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COHE 7238A - Communication for Change

John S. Luque

Georgia Southern University, Jiann-Ping Hsu College of Public Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

COHE 7238-A Communication for Change
Spring 2015

<u>Instructor:</u>	John S. Luque, PhD, MPH
<u>Office:</u>	Hendricks Hall
<u>Phone:</u>	(912) 478-2414
<u>E-Mail Address:</u>	jlucose@georgiasouthern.edu
<u>Office Hours:</u>	Mondays and Wednesdays: 2:00-to-5:00 pm Other times by appointment
<u>Web Page:</u>	http://www.drjuan.org
<u>Class Meets:</u>	Mondays: 6:00-to-8:45 pm; IT 2201

-- Course schedules can be found at:

<http://students.georgiasouthern.edu/registrar/classSchedule.htm>

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 Text: Kotler, P. & Lee, N. (2011). *Social Marketing: Influencing Behaviors for Good, 4th Ed.* Thousand Oaks, CA: Sage Publications. (K&L)

Reference Texts: Maibach, E. & Parrott, R., eds. (1995). *Designing Health Messages.* Thousand Oaks, CA: Sage Publications. (M&P)

Siegel, M. & Lotenberg, L. (2007). *Marketing Public Health: Strategies to Promote Social Change. 2nd Ed.* Sudbury, MA: Jones & Bartlett. (S&L)

Andreason, A. (1995) *Marketing Social Change.* San Francisco, CA: Jossey Bass (AA)

CDCynergy Social Marketing Edition: Your guide to audience-planning.
<http://www.orau.gov/cdcynergy/demo>

Social and Behavioral Sciences MPH Concentration Competencies: At the completion of the MPH in SBS/CHE students will be able to:

1. Synthesize theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
2. Assess philosophical foundations and assumptions of research applied to community health problems.
3. Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
4. Explain the use of a variety of health communication approaches including social marketing, media advocacy, and new communication technologies.
5. Synthesize legislative advocacy skills that influence health policy.
6. Demonstrate how to plan, implement, and evaluate evidence-based community public health interventions.
7. Compare qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
8. Describe the benefits and challenges of a mixed methods approach.
9. Utilize qualitative, quantitative, and mixed methods to address community health problems.
10. Explain Community-Based Participatory Research (CBPR) principles and approaches for working with diverse communities.
11. Explain ethical principles critical to community-based research and practice.
12. Assess the impact of power and privilege on health inequity at local, national, and global levels
13. Assess current and future community-level needs for keeping the public healthy.
14. Select evidence-based social and behavioral interventions to address community health issues.
15. Develop collaborative and transdisciplinary relationships to respond to public health problems.
16. Describe skills needed to function successfully as a community and organizational change agent.
17. Develop logic model and mission, goal and objective (outcome) driven program development and program evaluation plans.
18. Promote the public health and health education professions individually and collectively.

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

1. Evaluate the contributions of various health communication strategies to address public health problems. (1,2,3,4)
2. Apply social marketing theory/approaches to individual behavior change and community health problem solving. (4,6,9)
3. Assess media advocacy theory/approaches for enhancing policy development, implementation, and evaluation. (4,5,8,9)

4. Assess risk communication strategies for protecting public health and informing the public. (4,18)
5. Summarize legislative advocacy skills to influence public health decision making and policy development. (4,5,13)
6. Understand the skills necessary to develop and implement focus groups (8,9,13)
7. Apply findings from formative research to social marketing strategies. (4,9,11)
8. Develop health communication strategies. (4,13,16,18)

Overview of the Content to be Covered During the Semester:

Week	Topic	Readings	Assignment
Jan 12 Wk 1	Introduction and Course Overview (No class on Jan 19 th – MLK Jr. Holiday)	K&L Foreword	-
Jan 26 Wk 2	Understanding Social Marketing	<p>1) K&L Chap 1</p> <p>2) Bryant, C. A., et al. (2009). Community-Based Prevention Marketing: A New Planning Framework for Designing and Tailoring Health Promotion Interventions. In DiClemente, R. et al. (eds). Emerging Theories in Health Promotion Practice and Research, 2nd Ed. San Francisco, CA: Jossey-Bass.</p> <p>3) Quinn, G. et al. (2010). Developing a common language for using social marketing: an analysis of public health literature. Health Marketing Q, 27, 334-353.</p>	<p>Select Teams for Social Marketing Plan Assignment; Identify topics for social marketing plan</p> <p>K&L Workbook orientation</p>
Feb 2 Wk 3	Steps in Strategic Marketing Planning Process	<p>1) K&L Chap 2 - 3</p> <p>2) Thackeray, R., & McCormack Brown, K. (2005). Social marketing's unique contributions to health promotion practice. HPP, 6(4), 365-368.</p>	<p>Health Comm. Assignment</p> <p>Creative Brief Part 1</p> <p>DUE by 6 pm</p>

