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CHBE 9235 - Communication and Advocacy

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
CHBE 9235 Communication and Advocacy
Fall 2016

<u>Instructor:</u>	Moya L. Alfonso, PhD, MSPH
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<u>Phone:</u>	912-478-0966
<u>E-Mail Address:</u>	malfonso@georgiasouthern.edu (preferred, no communication on nights or weekends, plan accordingly)
<u>Office Hours:</u>	Monday 12 to 2 pm, Tuesday 12 to 2 pm, Thursday 3:30 to 5:30 pm Also by appointment (no Fridays)
<u>Web Page:</u>	http://jphcoph.georgiasouthern.edu

Prerequisites: None

Catalog Description: This course is designed to familiarize students with the history and current applications of health communication theory and strategies to public health practice and research. This course examines how to structure, develop and evaluate social marketing, media advocacy, risk communication and advocacy skills for change. In addition, systematic qualitative data collection processes such as interviewing skills, participant observation and focus groups will be developed. Emphasis is placed on critical thinking skills to help students analyze and utilize these skills in research and practice.

Required Textbook: Parvanta, C., Nelson, D.E., Parvanta, S.A., & Harner, R.N. (2011). *Essentials of Public Health Communication*. Sudbury, MA: Jones and Bartlett.

Secondary Text: Pdfs. of all other readings can be found on Folio.

Community Health Behavior and Education Competencies

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Communicate and interact with people across diverse disciplines, communities and cultures for development of programs, policies, and research.
3. Develop collaborative partnerships with communities, policy makers, and other relevant groups.
4. Engage communities in creating evidence-based, culturally competent programs.
5. Understand community-based participatory intervention and research projects.
6. Design action plans for enhancing community and population-based health.
7. Assess cultural, environmental, and social justice influences on the health of communities.
8. Implement culturally and linguistically appropriate programs, services, and research.

Course Learning Objectives (BASED ON THE COMPETENCIES ABOVE):

At the completion of this course the student will be able to:

1. Evaluate the contributions of various health communication strategies to public health (8).
2. Discuss and select the appropriate communication advocacy approach for achieving population level behavior change (6).

3. Develop media advocacy approaches for enhancing policy development, implementation and evaluation(6).
4. Determine the effectiveness of various approaches to risk communication for protecting public health (6).
5. Discuss the effectiveness of community and policy advocacy skills in influencing public health decision making and policy development (6).
6. Demonstrate skills to design, implement and analyze qualitative, quantitative, and mixed method research efforts (1,5,8).
7. Discuss the rationale for using mixed methods formative research designs to inform communication and advocacy campaign development (1,5,8).
9. Synthesize data from multiple sources to inform communication and advocacy efforts (1,5, 8).
10. Demonstrate the ability to apply findings from consumer research to health communication strategy development (1,5,8).
11. Describe criteria used to determine whether communication campaigns are cost effective (6).
12. Relate the development of health communication based strategies to multiple program planning activities designed to eliminate health disparities (2,7,8).
15. Practice collaboration development skills and visionary leadership skills (2-4).
16. Apply community-based research skills to the development of communication advocacy campaigns that can contribute to the elimination of health disparities in rural communities (5).

Preview of the Content to be Covered During the Semester:

Week	Topic	Readings	Assignments
1 8/18	Syllabus Overview Assignment & Class Expectations	Syllabus	No Assignment
2 8/25	Social Change: The Role of Health Communication & Marketing	Parvanta: Ch. 1 & 5 Resnick and Siegal Chs. 1 & 2 (pdf) Minkler Chapter 1	Article Discussions
3 9/1	What is Health Communication? Health Communication Theory Health Communication Planning Process	Review entire site (includes dropdowns): http://www.ora.gov/cdcynergy/web/BA/Content/phase1/phase1mainframeset.htm Parvanta Ch 2, 4 & 10	Class Activity: Complete Communication Plan
4 9/8	Media Advocacy Theory	Staples: Media Advocacy (pdf) Adolescent Health Advocacy Case Study (pdf) Tobacco Control Advocacy (pdf) Sample kit: http://www.wcsap.org/media-	Assignment: Create a Media Kit (see full assignment guidelines) for a Rural Public Health Issue Due: October 24 th

