

New York University
The Steinhardt School of Culture, Education & Human Development
Global Institute of Public Health
MPH – Master of Public Health Program

PUHE-GE 2405 Health Communications: Theory & Practice

Spring 2013
30 hours, 3 credits
Classroom: Silver 507

Instructor: Diane Rubino, MA
E-mail: dmr247@nyu.edu
Day/Time: Monday 4:55-6:35 pm

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COURSE DESCRIPTION

Identification, development, and evaluation of methods for encouraging communities to participate in public health interventions with emphasis on the theoretical basis for communication strategies, and on the design, implementation, and evaluation of health communications programs. Case studies draw on examples from television, radio, print, drama, and other communications media.

OBJECTIVES: At the completion of the course, the participant will be able to:

1. Define fundamental concepts in public health communications with specific knowledge of potential ethical issues and how to develop a reasoned response.
2. Describe theories and methods for behavior change and persuasion and their application for public health.
3. Identify major communications problems that social marketers face and strategies to overcome these hurdles.
4. Define the steps to construct and evaluate a social marketing campaign designed to improve the health of specific populations.
5. Have had the opportunity to strengthen their verbal, aural, and written communications skills.
6. Describe standard techniques for working with public health, government, community-based, and journalistic audiences.

REQUIRED READINGS

There is no required text. See class schedule below for each week's readings, videos, or webcasts.

Readings are due on the date listed. I will assume that you will have read each week's assignments and have prepared three "headlines (discussion points, questions, answers, etc.)" related to what you learned in those texts.. Headlines that bridge lessons from those readings to current public health issues are especially welcomed.

SUGGESTED ADDITIONAL READINGS

Fadiman, A. 2012. *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures.* 2012. NY: Farrar, Straus, and Giroux.

Morgan, N. 2005. *Give Your Speech, Change the World: How To Move Your Audience to Action.* Boston, MA: Harvard Business School Press.

TENTATIVE SCHEDULE OF CLASSES & ACTIVITIES

*Please note that this schedule is tentative and is subject to changes at the instructor's discretion. Also, please know that guest speakers may be invited to complement the proposed class topics (dates TBD). For updates to this schedule, please check your e-mail and NYU Classes.

Part One: Fundamentals

January 28 - Introduction to class, participants, and the big picture

Readings and Resources

- Heath, D. and C. 2010. "Switch: Don't solve problems—copy success," Fast Company (online edition). <http://www.fastcompany.com/1514493/switch-dont-solve-problems-copy-success>
- McGuire, W. 1984. "Public communication as a strategy for inducing health-promoting behavioral change," Preventive Medicine 13(3):299-319. (available electronically via BobCat)
- Mefalopulos, P. 2008. "Reflections on the theory and practice of development communications," Development Communications Sourcebook: Broadening the boundaries of communication. World Bank:

Washington DC, p. 37-79.

<http://siteresources.worldbank.org/EXTDEVCOMMENG/Resources/DevelopmentCommSourcebook.pdf>
National Cancer Institute. 2008. Making Health Communications Work: A Planner's Guide. Rockville, MD:
NCI, Intro/Overview: 1-11. <http://www.cancer.gov/cancertopics/cancerlibrary/pinkbook/page1>.

Assignment due 1/28/2013 at the beginning of class:

Submit a short professional profile include a photo of yourself (and, if you'd like, a phonetic pronunciation of your name) and let me know:

- Why are you seeking an MPH?
- When do you expect your degree?
- Why did you take this class?
- Do you have interest in a particular geographical region or public health topic?
- Is there anything I should know about you that would inform my teaching?

Please complete the following sentences:

- The best classes I've taken are the ones in which...
- I've gotten less out of classes in which...
- Professors can help me succeed by...
- My ideal job is...

February 4 - Ethics

Readings and Resources

- Bayer, R. "Ethics of health promotion and disease," *Ethics of Public Health*, B. Jennings et al. (eds.) Washington, DC: Association of Schools of Public Health. <http://bit.ly/UJ0Tcp>
- "David Damberger on what happens when an NGO admits failure." www.ted.com. Dec, 2011. <http://bit.ly/TV1cBv>
- Guttman, N. and C. Salmon. 2004. "Guilt, fear, stigma and knowledge gaps: ethical issues in public health communication interventions," *Bioethics* 18(6): 531-552.
- Rossi, John. 2012. "The use of persuasion in public health communication: An ethical critique," *Public Health Ethics* 5 (2): 192-205.

