam or video recorder for the PSA development weeks 11-15.

Grading policy

Course components

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>1. Media Project One – Brochure Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>2. Media Project Two – Media Advocacy Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>3. Media Project Three – PSA Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>4. Reading Facilitation (Two facilitations, 5% each)</td>
<td>10%</td>
</tr>
<tr>
<td>5. Exams (Two exams, 10% each)</td>
<td>20%</td>
</tr>
<tr>
<td>6. Reading and Assignment Discussions in Class</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Percentage</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Media Project Assignments (20% each)**

The course will focus on three major media projects, each being completed over approximately 5 weeks of the course. A series of small weekly assignments will be added together to form the total weighted grade for the major media assignment.

Brochure: The first media assignment, development of a brochure, will be completed Weeks 2 to 6, by students working individually, and is worth 20% of the overall course grade. The
assignments that go into this project include: development of a creative brief, draft brochure, peer review, cultural tailoring, pretesting and revising the brochure, and a final brochure.

Media Advocacy: The second media assignment, development of a media advocacy campaign, will be completed Weeks 7 to 10, in pairs, and is worth 20% of the overall course grade. The assignments that go into this project include: development of a strategic media advocacy plan to get a policy enacted, developing materials for the press (newsworthiness, media bites, social math) and using them in a mock press interview, preparing a blog or letter to the editor, preparing a news release for your campaign to get your policy enacted, and completion of a group project feedback form.

PSA: The third media assignment, development of a 30 second public service announcement (PSA) video will be completed Weeks 11 to 15 in groups of 3 to 4 students and is worth 20% of the overall course grade. The assignments that go into this project include: development of a creative brief, storyboard, a social media plan to drive viewers to your YouTube site, an evaluation plan, final uploading of the finished PSA, and completion of a group project feedback form.

As much as possible, please incorporate material from the week’s lectures and instructional materials including the readings in order to receive full credit on each of these assignments.

Most assignments will be graded using the following rubric. Some assignments may have additional criteria stated when the assignment is given. The final brochure and final PSA are each worth 10 points. The other assignments are worth 5 points.

<table>
<thead>
<tr>
<th>Assignments - Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Component</strong></td>
</tr>
<tr>
<td>All components of the assignment instructions are covered.</td>
</tr>
<tr>
<td>All elements of the assignment strongly reflect best practices suggested in the lectures and readings for this type of communication.</td>
</tr>
<tr>
<td>Student’s (or group’s) material (written or oral) is clearly stated, focused, insightful, and organized.</td>
</tr>
<tr>
<td>Material is appropriately focused on and supports the communication objective and audience needs for this media project</td>
</tr>
<tr>
<td><strong>Total Points: 5 (average of above scores)</strong></td>
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</tbody>
</table>

Note that assignments to be submitted by pairs and teams will usually earn the same grade for each member of the team if all team members participate fully. If a team member is not substantially contributing to an assignment then s/he may receive fewer or no points if there is evidence of lack of participation. Please alert the instructor if a team member is not contributing fully.
Reading Facilitation (5% each, times two facilitations)

Part of the purpose of this course is to enable you to function as a community resource person by demonstrating the skills needed to listen attentively and purposefully to a group, facilitate group discussion, and apply health promotion theory and evidence to problem discussion.

To meet this goal, you will be responsible for working with one to two partners to facilitate a class reading discussion in the first half of the semester and another one in the second half of the semester.

For this discussion, you are expected to prepare planned discussion questions and/or activities that address core concepts in each of your selected week’s readings and submit them via Blackboard by noon on Monday, during the week that you and your partner(s) facilitate. If the instructor suggests revisions, please submit the revised guide by noon on Thursday. Then, during class, be prepared to work as a team to lead the class in discussion, using your guide. Plan on about a 30-40 minute discussion, with approximately 2 to 4 questions per reading. Facilitators should plan to trade off frequently and share responsibilities so that each facilitator is involved in guiding discussion for each reading.

Reading Facilitation – Grading Rubric

<table>
<thead>
<tr>
<th>Component</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Demonstrate a thorough and insightful understanding of all the key concepts in each of the assigned readings for the week.</td>
<td>2 points</td>
</tr>
<tr>
<td>Upload a draft guide by Monday noon, and a complete two- to three-page discussion guide by Thursday noon, jointly prepared by the co-facilitators, listing each reading and related discussion questions and/or activities to help students learn the key concepts or main points in each reading. Each question will try to elicit higher-level learning such as application, integration and analysis of concepts rather than simple recall. Guide focuses on just two to four questions per reading.</td>
<td>2 points</td>
</tr>
<tr>
<td>Lead an approximately 30-40 minute discussion that demonstrates a strong focus on helping students discuss and actively learn about the two to four most important concepts in each of the readings (articles, chapters, reports)</td>
<td>2 points</td>
</tr>
<tr>
<td>Make assertive efforts to involve all students in the reading discussion with affirmations, paraphrases, corrections of misinformation and further probes focused on the most important reading concepts.</td>
<td>2 points</td>
</tr>
<tr>
<td>Demonstrate good teamwork, preparation, and facilitation, equally shared between partners with frequent trade offs (eg, trade who takes the lead every other question) of roles.</td>
<td>2 points</td>
</tr>
</tbody>
</table>