		advocacy	Article Discussions
5 9/15	Social Marketing: Part 1	McCormack Brown et al. (entire guidebook – pdf) Parvanta Ch. 8 Resnick and Siegel Ch. 5 (pdf)	Class Activity: Complete Social Marketing Worksheets
6 9/22	Social Marketing: Part 2	CHAID Audience Segmentation Alfonso Self Injury Segmentation Nickelson et al. (pdf)	Article Discussion
7 9/29	Community Based Prevention Marketing – Overview	DiClemente et al.: Chapter 12 (pdf) Farmworker CBPM	No Assignment (Work on Media Kit) Article Discussion
8 10/6	Mobilizing the Community (CPBM Step One) & Building Community Capacity (CBPM Step Four)	DiClemente et al.: Chapters 9 (pdf) & 10 (pdf) Community Mobilization and Alcohol (pdf) Glanz et al.: Chapter 13 (pdf) Bringing the Community Together (pdf)	No Assignment (Work on Media Kit) Article Discussion
9 10/13	Develop Community Profile (CBPM Step Two)	Concerted Services Needs Assessment (read whole document)	No Assignment (Work on Media Kit) Article Discussion
10 10/20	Select Target Behaviors and Audience (CBPM Step Three)	Participatory Behavior Selection (pdf) Nickelson et al. (pdf)	Media Advocacy Kit Due
11 10/27	Conduct Formative Research (CBPM Step Five)	Parvanta Ch. 9 Andreasen market research readings (pdf) Resnick and Siegel Chapter 7 (pdf) Krueger Focus Group Interviews (pdf)	Focus Group Facilitation Training Class Activity Week Ten Module Assignment Due
12 11/3	APHA (no class)	Attendance at APHA recommended	No Class

13 11/10	Strategy Session	In Class Activity Read Concerted Services Needs Assessment Report found under week 9 on Folio	Problem Description Due Article Discussion
14 11/17	Market Strategy Intervention Development, & Implementation (CBPM Steps Six - Eight)	Resnick & Siegel (Chs. 8 – 10 – pdf) Parvanta Chs. 12 & 13	No Assignment (Work on Research Plan) Article Discussion
15 11/24	Thanksgiving Break		No Assignment (Work on Research Plan)
16 12/1	Evaluation (CBPM Step Nine)	Parvanta Ch. 14 Evaluating Media Advocacy (pdf) Alfonso et al.: Capacity Evaluation (pdf)	Class Activity Completion of Evaluation Worksheets Research Plan Due
17 12/8	Comprehensive Final Exam	Take Home	No Class Final Due by 5 pm

Instructional Methods: Classes will entail lecture, group discussion, and group/individual activities. You are expected to come to class having read all of the material specified for that night. Individual and group assignments, class participation, presentations, and a comprehensive final exam constitute the basis of student evaluation. A student's grade will consist of the following: 1) class participation, 2) participation in group assignments, and b) satisfactory completion of all assignments and papers as prescribed in the course syllabus. Weighting of assignments for purposes of grading will be as follows:

Evaluation:

1. Class participation (attendance, discussion, preparation)....13 sessions at 10 points each.....130 points
2. Media Advocacy Kit.....170 points
3. Problem Description Paper100 points
4. Research Plan.....100 points
5. Article Discussions.....25 points
6. Comprehensive Final Exam.....100 points

For calculation of your final grade, all grades above will be included.

The following point scale will be utilized in grading:

563-to-625 points (90%) A

500-to-562 points (80%) B

438-to-499 points (70%) C

375-to-437 points (60%) D

A cumulative total of 374 points or less will be considered as failing.

Your grades **will be posted on Folio**. All assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester. There is no extra credit in this class.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within 48 hours of the event. Documentation of emergency is required (e.g., hospital admission paperwork). Class participation grades may NOT be made up if a class is missed. Common illnesses, busy work schedules, etc., will not be considered as reasonable requests for delayed assignments. *Nota Bene*: Extensions are not guaranteed and will be granted solely at the discretion of the instructor. Late assignments will NOT be accepted unless arranged in advance AND accompanied by documentation of an emergency.

