



**NYU**

**COLLEGE OF GLOBAL  
PUBLIC HEALTH**

**Health Communications: Changing Social Norms in Theory and Practice  
GPH-GU 2405**

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Class Schedule: Thursdays 6:45 - 8:25 pm

Class Location: Silver 507

Semester and Year: Spring 2017

Professor: [Julia Cartwright](#)

Phone: 212. 992.6117

Email: [julia.cartwright@nyu.edu](mailto:julia.cartwright@nyu.edu)

Course Assistant: N/A

Course Assistant Email: N/A

Office: 655 Broadway, Room 1113

Office Hours: Wednesdays 1:00-2:00 p.m.

**COURSE DESCRIPTION:**

**Health Communications: Changing Social Norms in Theory and Practice**

This course provides an introduction to the theory, design, implementation, and evaluation of health communication programs. Several resources are used to allow students to acquire practical knowledge and skills in health communications planning and implementation. Case studies, resources, research tools and examples of different media channels are reviewed and analyzed to explore how to reach different target audiences with the most effective health communication interventions.

**COURSE OBJECTIVES:**

**At the completion of the course, the student will be able to:**

1. Define fundamental concepts in public health communications.
2. Describe theories of health behavior as well as targets, timing, methods and measurement for accomplishing positive behavior change.
3. Think entrepreneurially and apply innovation to proven effective communications strategies.
4. Strengthen written and oral presentation skills while harnessing passion to construct and pitch a winning health communications plan.

**PRE-REQUISITES: None**

**COMPETENCIES COVERED IN THE COURSE:**

[FOR MPH AND PUBLIC HEALTH CERTIFICATE COURSES ONLY; Please link each objective # with one or more competency. Competencies may be viewed [here](#).

<b>Learning Objective #</b>	<b>Competency</b>	<b>Course Components (lesson #, assignment, etc.)</b>
<b>1.</b>	Demonstrate the ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.	Each of the 14 classes, assigned readings, guest speakers and assignments build throughout the term with a culminating assignment to team up with classmates to create and pitch a well-conceptualized and audience-centric public health campaign.
<b>2.</b>	Apply constructs of behavioral, social and cultural theories related to individual and population health and health disparities over the life course.	Lessons 2 , 3 , 4 and 5 with student “Deep Dives” following each. Lesson 3 focuses on Social Determinants of Health with a guest speaker presenting on ways to reach vulnerable populations.
<b>3.</b>	Demonstrate the ability to plan for the design, development, implementation and evaluation of strategies to improve individual and community health.	Lessons 8 and 9 with readings and assignments on how to plan and launch a multi-faceted, theory-based communication plan with a guest speaker from an agency that produced a campaign roadmap for nonprofit organizations.
<b>4.</b>	Gather, process and present information to different audiences in person, through information technologies or through media channels.	Lessons 4, 5 and 10 examine ways to reach audiences with age and culturally-appropriate messaging via the most relevant channels available.
<b>5.</b>	Demonstrate the ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.	Lessons 4, 5 and 11 examine ways to reach audiences with age and culturally-appropriate messaging via influencers, advocates and stakeholders.
<b>6.</b>	Demonstrate ethical choices, values and professional practices implicit in public health decisions while considering the effect of choices on community stewardship, equity, social justice and accountability.	All class topics, discussions, assigned readings, guest speakers and assignments end in a culminating project requiring teams to collaborate and present an evidence-based public health campaign intended to shift social norms and safeguard lives. Each campaign must demonstrate all elements highlighted in this competency.

## **COURSE REQUIREMENTS AND EXPECTATIONS:**

[Include information regarding assignments, participation, attendance, tardiness, readings etc.]

## **GRADING RUBRIC:**

<b>Attendance &amp; active class participation</b>	15%
<b>Introductory Storytelling Exercise and Deep Dive:</b> summaries, handouts and presentations	15%
<b>Mid-term Examination</b>	20%
<b>Health Communications Campaign</b> – development and presentation	35%
<b>Group Evaluation</b>	5%

## **Additional Details:**

**15%: Classroom Attendance and Active Engagement:** Be informed and ready to engage with the instructor and your classmates on the class topic of the day. Demonstrate your understanding of the readings and plan ahead to ask informed questions.