**Total Points: 10**
Exams 1 and 2 (20%)

There will be two exams, each covering approximately half the course material Week 8 and Finals Week. The exams will have a mixture of questions that require short answers and brief essays to questions about lectures, readings, media project assignments, and discussions.

The exams will require applying, integrating, and critiquing the material and concepts covered in the Weeks 1-8, and 9-15. Exams are open-note and open book and answers need to be drawn from content in the course space (readings, lectures, etc.).

Class Preparation & Discussions (10%)

Each week there will be assigned readings and periodic video links to study before class. In class there will be skill builder activities, discussions of readings and assigned videos, and weekly discussions of media projects. Please come to class prepared to participate in weekly class discussions of the readings, media projects, and lectures.

Class discussions focus on application of core concepts in the instructional materials. Many of these discussions will require thoughtful feedback to other students about their work on the media projects.

Student participation in reading discussions are graded by the instructor for contributions that demonstrate understanding of the important concepts of each of the assigned readings.

Participation in class discussions is graded as follows each week:
- 3 points if your comments demonstrate that you are informed about and applying the course instructional content and readings for that week, prepared to discussion assignments due each week and actively offering constructive feedback on assignment,
- 2 points if you are prepared but infrequently involved in reading or class discussions,
- 1 point if you are rarely involved in class discussions or unprepared for the reading or class or assignment discussions,
- 0 points for no participation or for laptop or cellphone for non-course activities.

You cannot receive credit for participation if you are not there.

Discussion is designed to help you engage in dialogue about health promotion concepts, practice giving and receiving constructive feedback, and to gain experience presenting your questions and ideas publicly.

Group work

This course has weekly group work to reflect the nature of professional work in health communication and to help you build skills for functioning as a strong team member and leader.
- The reading facilitation assignment and the media assignments will usually be done with one or more partners. The several assignments completed for the second major media project, the Media Advocacy Campaign, will be completed in pairs for most of the work.
The third major media project assignments for the PSA project will be completed in groups of three to four students.

- Students may select their group partners up to a date identified in the weekly assignments. If they do not have a partner by that date then the instructor will assign the remaining team members.
- Groups need to identify a group space for team communications and materials exchange, such as Google Groups, within the first week of the team formation, and use it regularly in order to maximize their participation.
- Group leadership should either rotate regularly or those students who expect others to take the initiative on each task should expect to contribute more content to the assignment to make up for the time the leader puts into organizing activities. All group members need to respond via email within 48 hours with feedback and meet team deadlines in a timely way to maximize their participation.
- Pair and group assignment deliverables are graded the same across the group in most cases. Team members will be asked to complete confidential assessments of other team members contributions. Reports of poor participation of specific group members can affect that group member’s group project grade with points lost for poor participation. When possible without violating confidentiality the faculty will be in touch with the lagging student(s) to determine how they can take more leadership and be more involved with their group.

**Team Member Assessment Rubric for Self and Other Team Member(s)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>2.0 pts</th>
<th>1.5 pts</th>
<th>1.0 pts</th>
<th>.5 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Team Participation</strong></td>
<td>Participates actively. Helps direct the team in setting goals. Helps direct team in meeting goals. Actively participates in helping the team work together.</td>
<td>Participates in team. Shows concern for goals. Participates in goal setting. Participates in meeting goals. Demonstrates effort to help the team work together.</td>
<td>Sometimes participates in team. Shows concern for some goals. Participates marginally in goal setting. Demonstrates effort to help the team work together. Participates in meeting goals.</td>
<td>Participates minimally. Shows a little concern for goals. Watches but doesn’t participate in goal setting.</td>
</tr>
<tr>
<td><strong>Task Participation</strong></td>
<td>Thoroughly completes assigned tasks.</td>
<td>Completes assigned tasks.</td>
<td>Completes some assigned tasks.</td>
<td>Turns in incomplete work</td>
</tr>
<tr>
<td><strong>Team Communication</strong></td>
<td>Shares many ideas related to the goals. Encourages all team members to share their ideas. Listens attentively to others. Empathetic to other people’s feelings and ideas.</td>
<td>Freely shares ideas related to the goals. Listens to others. Considers other people’s feelings and ideas.</td>
<td>Shares ideas related to the goals when encouraged. Allows sharing by all team members. Listens to others. Considers other people’s feelings and ideas.</td>
<td>Does not share ideas related to the goals. Watches but does not contribute to discussions. Does not show consideration for others.</td>
</tr>
<tr>
<td><strong>Respect for Communication</strong></td>
<td>Listens attentively to others. Empathetic to other people’s feelings and ideas.</td>
<td>Listens to others. Considers other people’s feelings and ideas.</td>
<td>Sometimes listens to others. Considers other people’s feelings and ideas.</td>
<td>Does not show consideration for other people’s feelings or ideas.</td>
</tr>
<tr>
<td><strong>Timeliness of work completed</strong></td>
<td>Share of the team work is submitted earlier than deadline.</td>
<td>Share of the team work is completed on time.</td>
<td>Share of the team work is sometimes completed on time.</td>
<td>Share of the team work is never completed on time.</td>
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Grade ranges