Assignment due 2/4/2013 at the beginning of class:

Write a 2-page paper on:

- Your perspectives on communications priorities and challenges for the Colorado Department of Public Health & Environment with the legalization of marijuana

OR

- To allow you the flexibility to focus on your own areas of interest you can develop your own assignment a la the one above, writing a 2-page paper on: perspectives on communications priorities and challenges for the XX (insert region) Department of Health & Environment in relation to XX (major health challenge).

This exercise is meant to demonstrate your communication style and concerns as a public health expert-in-training.

February 11 - Change theory and persuasion

Readings and Resources

- Cialdini, R. 2001. "Harnessing the science of persuasion," *Harvard Business Review*, 79(9): 72–80. <http://bit.ly/Rtlt25>
- Cappella, J. 2006. "Integrating Message Effects and Behavior Change Theories: Organizing Comments and Unanswered Questions," *Jnl of Communication* 56 (Issue Supplement s1): S265–S279.
- Fishbein, M. 2006. "Role of theory in developing effective health communications," *Journal of Communication*. 56 (Issue Supplement s1): S1–S17. <http://bit.ly/VuWN7z>
- On reserve at Bobst Library: Lumet, S. (dir). 1957. *12 Angry Men*. (movie)
- National Institutes of Health. 2005. *Theory at a glance: A guide for health promotion*, 2nd ed. Bethesda, MD. <http://1.usa.gov/W33Dzw>

Assignment due 2/11/2013 at the beginning of class:

Please submit topic and group composition for group assignment.

February 25 - Challenges and solutions

Readings and Resources

- Barg, F. 2008, "Enhancing breast cancer communications: A cultural models approach," *International Journal of Research in Marketing* 25(4): 335–342.
- Centers for Disease Control. *Health Literacy: Science Says*. Atlanta, CDC. <http://1.usa.gov/UDe2Ez>
- Sheridan, S. 2011. "Interventions for individuals with low health literacy: A systematic review," *Journal of Health Communication: International Perspectives* 16(3): 30-54. <http://bit.ly/S3WHqU>
- Unite for Sight. 2011. "Culture and its influence on health communication," *Module 2 in Health Communications Online*. <http://bit.ly/WofEQA>.

Part Two: Social Marketing

March 4 - Planning and Strategy Development

Readings and Resources

- Keller, P. et al. 2008. "Designing Effective Health Communications: A Meta-Analysis," *Jnl of Public Policy and Marketing*. 27 (2):117–130 <http://bit.ly/13a3Yrk>
- National Cancer Institute. 2008. *Making Health Communications Work: A Planner's Guide*. Rockville, MD: NCI, Stage 1 chapter, *Communications Research Methods, and related stage 1 forms in appendix A*. <http://1.usa.gov/1166Ea8>.
- CDC.1994. *Beyond the Brochure*. Atlanta, GA. <http://1.usa.gov/USPqGn>

March 11 - Developing and Pretesting

Readings and Resources

- National Cancer Institute. 2008. *Making Health Communications Work: A Planner's Guide*. Rockville, MD: NCI, Stage 2 chapter, and related stage 2 materials in appendix A. <http://1.usa.gov/1166Ea8>.
- "Nick Morgan on Communication and Body Language," 2011. www.YouTube.com. bit.ly/W95ns5
- Wells, W. 2004. "Me write pretty one day," *Journal of Cell Biology* 165 (6): 757-758. <http://1.usa.gov/W3grFW>

March 25 - Implementing the Program

Readings and Resources

- National Cancer Institute. 2008. *Making Health Communications Work: A Planner's Guide*. Rockville, MD: NCI, Stage 3 chapter, and related stage 3 materials in appendix A. <http://1.usa.gov/1166Ea8>.
- Rice M et al. 1991. "A simple guide for design, use, and evaluation for education materials," *Health Education Quarterly* 18(1):79-85.

Assignment due 3/25/2013 at the beginning of class:

Groups present 5-7 minute oral overview and submit written (using templates provided):

- Communication Program Plan
- Sample Promotion Plan
- Partnership Plan
- Evaluation Plan
- Strategy Statement/Creative Brief

April 1 - Assessing Effectiveness

Readings and Resources

- Guilkey, D. 2011. "Overcoming methodological challenges in evaluating health communication campaigns: Evidence from rural Bangladesh" *Studies in Family Planning* 42(2):93-106.
- National Cancer Institute. 2008. *Making Health Communications Work: A Planner's Guide*. Rockville, MD: NCI, Stage 4 chapter, and related stage 4 materials in appendix A. <http://1.usa.gov/1166Ea8>.