**15%: Individual Class Presentations,** including: a story-telling exercise, due prior to the first class. Students will be graded on their originality, writing skill, and ability to present their stories to classmates, making the case for selected, successful public health campaigns; 2-3 students will volunteer to team up and prepared ten-minute **Deep Dive** briefings for the next class with key take-ways from our readings. Topline summaries should be prepared and presented either via unique handouts, videos or creative slide presentations.

## **30%: Midterm Examination**

**35%: Group project and presentation:** Students will work with their classmates (4 groups) on the development of a public health intervention of their choosing. Building from class readings and discussions, groups will conceptualize, outline and pitch a campaign with key promotional components (media advisory, press release, blog post, podcast, public service announcement, metrics for measurement of success, etc.).

**5%: Group evaluation:** You will be required to provide tactful constructive feedback and criticism about your classmates' campaigns to help them improve.

**COURSE REQUIREMENTS:** Please note that all grades are final, and no extra credit is allowed.

**GRADING SCALE:**

A:	93-100	C+:	77-79
A-:	90-92	C:	73-76
B+:	87-89	C-:	70-72
B:	83-86	D+:	67-69
B-:	80-82	D:	60-66
		F:	<60

**NYU CLASSES:**

NYU Classes will be used throughout the semester for assignments, announcements, and communication. NYU Classes is accessible [here](#).

**TECHNOLOGY POLICY:**

Use of laptops in the classroom is limited to note taking and viewing of media specifically relevant to the course. Use of cell phones for talk or text is prohibited with the exception of guest speakers.

Date	Topics	Readings/Materials Due Assignment Details Below	Assignments Due
1. Jan. 26	Introduction to Material, Class Introductions	Biosketch is due by Noon the day prior to the first class. Biosketches will be shared with classmates and each student will introduce themselves and recap their submissions as an ice-breaker exercise.	Noon 1.25.17
2. Feb. 2	Introduction to Theory Part I	<b>Read:</b> <i>Health Communication: From Theory to Practice</i> by Renata Schiavo, Introduction and Chapter One: to Page 32. In advance of next class, watch <i>ABC News Deep Dive</i> segment <a href="#">here</a>	By class on 2.2.17
3. Feb. 9	Introduction to Theory Part II	<b>Read:</b> <i>Health Communication: From Theory to Practice</i> by R. Schiavo. Chapter Two: Pages 33-82 + Students' Deep Dive	By Class on 2.9.17
4. Feb. 16	Social Determinants of Health Guest Speaker: <a href="#">Dr. Joyce Moon Howard</a> on PhotoVoice	<i>Health Communication: From Theory to Practice</i> by Renata Schiavo. Chapter Three: Pages 83-100. + Student's Deep Dive	By Class on 2.16.17
5. Feb. 23	The Role of Innovation in Reimagining New Solutions to Public Health	<b>Watch these:</b> Africa Stop Ebola in Guinea: <a href="https://www.youtube.com/watch?v=1bzmUqkRabg">https://www.youtube.com/watch?v=1bzmUqkRabg</a> Africa Stop Ebola song: <a href="https://www.youtube.com/watch?v=ruYQY6z3mV8">https://www.youtube.com/watch?v=ruYQY6z3mV8</a> + Students' Deep Dive	By Class on 2.23.17