Children in the classroom: The instructor understands that many students are parents and that, on occasion, child care issues emerge. If an occasion arises where child care is an issue and a student would like to attend class with their child, the student must ask the instructor for permission prior to bringing the child to class. This is because the instructor has to think of the needs of the entire class, which includes parents and their peers. Therefore, notice and a complete understanding of the requirements for having a child in the classroom are required. As 24 hours' notice is not always possible when dealing with child care, the instructor requires the request be placed in writing (via email) NO LESS than 5 hours prior to the start of class if the student wishes to attend class with their child. In addition, it is up to the instructor to consider and approve or deny the request based on their understanding of the situation **and** the needs of the class. If a child is brought to class without the consent of the instructor, the instructor has the right to request that the student leaves the classroom. Also, if consent to bring a child by the instructor is given, the instructor expects the child to not interfere with classroom management. Children who are disruptive, which is deemed so by the instructor, will be asked to leave along with their parent and the student will be responsible for making up the material missed in class. There are no exceptions to this policy.

Academic Misconduct: As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take

notes in class, but that authorization extends only to making one set of notes for personal (and no other) use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/conduct/>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
 - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty

and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Academic Handbook: Students are expected to abide by the Academic Handbook, located at http://digitalcommons.georgiasouthern.edu/sae_mgmt/4/. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar

for the Semester:

The University Calendar is located with the semester schedule on the University's Web page, and can be found at the following address:
<http://students.georgiasouthern.edu/registrar/calendar.htm>

Attendance Policy:

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will not be recorded after this initial period.

One Final Note:

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course. Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

ASSIGNMENT DESCRIPTIONS

Article Discussions

Description: Each student is responsible for locating a peer reviewed journal article related to the topic discussed the week they are selected to present. Each student is expected to provide a summary of the article and then lead the class through a discussion of the article's implications for what we're learning in class that week. Students should submit three to five open-ended discussion questions via Folio Dropbox prior to the class their assigned. Articles selected for discussion must be submitted to Dr. Alfonso by Monday of the week the discussion assignment is due via email for review and approval.

Scoring and Points: A grading rubric is available on Folio. This assignment is worth a total of 25 points toward your final grade.

Media Advocacy Kit (Individual Assignment) – Due 10/20/16

This assignment develops a competency to create a Media Advocacy Kit that will be distributed to a community-based organization of your choice. Students are responsible for developing a relationship with a community-based organization they can work with over the semester. The media advocacy kit will be disseminated locally.

One of the best ways to present this information in a concise manner is to develop a Media Advocacy Tool Kit. Overall, the Media Advocacy Tool Kit will be evaluated for creativity, writing ability, correct information about the topic/program, and following directions for each component of the Kit. The agency and/or program may be existing or hypothetical. Duplication of existing materials will NOT be accepted; students are expected to be innovative and creative. The Media Advocacy Kit will include:

Kit Cover: Prepare a folder to hold all of the materials to be presented to media or target audience. Include an imprinted label with agency contact information and program title with a logo, and/or slogan, and/or masthead on the cover. Organize the contents for easy accessibility.

Organization Information Sheet: Prepare two information sheets. One that includes pertinent details about the agency and its services, locations, financial information, key achievements, research activities, community activities, awards, mission statements, and goals and objectives. The second information sheet includes information about the program's mission statement, goals and objectives. This can be presented in a booklet form or on a sheet of paper. Include the agency masthead and/or other logos that identify the program.

Biographical Statements: Prepare a biographical information sheet that describes the qualifications of all of the individuals involved in the program. Include full names, degrees, job titles, responsibilities, publications, accomplishments, and memberships. The length should be no more than half a page for each person.

Letter: Prepare a letter of transmittal to a member of the news media or target audience that will accompany a copy of your Media Advocacy Kit that the media or target audience representative requested. Briefly describe the importance of the Press Kit and some relevant portion of it. This letter should be no longer than one page. Students are encouraged to create "agency letterhead" to make the letter look more authentic. Use clear and simple language.

Fact Sheet: Prepare a fact sheet that includes background information on the program or topic. It should not be detailed, but written so that it highlights the important facts about the program. The fact sheet(s) should be one to three pages in length.

Press Releases: Students shall prepare one press release related to the health issue in the Press Kit. To produce an appearance of authenticity, and to demonstrate your compliance with standard formats, students should "create" a letterhead or masthead for the press release. The press release shall be produced on a separate sheet of paper and typed. All essential and conventional parts of press release should be included.