Assignment due 4/1/2013 at the beginning of class:

Please submit thoughtful, tactful team evaluations of each member of your project team.

April 8 – New technologies

Readings and Resources

- Bond, R. et al. 2012 "A 61-million-person experiment in social influence and political mobilization," *Nature* 489: 295–298.
- Gurman, Tilly A. 2012 "Effectiveness of mHealth Behavior Change Communication Interventions in Developing Countries: A Systematic Review of the Literature," *Journal Health Communications*. 17(Suppl 1):82-1.
- Parvanta, S. and C. Parvanta. 2011. "It's a multimedia world," in *Essentials of Public Health Communications*, C. Parvanta (ed.). Sudbury, MA: Jones and Bartlett Learning, 205-238.
- Shirky, C. et al. 2011. *Foreign Affairs Webcast — Digital Power: Social Media & Political Change*. <http://fam.ag/101zP9l>

Part Three: Communications Partners

April 15 - Communicating with government and community groups for policy change and information utilization

Readings and Resources

- American Public Health Association. 2011. *Top Ten Rules of Advocacy: an essential resource before speaking or meeting with policy makers*. Washington, DC: APHA. <http://bit.ly/V9LVR9>
- Brownson, et al. 2011. "Communicating for Policy and Advocacy," in *Essentials of Public Health Communications*, Claudia F. Parvanta (ed.). Sudbury, MA: Jones and Bartlett Learning, 119-133.
- Campell C and K Scott, "Community Health and Social Mobilization," in *The Handbook of Global Health Communications*, R Obregon and S Waisbord (eds), 2012. West Sussex, UK: John Wiley and Son, 177-193.

- Partnerships for the Public's Health. 2007. *Strategies for Building Community-Public Health Partnerships*. Oakland, CA: Partnerships for the Public's Health.
- Robert Wood Johnson Foundation. 2010. *A New Way to Talk About the Social Determinants of Health*. <http://bit.ly/SPDkT0>

April 22 - Communicating with the public health community

Readings and Resources

- Bem, D. 2002. "Writing the empirical journal article," in *The Compleat Academic: A Career Guide*, Darley, J. et al. (Eds). Washington, DC: American Psychological Association. <http://bit.ly/XhFNkN>
- Bordeaux, B. 2007. "Guidelines for writing manuscripts about community-based participatory research for peer-reviewed journals," *Progress in Community Health Partnerships*. <http://bit.ly/XedmDy>
- Claremont University. *Conferences & Conference Papers*. 2010. All sections from "Finding a Conference" to "Tips for Commentators."
- D'Adamo, M. et al. 2012. "Meeting the health information needs of health workers: What have we learned?" *Journal of Health Communication: International Perspectives* 17(2): 23-29.
- Lin, Thomas. 2012. "Cracking Open the Scientific Process," NY Times. <http://nyti.ms/W31HLA>
- Russell, C. et al. 2012. "How to develop an outstanding conference research abstract," *Nephrology Nursing Journal*. 39(4):307-11, 342.

April 29 – Communicating with each other

Readings and Resources

- Reynolds, Garr. "Presentation Zen: How to design & deliver presentations like a pro." Online resource: <http://bit.ly/VagyG6>.
- Zinsser, William. 2006. "Science and Technology," in *On Writing Well*, 7th edition p. 147-164. NY: Harper Collins.

Group presentations due on 4/29 at beginning of class. Groups give 5 - 7 minute overview of Concepts, Messages, and Materials Development and Pretesting Strategies and submit 2-3 page findings overview.

May 8 – Communicating with the media

Readings and Resources

- California Office of Traffic Safety. 2010. *Media Resource Guide*. Sections 4-8, and 10. <http://bit.ly/V7Ak1g>
- CDC. 2012. *Media Relations Toolkit for National Infant Immunization Week*. Atlanta: GA. <http://1.usa.gov/Vk6WEj>
- Hayer, Richard et al. 2005. *Effective Media Communication during Public Health Emergencies*. Geneva: World Health Organization. <http://bit.ly/13HcVsx>
- Parvanta, C. 2011. "Developing and Testing a Media Strategy," in *Essentials of Public Health Communications*, Claudia F. Parvanta (ed.). Sudbury, MA: Jones and Bartlett Learning, 241-271.