	Crises: Campaign Case Study: Africa Stop Ebola <a href="#">Carlos Chirinos</a>	Other recommended readings if interested: <i>The psychological functions of music listening</i> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3741536/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3741536/</a>  <i>The Work of Art in the World</i> by Doris Sommer* and  <i>Theatre of the Obsessed</i> by Augusto Boal, Chapter 4, <i>Poetics of the Oppressed</i> .  *These readings will be uploaded to NYU Classes or made available in class.	
6. March 2	Planning for Crisis: Responding to Legal Challenges to Successful Campaigns Guest Speaker: <a href="#">Ellen Vargyas</a>	<b>Read <a href="#">this</a> and <a href="#">this</a> and these:</b>  1. <a href="https://www.boozallen.com/content/dam/boozallen/media/file/Risk-and-Crisis-Communications-Guide.PDF">https://www.boozallen.com/content/dam/boozallen/media/file/Risk-and-Crisis-Communications-Guide.PDF</a> 2. <a href="http://www.holmesreport.com/casestudy-info/3390/Public-Health-Crisis-Communications.aspx">http://www.holmesreport.com/casestudy-info/3390/Public-Health-Crisis-Communications.aspx</a> + Students' Deep Dive	By Class on 3.2.17
7. March 9	Test and Teams	Deep Dive Presentation, then Midterm Exam and Team Assignments	
<b>March 16</b>	<b>SPRING BREAK</b>	NO CLASS	
8. March 23	Developing a Comm. Plan with Tools Based on Successful Models  Guest Speaker: Representative, Spitfire Spark Change	<b>Read this: <i>Health Communication: From Theory to Practice</i></b> by Renata Schiavo. Chapter 10, Overview of the Health Communication Planning Process, pages 281-306.  <b>Additional Readings:</b> 1. <i>The Just Enough Planning Guide</i> – Found <a href="#">here</a> . 2. <i>Making Health Communications Work: A Planner's Guide</i> . National Cancer Institute. 2008. Rockville, MD: NCI, Intro/Overview: 1-11. Found <a href="#">Here</a> .  + Students' Deep Dive	By Class on 3.23.17
9. March 30	Teams Divide: Work on Campaigns	Deep Dive Presentation then break to work on campaigns	
10. April 6	The Changing Landscape in the	Develop and submit drafts of team campaign plans. Plans are due by <b>April 6, 2017</b> . Bring hard copy to class and upload to NYU Classes.	Due by Class 4.6.17

	Communication of Health News Guest Speaker: <a href="#">Dan Childs</a> , Managing Editor, ABC News Medical Unit	+ Students' Deep Dives  <b>Read this:</b> <i>Health Communication: From Theory to Practice</i> by Renata Schiavo. Chapter 5, Pages 133-177. <b>And this:</b> Chapter 16 – Communication Theory and Health Behavior Change – The Media Studies Framework by John R. Finnegan, Jr. and K. Viswanath. (Pages 361-388), <i>Health Behavior and Health Education: Theory Research and Practice</i> by Karen Glanz, Barbra K. Rimer and Frances Marcus Lewis (Fourth Edition, 2015).  Watch this: <a href="#">Woo Woo</a> advertisement	
11. April 13	Social Norm Change Campaigns Advocacy: Guest Speaker: Morgan Moran Save the Children	Chapter Nine, Pages 263-278, Policy Communication and Public Advocacy, <i>Health Communication: From Theory to Practice</i> by Renata Schiavo.	For Class on 4.13.17
12. April 20	Teams Break to Strategize	Deep Dive presentations and then teams break to fine tune their final group presentations.	For Class on 4.20.17
13. April 27	Final Team Presentations	Team Presentations: Groups I and II	Presented in Class on 4.27.17
14. May 4	Final Team Presentations	Team Presentations: Groups III and IV	Presented in Class on 5.4.17

**COURSE OUTLINE:**

**READING/VIEWING LIST:**

Watch: ABC News Nightline: IDEO Deep Dive: <https://vimeo.com/76462483>

***Health Communication: From Theory to Practice*** by Dr. Renata Schiavo (Second Edition 2014).

**Additional Readings:** (Chapter hand-outs will be provided by professor as needed).

***Health Behavior: Theory, Research and Practice*** by Karen Glanz, Barbra K. Rimer and K. Viswanath (Fifth Edition 2015).

***Theory at a Glance: A Guide for Health Promotion Practice*** – National Cancer Institute, US Department of Health and Human Services, National Institutes of Health (Second Edition).  
<http://1.usa.gov/W33Dzw>

**Sample Campaigns to Review:**

Africa Stop Ebola in Guinea: <https://www.youtube.com/watch?v=1bzmUgkRabg>

Africa Stop Ebola song: <https://www.youtube.com/watch?v=ruYQY6z3mV8>

Unreasonable Institute: Clean Water in India for Less Than \$2 A Day  
<http://unreasonable.is/community-water-services/>

Dumb Ways to Die (Australia) [here](#).