		3) Lefebvre, R. C. (2011). An integrative model for social marketing. <i>J Social Marketing</i> , 1(1), 54-72.	
Feb 9 Wk 4	Analyzing the Social Marketing Environment	1) K&L Chap 4 - 6 2) McCormack Brown, K.R. (2006). Defining the product in a social marketing effort. <i>HPP</i> , 7(4), 384-387. 3) Slater, M.D. (2006). Segmentation on a shoestring. <i>HPP</i> , 7(2), 170-3.	
Feb 16 Wk 5	Establishing Target Audiences, Objectives, Goals	1) K&L Chap 7 - 9 2) Rothschild, M. (2006) Reducing alcohol-impaired driving crashes through the use of social marketing. <i>Acc An Prev</i> , 38, 1218-30.	
Feb 23 Wk 6	Developing Social Marketing Strategies	1) K&L Chap 10 - 13 2) Keller, H. & Thackery, R (2011) Social Marketing and the Creative Process. <i>HPP</i> , 12(5), 651-3. 3) Smith, W. (2006) Social marketing. <i>Injury Prevention</i> 12 (Suppl 1) 138-43.	
Mar 2 Wk 7	Managing Social Marketing Programs	1) K&L Chap 14-17 2) Peck, L.E. (2008) Recruitment strategies and costs for a community-based physical activity program. <i>HPP</i> , 9, 191-98.	
Mar 9 Wk 8	Social Marketing Plan due – In-Class work	-	SM Plan Due Wed Mar 11 6:00 PM
Mar 16 Wk 9	Spring Break – no class		

Mar 23 Wk 10	Message Design	<p>1) Edgar, T., Volkman, J. (2012) Using communication theory for health promotion: practical guidance on message design and strategy. HPP 13(5):587-590</p> <p>2) Helitzer, D., et al. (2009) Health literacy demands of written health information materials. Cancer Control, 16(1):70-78.</p> <p>3) Maibach, E. & Cotton, D. (1995) Moving people to behavior change. 41-64.</p> <p>4) Geary, C. (2008) Personal involvement of young people in HIV prevention campaign messages. HEB 35, 190-206.</p>	Brochure Review Class Activity
Mar 30 Wk 11	Design Approaches	<p>1) Brown, T. (2008) Design thinking. Harv Bus Rvw 86(6):84-92.</p> <p>2) Phillis, J. et al. (2008) Rediscovering Social Innovation, Stanford Social Innovation Review, Fall.</p> <p>3) Gibson, DR, et al. (2010) Effectiveness of HIV prevention social marketing with injection drug users. AJPH, 100(10), 1828-30.</p>	<p>Deadline to submit post-campaign Health Comm. Assignment, Part 2 DUE by 6 pm Brochure</p> <p>Group Presentations on Social Marketing Plan</p>
Apr 6 Wk 12	Media Advocacy	<p>1) Wallack, L. (2008). Media Advocacy. In Community Organizing and Community Building for Health, M. Minkler, Ed., 419-432.</p> <p>2) Jones, E. et al. (2006) State Health Policy Makers: What's the Message and Who's Listening? HPP, 7, 280-86.</p>	

		3) Rock, M., et al. (2011) A media advocacy intervention linking health disparities and food insecurity. <i>HER</i> , 26(6), 948-960.	
Apr 13 Wk 13	Focus Group and Qualitative Research Strategies	<p>1) Bryant, C. A. (2006). Conducting focus group research. <i>In</i> <i>Doing Cultural Anthropology: Projects for Ethnographic Data Collection</i>. 2nd edition. Long Grove, Ill: Waveland Press, Inc.</p> <p>2) Wiehagen, T., et al. (2007). Applying Projective Techniques to Formative Research in Health Communication Development <i>HPP</i>, 8, 164-72.</p> <p>3) Krueger, R. (2009). Workbook Notes</p> <p>4) S&L Appendix 11-C</p>	Health Comm. Assignment Brochures due, Part 3 - PSA DUE by 6 pm
Apr 20 Wk 14	Health Communication, eHealth, mHealth Reference: Making Health Communication Programs Work – aka the Pink Book http://www.cancer.gov/pinkbook	<p>1) Chou, W. et al. (2013) Web 2.0 for Health Promotion. <i>AJPH</i>, 103(1), e9.</p> <p>2) Hinyard, L. et al. (2007) Using Narrative Communication as a Tool for Health Behavior Change: A Conceptual, Theoretical, and Empirical Overview. <i>HEB</i>, 34, 777-92.</p> <p>3) Lefebvre, R.C. (2009) Integrating cell phones and mobile technologies into public health practice: A social marketing perspective. <i>HPP</i>, 39, 490-494.</p> <p>4) Kreuter, M. (2003) Achieving Cultural Appropriateness in Health Promotion Programs: Targeted and Tailored Approaches. <i>HEB</i>, 30, 133-46.</p>	

Apr 27 Wk 15	Case Studies from the Florida Prevention Research Center - CBPM	<p>1) Bryant, C. et al. (2010) Promoting physical activity among youth through community-based prevention marketing. J School Health, 80(5), 214-224.</p> <p>2) Alfonso, M. et al. (2011) Vigorous physical activity among tweens, VERB Summer Scorecard program, Lexington, Kentucky, 2004-2007. Prev Chronic Dis, 8(5), A104.</p> <p>2) Monaghan, P. et al. (2012) Adoption of safety eyewear among citrus harvesters in rural Florida. J Immigr Minor Health, 14(3), 460-6.</p>	
May 4 Wk 16	Final Exam Period	-	Final Exam due May 4 th – 6:00 pm

Instructional Methods: Class meetings will be a combination of lecture, class discussion, and in-class activities. Written homework assignments, examinations, and oral presentations constitute the basis of student evaluation.