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94.0%-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0%-93.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0%-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83.0%-86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0%-82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77.0%-79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73.0%-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0%-72.9%</td>
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<tr>
<td>D</td>
<td>60.0%-69.9%</td>
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<tr>
<td>F</td>
<td>59.9% or lower</td>
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Formatting guidelines for all written work

- All documents should be in Microsoft Word format unless pdf format is requested (e.g. for brochures) or video format is required (e.g. for the final PSA project).
- Papers should double-spaced, with 1-inch margins, in 12-point Times New Roman, Arial or Courier font.
- Make sure you keep a copy of all submitted papers.
- For citations use APA style in-text and at the end of the document. Refer to the APA manual. (6th Edition or newer).

Late Work Policy

Unexcused late work such as an assignment or missed exam will lose one grade for each 24-hour period it is late. In order to have deadlines delayed or excused, you must contact the professor and receive approval for the delay. Please plan to provide written documentation of the need for the delay.

Academic integrity policy

*Academic integrity:* Students should maintain strict adherence to standards of academic integrity, as described in SCampus ([http://www.usc.edu/dept/publications/SCAMPUS](http://www.usc.edu/dept/publications/SCAMPUS)). In particular, the University recommends strict sanctions for plagiarism as defined by the SCampus guidelines, Section B.

Please note that cutting and pasting course content or inserting verbatim text into assignments and exams requires quotation marks and proper citation of your sources, using APA format for the citation.
USC policies on accessibility

The University of Southern California is dedicated to maintaining an environment that ensures that all students with documented disabilities, including deafness, ADHD, dyslexia, visual impairments, and other disabilities, have equal access to its educational programs, activities and facilities with appropriate accommodations. To qualify for accommodations, DSP asks you to contact their office early in the semester to discuss individual needs and arrange appropriate support services and strategies. Faculty will need a letter of verification for approved accommodations from DSP. The phone number for DSP is (213) 740-0776 and is open 8:30 a.m. – 5:00 p.m. Pacific Time, Monday through Friday. More information on these policies is available here: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html.

Blackboard access

Electronic course management: Blackboard is located at https://blackboard.usc.edu/ Grades will be posted there. Please check your grades on Blackboard periodically and let us know before noon, May 12, 2015 (earlier if possible) if you think there are discrepancies or mistakes. Grades will not be changed after that date if there was a mistake that could have been reported by the student earlier.

Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Assignments and Discussions</th>
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<tbody>
<tr>
<td>Week 01: January 15, 2015</td>
<td></td>
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<tr>
<td>Overview of Field and Focus Group Methods</td>
<td>Textbook: o No readings</td>
<td>Create an Elevator Speech</td>
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<td></td>
<td></td>
<td>Discuss Plans for Brochure</td>
</tr>
<tr>
<td>Week 02: January 22, 2015</td>
<td>Textbook: o Parvanta, et al. (2011)</td>
<td>Reading Discussion</td>
</tr>
<tr>
<td></td>
<td>o Chapter 1: Introduction to Public Health Communication and Informatics</td>
<td>Creative Brief for Brochure</td>
</tr>
</tbody>
</table>
Week 03: January 29, 2015
Health Literacy and Pre-testing

Textbook:
  - Chapter 7: Speaking to the Public – Health Literacy and Numeracy; and Appendix 7-A.