May 16 – Communications and public private partnerships

Readings and Resources

- Reich, M. 2000. "Public private partnerships for public health," *Nature Medicine*. 6(6): 617-620. <http://bit.ly/10CIXZ5>

- Slate, et al. 1996. *Mobilizing the Commercial Sector for Public Health Objectives: A Practical Guide.* New York: Unicef and Management Sciences for Public Health
- Buse, K. et al. 2000. Global public–private partnerships: part I – a new development in health? *Bulletin of the World Health Organization* 78 (4): 549-561.
- Buse, K. et al. 2000. “Policy and Practice: Global public–private partnerships: part II – what are the health issues for global governance? *Bulletin of the World Health Organization* 78: 5: 699-709.
<http://bit.ly/V8tIFk>

Student assignment due on May 16 at the beginning of class. Based on group project findings submitted on April 29, each student will submit a:

- Press release
- Conference abstract
- Research abstract
- OR
- Blog post

Please include 3 venues where you will submit your work and your rationale for selecting these particular outlets.

May 20 - Final project presentation and course review

PLEASE NOTE: THE TIME FOR THIS SESSION HAS BEEN RE-SCHEDULED BY NYU FOR 6-7:50 PM

Group presentations due on 5/20 at beginning of class. Groups give 5 - 7 minute final project report and submit 2-3 page final review. (A detailed description of this assignment will be distributed in April.)

ABOUT THE INSTRUCTOR

Diane Rubino is an international public health and social change communications professional. She has more than 20 years of experience coaching colleagues in the development of audience-centered communications. Diane has worked with social and biomedical scientists; public health, human rights, and women’s empowerment NGOs; international, national, and community organizations; and government officials in Africa, Asia, Europe, Latin America and the Caribbean, and the Middle East. She creates knowledge management, dissemination, and marketing strategies with the aim of making the world more peaceful, humane, and healthy. Diane earned her BA and MA from New York University.

ABOUT THE TEACHING/LEARNING STRATEGY

The process for teaching/learning in this class is loosely based on an innovative pedagogical style epitomized by The Khan Academy (www.khanacademy.org). In this paradigm, the typical education strategy is flipped. Learning will take place at home and work is done by groups in the classroom to reveal strengths and gaps in student knowledge by providing a forum to apply the lessons. Thus authentic engagement is valued greatly and absences cannot be excused.

In this educational model, being fully “present” in the classroom is essential. Texting, emailing, or any other digital communications that do not pertain to class are not permitted. If you must be in touch with someone during the class time, please leave the room to do so. Because laptops pose a distraction for you and those around you, I prefer that you do not use them in this class.

COURSE REQUIREMENTS

Please note that all grades are final, and no extra credit is allowed.

ASSIGNMENTS

- 5% of grade is a 2-page paper, due on the second week of class. Students will be graded on their originality, writing skill, and ability to apply public health learning to the topic.
- 15% of grade is classroom engagement. What this means is when the professor calls on you (and you will be called on frequently throughout the semester) you will be able to demonstrate knowledge of that week's readings and, where appropriate, connect current themes back to topics discussed earlier in the semester.
- 25% individual presentation. To bolster individual communication skills, an overview of the readings due that week will be summarized by a student or students in a 15 minute oral presentation. If you have a particular interest in one of the topics, let me know and I will assign you to summarize that week's readings. Well-done, concise handouts developed by the student or resources from other authors that appropriately supplement the lessons learned are encouraged.

Students who need additional support are encouraged to solicit input from instructor at least two days in advance of the presentation

- 35% group project and presentation. You will work with a small group of students (3-4) on the group assignments which consist of 2 short papers and 2 short presentations.
- 5% is your participation in the group evaluation. Evaluation and self-evaluation of the group work and collaboration is required part of the grade in this course. Do not shy away from being honest about teammates' participation—an important part of being a public health professional is the capacity to communicate colleagues' strengths and weaknesses with tact.
- 15% media project. Referring back to your group project, use your text messages to develop a communications piece, as part of this assignment include the text messages at the top of the document.

EXPLANATION OF GRADING CRITERIA

For all assignments, the following grading scale is used:

A = Exceeds expectations: Professional-quality in terms of the criteria being examined. Demonstrates mastery of the concepts and material and a level of quality that would be considered expected, if not exemplary, in a professional setting.

B = Meets expectations: A very high-quality product, with all important aspects of the criteria being demonstrated. Small or minor errors may still be seen, or sometimes explanations may not be as clear and concise as they could be when discussing concepts or theories. With some minor edits or changes, this could be something suitable for submission in a professional setting.