Exam Schedule and Final Examination:

Social Marketing Plan: Wednesday, Mar 11, 2014, 6:00 pm
 Final Examination Period: May 4-7, 2014
 Final Exam Due: Monday, May 4, 2014, 6:00 pm

Grading:

Weighting of assignments for purposes of grading will be as follows:

Social Marketing Plan.....	100 points (25%)
Group Presentation on SM Plan.....	50 points (12.5%)
Final Exam.....	100 points (25%)
Health Communication Experience (due Feb 2, Mar 30, Apr 13) 20 pts creative brief, 30 pts brochure, 50 pts. video).....	100 points (25%)
Class Participation	50 points (12.5%)
<hr/>	
Total Possible Points	400 points (100%)
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Descriptions of Requirements:

(Course objectives assessed by each requirement in bold)

Assignments

- A. Final exam. One folio exam will be given that tests your knowledge of health communication and social marketing, as well as mastery of critical thinking. This exam will include multiple choice, short answer and short essay questions covering both materials taught in classes as well as assigned readings. Students should be familiar not only with concepts learned, but should also be able to apply these concepts to hypothetical case study contexts. **1, 2**
- B. Social marketing plan project and presentation. The class will be divided into teams of about 2-3 students and each team will be responsible for developing a marketing plan outline for a social marketing campaign focusing on public health topics in Georgia. Here are some examples of some possible topics: 1) increasing organ donation rates; 2) increasing utilization of “saferides” for college students to reduce drunk driving; 3) increasing work safety practices among migrant farmworkers; 4) decreasing STI rates among college students using condom social marketing; 5) decreasing rates of obesity in children or adolescents through healthy eating and/or physical activity programs; or 6) increasing childhood, adolescent, or adult vaccination rates (choose target group). Project ideas must be approved by the instructor. Each team will use the worksheets in the appendix of the text to write their plan. Emphasis is on Steps 1-7. Students are expected to touch on Evaluation Plans, Budgeting and Implementation Schedules (Steps 8, 9, 10) but not in-depth. Students are required to research their target audience at two different time points. One, after developing campaign behavior objectives to get input on perceived barriers, benefits and competition. Second, after Step 7 to pretest potential messages and creative executions and to explore ideas for communication channels. Surveys should be included as an appendix in written plan projects. The final social marketing plan will be presented mid-semester by team members, giving each team member an opportunity to present, and individuals will be graded separately on their part of the presentation. **Negative peer evaluation forms can possibly affect an individual student’s grade on the assignment.** The final written team plan proposal will serve as the mid-term exam. All members of the team will receive the same grade on the written proposal, not including the peer evaluation. **3,4,5,9**
- C. Health Communication Experience. The class will work in 2 teams to compete on the SMILE video competition. This is a social media-based competition designed to engage Georgia Southern students and employees in our Tobacco-Free Campus Initiative and to creatively increase awareness about the effects of tobacco use. The topic is to “persuade someone to quit tobacco” (any form of tobacco). Videos must be 2 minutes or less in the following formats: (1) Short Format PSA - 30 seconds or less or (2) Short Format - 31-60 seconds. There will be 3 assignments/deliverables to assess progress: (1) creative brief (20 pts) and (2) brochure to go along with the Public Service Announcement (PSA) (30 pts) and (3) PSA video (50 pts). The groups will devise a communication strategy to improve the awareness of the smoking ban on campus. For this assignment, the class will divide into two groups to create separate campaign materials. **6,7,8,9**
- D. Class participation. Students are required to be prepared to discuss the readings and projects in class. Students should be prepared with written discussion questions or points they want to raise from the readings. The final exam could draw from any of the readings in the course, so students are strongly encouraged to keep up with the readings. Some reasons for low class

participation grades include: students missing more than three classes, consistently failing to discuss the readings and participate in class, using cell phones in class, and being disrespectful in any way toward other students or the professor. Students who consistently display negative attitudes and affect other students in the class negatively will receive a '0' for class participation. It is at the professor's discretion to ask a student to leave class if the student is disrupting the class session.

E. The following point scale will be utilized in grading:

360-to-400 points (90%) A

310-to-359 points (80%) B

270-to-309 points (70%) C

230-to-269 points (60%) D

A cumulative total of 229 points or less will be considered as failing.

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

Your grades ***will not*** be posted. All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point in time during the semester but the Folio gradebook will be used.

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 a reasonable amount of time.

Nota Bene: Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!

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/judicial/faculty.htm>) 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://students.georgiasouthern.edu/sta/guide/>. 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.