Release #1: 800 to 900 word release on your topic as it relates to a topic related event (e.g., Sexual Assault Awareness Month; <http://www.nsvrc.org/saam/>). Remember – personal stories are powerful. This release should be in the form of a “guest column”, and should be written so that that the last 300 words or so can be used and edited as necessary by the news media.

Brochure: This portion of the press kit develops a competency in developing and designing educational brochures or pamphlets. The student will develop and design a simple educational brochure or pamphlet related to topic in press kit according to the following specifications:

1. The brochure or pamphlet shall be “desktop published” using computer software of the student’s choice. A copy of the computer disk/CD shall be submitted along with the final product. Do not submit your original disk- disk submitted should contain only the file(s) used to produce the brochure.
2. The brochure or pamphlet shall be prepared “camera-ready”, for black ink reproduction on colored paper and to also be printed in color ink. Special paper stock may be utilized. Photocopying or laser printing shall be used to transfer the camera-ready images to paper stock.
3. The brochure or pamphlet shall utilize either 8 ½” x 11” or 8 ½” x 14” conventional-sized paper. Formats may be either:
 - 12 page booklet, formed by folding 3 pieces of 8 ½” x 11” paper to make a 5 ½” x 8 ½” booklet, or
 - 6- or 8-panel pamphlet, formed by folding 1 piece of 8 ½” x 11” paper (for 6 panel) or 1 piece of 8 ½” x 14” paper (for 8-panel).
4. Minimal “paste-up” technique may be used. Students may download images from the Internet with appropriate references made. At least 2 illustrations must be used in the final product.
5. The font for text should be simplified type, such as Times Roman. Headlines and titles may utilize other fonts.

Submit: The original “camera-ready”, paste-up and final product copies of the brochure or pamphlet, the disk with the files for the brochure or pamphlet, and a 150 word maximum statement of objectives for the product.

Points: 170

TEAM Assignment

Scoring: All materials will be evaluated for: layout and design, spelling and writing skills, match of product to target audience, match of product to objectives, evidence of computer skills, and appearance of final product.

Problem Description (Individual Assignment) - Due 11/10/16

1. Select a rural health problem
2. Conduct a literature review (minimum of 5 sources of information)
3. Gather information related to the problem from existing data sources (e.g., OASIS)
4. Complete pp. 18, 19 and 21 in Obesity Prevention Guidebook (McCormack Brown et al.) based on the results of steps 2 and 3
5. Submit a 3 to 5 page narrative describing the problem you select with completed worksheets in the Appendix (8 page total max)

Points: 100 points

DO NOT WORK AS TEAMS.

Scoring: Your description will be evaluated based on: adherence to assignment guidelines, quality of the synthesis of data reviewed, quality of writing, and extent to which competency is demonstrated

Research Plan (Individual Assignment) – Due 12/1/16

Purpose: 1) to demonstrate an understanding of the appropriate uses of qualitative and quantitative methods in formative research; 2) to demonstrate ability to prepare questions needed to identify factors that influence behavior.

Prepare a 5-7 page plan for conducting the formative research phase of a social marketing or community based prevention marketing campaign on a topic of your choosing. Your plan should include the following components:

- A ½ page introduction to the issue
- A one page review of research methods used to date to examine this issue (3 peer reviewed references minimum)
- A completed draft of p. 30 of McCormack Brown et al. based on a review of the literature related to your topic in the appendix
- Specification of 2 to 3 research objectives (Not questions but Objectives (e.g., to determine, to identify))
- Discussion of data collection methods you plan to use (focus groups, in-depth interviews, surveys, etc.) and justification of choice
- Description of sample composition – description of sample and source of subjects for each method – and recruitment strategies
- A summary list of variables you will examine using each method (perceived benefits and barriers, perceived risk, etc.) and sample questions specific to each variable (be sure questions are appropriate for the method you selected)
- Optional: If you select CBPM, you will need to discuss how community members will participate in the market research phase

BE SURE TO GIVE ENOUGH DETAIL ON THE RESEARCH METHODS YOU PLAN TO USE SO THAT I CAN ASSESS YOUR UNDERSTANDING OF THE MAJOR COMPONENTS.

Points: 100 points

DO NOT WORK AS TEAMS.

Scoring: Your proposal will be evaluated based on: appropriateness of research objectives; appropriate selection of data collection methods; appropriate use of each method selected; selection of appropriate behavioral determinants to explore in study; quality of sample questions developed for each factor.