Smoking Kid: Thailand: [here](#).

**TENTATIVE SCHEDULE OF CLASSES & ACTIVITIES**

Please note that this schedule is tentative and is subject to changes at the instructor's discretion. Guest speakers have been invited to complement the proposed class topics. For updates to this schedule, please check your e-mail and NYU Classes.

**I. PART ONE: Introduction to Health Communications (2.26-3.9, 2017)**

In the first section of this course, we will examine health behavior theories and what health communications can and cannot do.

**First Class Assignment: Due Day Before Our First Class: Noon ET on 1/25/2017:**

Storytelling is a proven-effective messaging tool in engaging the public in behavior change. Please submit a short profile of yourself with a photo and phonetic pronunciation of your name. Describe why Health Communications fascinates you and if that interest is motivated by a personal story. Please describe a public health campaign that you've found personally impactful, detail why it inspired you and if it worked.

**1. January 26 - Introduction to Course Goals, Objectives and Class Participants**

In this first class, we will review the syllabus, course goals, objectives and introduce ourselves (22 students) via our shared profiles.

Also **Watch This:** ABC News Nightline: IDEO Deep Dive: <https://vimeo.com/76462483>

**NOTE:** From this class going forward, one student from each class will prepare and present a *Deep Dive* at the start of the next class, which will be a ten-minute, creative synopsis of the key take-aways from the prior class subject matter.

### **Second Class Assignment:**

Please come to our next class prepared to engage in an interactive class discussion on how we can evolve theoretical and evidence-based approaches with disruptive, entrepreneurial approaches to social-norm changing campaigns aimed at improving health.

**Read This:** Introduction through Chapter One: to Page 32. *Health Communication: From Theory to Practice* by Renata Schiavo.

Two students will volunteer for the next class *Deep Dive* on our course goals and objectives.

## **2. February 2 – Health Communication, Key Areas and Concepts**

*Deep Dive* presentation on course goals and objectives.

Instructor will follow with presentation on defining Health Communications, what it can and cannot do and outline key areas and concepts.

### **Third Class Assignment:**

**Read This:** Chapter Two: Pages 33-82. *Health Communication: From Theory to Practice* by R. Schiavo.

Two students will volunteer for the next class *Deep Dive* on Health Communications basics.

## **3. February 9 – Health Communications Theories and Issues**

Two students will present the weekly *Deep Dive* on Health Communications basics.

Instructor will outline theoretical influences, a selection of models behavior and social change communication.

### **Fourth Class Assignment:**

**Read This:** Chapter Three: Pages 83-100. *Health Communication: From Theory to Practice* by Renata Schiavo.

**Review these as well:** Robert Wood Johnson Foundation. 2010. *A New Way to Talk About the Social Determinants of Health*. <http://bit.ly/SPDKTO>

Two students will volunteer for the next class *Deep Dive* on key take-aways on Health Communications theories and models outlined in class.

#### 4. February 16 – Social Determinants of Health: Case Study - PhotoVoice

One student will present the class *Deep Dive* on key take-aways on Health Communications theories and models outlined in our last class.

For the first half of the class, the instructor will continue the focus on Health Communications theories as well as the Social Determinants of Health. The second half will include a guest speaker, Dr. Joyce Moon Howard, on PhotoVoice.

#### Fifth Class Assignment:

Two students will volunteer for the next class *Deep Dive* on key take-aways on Social Determinants of Health and the Photo Voice case study presented by Dr. Joyce Moon Howard.

**Watch these:** Africa Stop Ebola in Guinea: <https://www.youtube.com/watch?v=1bzmUqkRabg>  
Africa Stop Ebola song: <https://www.youtube.com/watch?v=ruYQY6z3mV8>

Read: *The psychological functions of music listening*  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3741536/>

Other recommended readings: *The Work of Art in the World* by Doris Sommer and *Theatre of the Obsessed* by Augusto Boal, Chapter 4, *Poetics of the Oppressed*. These readings will be uploaded to NYU Classes or made available in class.