C = Nearly meets expectations: Although the basic ideas and points are evident, some basic errors in writing and/or understanding and applying concepts show more study is needed to reach proficiency. There are either numerous small issues or errors that need to be fixed, or a small number of fairly large issues that would have to be worked on before this could be submitted in a professional setting.

D = Does not meet expectations: A lack of understanding of concepts or theories is evident, including theories wrongly explained or applied. The work may also suffer from poor copy editing or proofreading, or other writing issues that impede clarity. Major reworking would need to be done in a number of areas before this could meet professional standards.

Written assignments will be assessed for:

- Overall understanding of the purpose of the assignment/compliance with assignment's instructions
- Writing skill – logic, clarity, insight
- Level of understanding of and ability to apply classroom lessons learned and other evidence, as appropriate
- Accuracy of information (e.g., reliance on credible sources, depth of research, use of primary sources via interviews with key influential professionals in the field you are researching) Coherence and consistency of arguments (and facts that support them)

In addition to the above criteria, oral presentations will be assessed for:

- Presentation skills and style
- Slide deck
- Appropriate hand outs
- Purposeful engagement with audience
- Group oral presentations will also be judged for cohesiveness; Logical “bridging”/transitions from one team member to the next; Team’s ability to support each team member in answering questions/making complex points.

Individual Grade for Group Work

Since students will be assessed by their team, everyone will be required to evaluate themselves and grade other group members using these criteria:

- Attendance/Dependability
- Quality of Contribution
- Shared Workload/Quantity of Contribution
- Team Player / Diplomacy skills

Make-up and Late Assignments Policy

A general rule to follow is that missed and late assignments will not receive full credit. Late or missing assignments will score 5% less per every day they are late. There would be only one (1) exception per group and would be evaluated on a case-by-case basis. If you know you will be absent when an assignment is due or are late with your part of a group assignment, please contact me prior to the due date to make arrangements. Also, please inform me of alternative plans that have been agreed upon by your group members. There will be only one (1) excused absence per student.

STUDENT EXPECTATIONS: REGISTRATION AND ENROLLMENT

All students in the NYU MPH program are expected to understand and adhere to certain policies and procedures concerning registration and enrollment in courses while matriculated in the program. We expect that all students will:

(a) review and adhere to the University Registrar policies and deadlines concerning course add/drop/withdraw as outlined online at <http://www.nyu.edu/registrar/>. Exceptions will be made only under extraordinary circumstances (i.e. beyond the student’s control). All requests for exceptions to Registrar policies must be made in writing and submitted to the Director of Administration.

(b) review and adhere to the University Bursar policies and deadlines concerning tuition, fees, arrears and refunds as outlined online at <http://www.nyu.edu/bursar/>. Exceptions will be made only under extraordinary circumstances (i.e. beyond the student’s control). All requests for exceptions to Bursar policies must be made in writing and submitted to the Director of Administration.

(c) understand that it is his/her responsibility to register for courses in a timely manner. It is highly recommended that all students register for courses as soon as registration on Albert begins. The program can not guarantee enrollment in courses that are closed due to maximum enrollment.

(d) be responsible for any financial, administrative and/or personal arrangements that might affect proper and timely course registration. Such arrangements might include such things as financial aid, immunizations, visa status, and employer work arrangements.

(e) be officially registered for all courses for which they are planning to attend. If exceptional circumstances (i.e. beyond the student's control) prevent proper course registration by the first day of class, the student is expected to communicate with both the instructor and Director of Administration for approval to join the class until official registration takes place. Under no circumstances should students be attending classes for which they are not officially registered after the second week of the semester.

(f) gain written approval from an instructor to join his/her class after the first week of classes.

(g) attend all scheduled classes for the course in which they are registered. In the event of a planned absence, students must discuss the absence with the course instructor immediately and in advance of the missed class, and will be responsible for any consequences that may result from the absence.

ACADEMIC INTEGRITY

The NYU Master of Public Health program values both open inquiry and academic integrity and are asked to sign a pledge of academic integrity at the start of the program. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The program does not tolerate violations of academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the Program and University's policy on academic integrity as they will be expected to adhere to such policies at all times – as a student and an alumni of New York University.

COMMUNICATING WITH THE INSTRUCTOR BETWEEN SESSIONS

Email communication with the instructor should be considered formal, similar to other business-style email correspondence. Please restrict your email correspondence to issues of class business and questions that are not answered on the syllabus. Please use appropriate capitalization, spell out words completely, and sign your complete name. I will usually be able to answer your emails within one day, except on weekends.

STUDENTS WITH DISABILITIES

Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.