Websites/Links:

Optional Websites/Links

Week 04: February 5, 2015
Patient Provider Communication
Cross Cultural Communication

Textbook:
  - Chapter 15: Patient Provider Communication

Blackboard:

Optional Website/Links:

Week 05: February 12, 2015
Communicating Science

Textbook:
  - Chapter 3: Informatics and Public Health
  - Chapter 4: Understanding and Reporting Science

Websites/Links:

Reading Discussion
Rough Draft of Brochure and Peer Feedback
Discuss Plans for Pretesting

Reading Discussion
Plan to Tailor Brochure to Audience Segment

Reading Discussion
Brochure Pretest Results and Revision Plan
| Week 06: February 19, 2015 | **Textbook:**  
    - Chapter 5: What to Communicate: Understanding Population Health;  
    - Chapter 9: Formative Research for Strategy Development  
  
  **Reading Discussion**  
  - Brochures Due with In-class One Minute Overview and Showcase by Each Student  
  - Select Media Advocacy Teams  
<table>
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<tbody>
<tr>
<td>Understanding Audience Needs</td>
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</table>
| **Week 07: February 26, 2015** | **Textbook:**  
    - Chapter 6: Communicating for Policy and Advocacy  
    - Introduction, pp. 1-8  
  
  **Reading Discussion**  
  - Media Advocacy Project Strategic Plan  
| Media Advocacy |  
| **Week 08: March 5, 2015** | **Textbook:**  
  - Wallack et al. (1999). News for a change.  
    - Chapter 2: Getting to Know the Media, pp. 27-38.  
    - Chapter 3: Thinking Like a Journalist, pp. 39-52.  
    - Chapter 4: Thinking Like an Advocate, pp. 53-70.  
    - Chapter 6: Talking to Journalists, pp. 91-104.  
  
  **Reading Discussion**  
  - (Cruz) Media Advocacy Project Media Bites, Social Math & Newsworthiness  
  - Midterm Exam On Weeks 1-8)  
| Meet the Press |  
| **Week 09: March 12, 2015** | **Textbook:**  
  - Wallack et al, News for a Change,  
    - Chapter 7: Editorial Page Strategies, pp. 105-118.  
    - Chapter 8: Other Media Strategies, pp. 119-128.  
    - Chapter 10: Conclusion: 137-140.  
  
  **Reading Discussion**  
  - Media Advocacy Blog or Letter to Editor  
  - Practice Interviews with Press  
  - Team Member Assessments  
| Editorials and Publicity |  
| Spring Break March 19, 2015 |  

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1-15-15

PM526 | Public Health Communication
| Week 10: March 26, 2015 | **Textbook:**  
| | o Chapter 8: Persuasive Health Communication  
| | o Chapter 10: Strategic Health Communication Plan  
| | **Reading Discussion**  
| | Media Advocacy News Release  
| | Select Teams for PSA  
| **Persuasion**  
| **Message Design:** Source Message Channel Receiver  
| **Textbook:**  
| | o Chapter 12, Developing and Testing a Media Strategy  
| | o Chapter 13, Developing the Implementation Plan  
| | **Reading Discussion**  
| | Team Creative Brief for PSA  
| | **Week 11: April 2, 2015**  
| **Social Marketing**  
| **Media Buying**  
| **Textbook:**  
| | **Optional Website/Links:**  
| | **Week 12: April 9, 2015**  
| **Entertainment Education**  
| **Storyboard Design**  
| **Blackboard:**  
| | **Optional Website/Links:**  
| | **Week 13: April 16, 2015**  
| **Transmedia**  
| **Social Media**  
| **Creating Ads**  
| **Textbook:**  
| | Chapter 11: It's a Multimedia World  
| | **Blackboard:**  
| | **Reading Discussion**  
| | Team Social Media Plan to Drive Audience to PSA  
| | Team Member Assessments |
| Week 14: April 23, 2015 | **Textbook:**
<table>
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<tbody>
<tr>
<td></td>
<td>o Chapter 14: Evaluating a Health Communication Campaign</td>
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<tr>
<td>Video Editing</td>
<td><strong>Reading Discussion</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PSA Evaluation Plans</strong></td>
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| Week 15: April 30, 2015 | **Textbook:**
<table>
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<tbody>
<tr>
<td></td>
<td>o Chapter 16: Risk and Emergency Risk Communication</td>
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</table>
|  | **Blackboard:**
|  | **Reading Discussion (Cruz)** |
|  | PSA’s due with brief 2 minute overview by team members then sharing PSA with class. |
|  | **Team Member Assessments** |
|  | **Course Evaluation** |

| Finals Week | **Final Exam:**
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<tr>
<td></td>
<td>o Thursday May 7, 2015 - 2:00 – 4:00 pm</td>
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<tr>
<td></td>
<td><strong>Exam on Weeks 9-15</strong></td>
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