#### 5. February 23 – The Role of Innovation: Reimagining New Solutions to Public Health Crises

Two students will present the class *Deep Dive* on key take-aways on Social Determinants of Health and the Case Study presented by Joyce Moon Howard.

For the second half of class, guest speaker, **Carlos Chirinos**, will join us. February 13<sup>th</sup> was World Radio Day 2017, promoted heavily by Unesco and Unicef. Visit their [website](#).

Carlos Chirinos will spend the last half of class discussing issues around harnessing community media in developing countries to help deliver messages in times of disaster and emergency.

**Speaker Bio:** Carlos Chirinos' work explores innovation and creativity in emerging global music industries, looking at the role of music in public health, international development and social change. He has been a key consultant for radio and music projects in Europe, Africa and Japan, with funding from the World Bank, USAID, IDRC Canada, the Wellcome Trust and Toyota Foundation. He was awarded the Director's Teaching Prize at SOAS, University of London in 2009 for his innovative teaching.

Carlos received an award from the White House Office of Science and Technology Policy, the Centers for Disease Control and Prevention (CDC), the U.S. Department of Defense, and USAID,

to develop Africa Stop Ebola, a global fundraising and awareness campaign about Ebola in West Africa. Carlos has been featured in the [New York Times](#), [The Guardian](#), [BBC](#) and [CNN](#).

Born in Caracas, Venezuela, he studied clarinet and saxophone before relocating to London, UK to work as International Business Development Manager for an independent South American record label. He was the founder of SOAS Radio, a digital radio station at SOAS, University of London, where he was a professor in the departments of Music, and Development Studies. Carlos is also a composer, producer and performer, releasing over 16 original compositions that have received radio airplay and synchronization placements in TV documentaries for the BBC. Carlos has a BA in Anthropology, a Masters in Music and is completing a PhD in the University of London. Carlos Chirinos is on [LinkedIn](#) and on [Twitter](#)

### **Sixth Class Assignment:**

Read [this](#), [this](#) and these:

2. <http://www.boozallen.com/media/file/Risk-and-Crisis-Communications-Guide.pdf>
3. <http://www.holmesreport.com/casestudy-info/3390/Public-Health-Crisis-Communications.aspx>

Two students will volunteer to present the next **Deep Dive** presentation on the evolving role of the news media in communicating critical health news and trends to the public at large.

### **6. March 2 – Planning for Risk and Crisis: Litigation Threats Even When Your Campaign Works**

Assigned student will present the weekly **Deep Dive** presentation on the evolving role of the news media in communicating critical health news and trends to the public at large.

First half of class: Planning for a Crisis.

Second half of class: Case Study: American Legacy Foundation v. Lorillard Tobacco Company

Guest Speaker: [Ellen Vargyas](#), General Counsel, Truth Initiative (bio below).

Throughout her career, Truth Initiative General Counsel Ellen Vargyas has utilized her expertise in the law to fight to bring better lives and more promising futures to millions of Americans.

At the U.S. Equal Employment Opportunity Commission, where she served as legal counsel, she directed the Commission's regulatory and policy work to enforce the Civil Rights Act of 1964, the Equal Pay Act, the Age Discrimination in Employment Act and the Americans with Disabilities Act.

As senior counsel for Employment and Education at the National Women's Law Center, she handled precedent-setting Title IX litigation that opened athletic opportunities for women in

educational institutions and developed legal protections against sexual harassment. She also had a significant hand in the passage of major legislation redefining and expanding legal protections against employment discrimination.

Ellen's commitment to the law as a means to achieve social justice reaches to the start of her forty-year legal career when she provided legal representation to low-income clients as a Community Legal Services attorney in Philadelphia. She has also directed the Access to Justice Project at the National Legal Aid and Defender Association and was frequently published on legal issues of concern to women.

### **Seventh Class Assignment: Study for Course Mid-Term on March 9**

Two students will volunteer to present the next *Deep Dive* presentation on the importance of crisis communications planning through the lens of the **truth**<sup>®</sup> campaign case study.

### **7. March 9 – Mid-Term Exam**

Assigned student will present the class *Deep Dive* presentation on the importance of crisis communications planning through the lens of the **truth**<sup>®</sup> campaign case study.

**First Half of Class: Mid-Term Exam**

**Second Half of Class: Assign Groups for Public Health Campaign Teams**

### **March 16 – NO CLASS - SPRING BREAK**

**Eighth Class Assignments: (No Deep Dive – first class after Spring Break).**

**II. PART TWO** - Planning, developing, launching and evaluating communications plans and tools based on successful models and theories (March 23 – May 4).

### **Readings:**

**Read this: *Health Communication: From Theory to Practice*** by Renata Schiavo. Chapter 10, Overview of the Health Communication Planning Process, pages 281-306.

***The Just Enough Planning Guide*** – Found [here](#).

***Making Health Communications Work: A Planner's Guide***. National Cancer Institute. 2008. Rockville, MD: NCI, Intro/Overview: 1-11. Found [Here](#).

### **8. March 23 – Developing a Communications Plan with Tools Based on Successful Models**

Overview of Communication plan development with guest speaker to follow via Skype with representative (TBD) of Spitfire – Spark Change.

### **Ninth Class Assignment:**

Two students will volunteer to present the next *Deep Dive* presentation on successful models for communications plans.

Teams will take class readings and begin communicating over the next week on their health campaign topic of choice and formulate their accompanying health communications plan.

### **9. March 30 – Teams Divide to Work on Campaigns**

Assigned students will present class *Deep Dive* components of successful communications plans.

Following this, teams will break out and begin working on their health campaigns of choice and supporting communications plans.

**Tenth Class Assignment:** Develop and submit drafts of team campaign plans. Plans are due by April 6, 2016. Bring hard copy to class and upload to NYU Classes.

**Read This:** Chapter Five, Pages 133-177, Mass Media and New Media Communications, *Health Communication: From Theory to Practice* by Renata Schiavo, and:

Chapter 17 – Communication Theory and Health Behavior in a Changing Media Environment – K. Viswanath, John R. Finnegan, Jr. and Sarah Gollust. (Pages 3327-343), *Health Behavior and Health Education: Theory Research and Practice* by Karen Glanz, Barbra K. Rimer and K. Viswanath (Fifth Edition, 2015). (This chapter will be handed out at end of class).

Watch this: [Woo Woo](#) advertisement

### **NO DEEP DIVE NEXT WEEK**

### **10. April 6 – The Changing Landscape in the Communication of Health News**

First half of the class will focus on the evolution of reporting health news in the past decade.

The second half of class will include guest speaker, Dan Childs, ABC News.

Two students will volunteer to present the next *Deep Dive* presentation next week on how health news is communicated by the news media.

### **Eleventh Class Assignment:**

**Read this:** Chapter Nine, Policy Communication and Public Advocacy, pages 263-278. *Health Communication: From Theory to Practice* by Renata Schiavo.

+ Class Deep Dive

### **11. April 13 – The Power of Advocacy**

Assigned students will present weekly *Deep Dive* on the importance of promoting campaigns to amplify messages with target audiences.

First half of class: Advocating for Change as a Catalyst for Improving Public Health

Second half: **Morgan Moran, Senior Ambassador and Student Ambassador**, Save the Children Action Network, Hilltop Public Solutions and ONE Campaign.

#### **Twelfth Class Assignment:**

**Read this:** Chapters Twelve & Thirteen, Pages 298-351. *Health Communication: From Theory to Practice* by Renata Schiavo.

Two students will volunteer to prepare and present on the value of advocacy in underpinning successful campaigns.

### **12. April 20 – Team Deep Dives and Presentation Honing**

Two students will present on the value of advocacy in underpinning successful campaigns.

After the Deep Dive, teams break to work on their campaigns and fine tune their presentations.

**NO CLASS DEEP DIVE NEXT WEEK**

### **13. April 27: Final Team Presentations Begin**

Groups will present thirty-minute final project reports pitching their campaigns to the wider class, along with a final campaign communications plans.

6:45-7:15 p.m. Team I Presents

7:15-7:30 p.m. Class Q&A with Team I

7:30-7:45 p.m. – Break - Team II sets up

7:45-8:15 p.m. – Team II presents

8:15-8:30 p.m. – Class Q&A with Team II

Evaluations submitted prior to end of class

**NO CLASS DEEP DIVE THIS WEEK**

## 14. May 4 – Final Team Presentations Conclude

6:45-7:15 p.m. Team III Presents

7:15-7:30 p.m. Class Q&A with Team III

7:30-7:45 p.m. – Break - Team IV sets up

7:45-8:15 p.m. – Team IV presents

8:15-8:30 p.m. – Class Q&A with Team IV

Evaluations submitted prior to end of class: End of course celebration.

### ABOUT THE INSTRUCTOR



Julia Cartwright is the Associate Dean of Communication, Promotion and Public Affairs at NYU's College of Global Public Health (CGPH). In her role there, she leads strategy in promoting the college's academic programs and efforts to build prominence for the CGPH domestically and internationally.

Ms. Cartwright also oversees CGPH communications efforts including internal and external communications for the CGPH and media relations.

With a career devoted to social change communications, she joined NYU in December 2014 from Legacy, for 12 years she led the organization's award-winning communications initiatives devoted to raising public awareness about the deadly toll tobacco takes in our nation. Prior to her tenure with Legacy, she had devoted 18 years to the nonprofit, National Center for Missing & Exploited Children (NCMEC). As a member of the original team that helped to launch the NCMEC in 1984, Julia is credited with helping to shape the early public image of the nonprofit as it grew from a handful of committed child advocates to the internationally-respected organization it is today.

Julia is a graduate of Randolph-Macon Women's College and earned her Master's Degree in Corporate Communications at Georgetown University. She holds an Executive Certificate from the Harvard Kennedy School's Executive Education program, *Global Change Agents: Leading with Commitment, Creativity and Courage* and in Nonprofit Management from Georgetown University's Center for Public and Nonprofit Leadership.

Among many awards she has received over her career, she has been recognized by the US Centers for Disease Control and Prevention in 2012 for her contributions to the *Tips from Former Smokers* campaign; she and her team at Legacy were recognized in 2012 by PR News/PR

People as Nonprofit Team of the Year (Honorable Mention) and she was named a finalist in PR News' annual PR Professional of the Year (Nonprofit/Association) competition (2006).

**ABOUT THE TEACHING/LEARNING STRATEGY:**

Teaching style will be engaging and interactive, and require all students to come prepared to take an active part in class topics and discussions.

**STATEMENT OF ACADEMIC INTEGRITY:**

The NYU College of Global Public Health values both open inquiry and academic integrity. 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 CGPH does not tolerate violations to 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 CGPH 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.

**Plagiarism**

Plagiarism, whether intended or not, is not tolerated in the CGPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

- Using a phrase, sentence, or passage from another writer's work without using quotation marks
- Paraphrasing a passage from another writer's work without attribution
- Presenting facts, ideas, written text gathered or downloaded from the Internet as your own
- Submitting another student's work with your name on it
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Purchasing a paper or "research" from a term paper mill.

Students in the CGPH and CGPH courses are responsible for understanding what constitutes plagiarism. Students are encouraged to discuss specific questions with faculty instructors and to utilize the many resources available at New York University.

### **Disciplinary Sanctions**

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
  - If the Professor confirms that violation(s), he/she, in consultation with the Program Director may take any of the following actions:
    - Allow the student to redo the assignment
    - Lower the grade for the work in question
    - Assign a grade of F for the work in question
    - Assign a grade of F for the course
    - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Academic Affairs, as a final step. The student has the right to appeal the action taken in accordance with the CGPH Student Complaint Procedure.

### **STUDENTS WITH DISABILITIES:**

Students with disabilities should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found [here](#). must appear on the syllabus. Information about the center can be found [here](#). Students requesting accommodation must obtain a letter from the Moses Center to provide to me as early in the semester as possible.