

# COURSE SYLLABUS

**Spring (3 units)**

## PH 863: Advanced Health Communication

Division of Health Promotion and Behavioral Sciences  
 Graduate School of Public Health  
 College of Health and Human Services  
 San Diego State University

**Class Schedule:** Wednesday 4:00 – 6:40 p.m.  
**Location:** [Off Campus: 9245 Sky Park Ct., Ste 100A, San Diego, CA 92123]  
**Office Hours:** Mondays 3:00-5:00 or by appointment at Sky Park, Ste 110

**Instructor:** Sheila F. Castañeda, PhD  
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### COURSE DESCRIPTION FROM THE GRADUATE BULLETIN

Health communication theory and social marketing practice as applied to public health behavior change. Audience segmentation, formative research, channel selection, and message development applied to chronic and infectious disease prevention.

**PREREQUISITES:** Public Health 663, admission to the doctoral program, and consent of instructor.

### OVERVIEW, GOALS AND LEARNING OBJECTIVES

This class is designed to provide students advanced training in health communication theory, research, and practice. The primary course objective is to provide you with a solid framework for conducting health communication campaigns -- including planning, execution, and evaluation. Given the complexities and richness of both human communication and health behavior, the class will be concurrently theory-, process-, and production-oriented. Through this course, you will develop knowledge of research issues in health communication across a wide spectrum of health communication situations.

Specific objectives for this course, and how they are tied to course activities and methods of evaluation, are as follows:

<i>Objectives</i>	<i>Varied Teaching methods</i>	<i>Evaluation methods</i>
<b>Name and describe</b> a selected set of health communication <b>theories</b> used to develop or improve programs to reduce or eliminate major public health problems.	<ul style="list-style-type: none"> <li>• Interactive lectures, including guest lectures</li> <li>• Discussions of readings</li> <li>• Activities, including home work</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Final exam</li> </ul>
<b>Name and describe</b> a selected set of health communication <b>intervention strategies</b> to reduce or eliminate major public health problems.	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Discussions of readings</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Final exam</li> </ul>
<b>Identify</b> the assumptions underlying these theories and strategies, including aspects related to culture and context.	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Discussions of readings</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Class participation</li> <li>• Discussion lead</li> <li>• Final exam</li> </ul>
<b>Critically analyze</b> major strengths and limitations in using these theories and strategies for planning/improving health promotion/ disease prevention programs and their implementation.	<ul style="list-style-type: none"> <li>• Interactive lectures</li> <li>• Discussions of readings</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion lead</li> <li>• Final paper and presentation</li> <li>• Final exam</li> </ul>
Use these theories and approaches <b>to design a health communication campaign</b> addressing a specific public health problem. In this process, articulate how you arrived at optimal source and channel selection, message development, and audience segmentation strategies.	<ul style="list-style-type: none"> <li>• Discussions of readings</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Health Comm Campaign</li> <li>• Final paper and presentation</li> </ul>

**THE GRADUATE SCHOOL OF PUBLIC HEALTH, THE HEALTH PROMOTION DIVISION AND PH863**

The Mission of San Diego State University's Graduate School of Public Health is to advance the public's health through:

1. The preparation of professionals in public health practice through academic and professional education, research, and service using methods that analyze and manage unresolved community public health problems, and teach proactive , interactive and accountable approaches to their solution;
2. The provision of interdisciplinary leadership and direct assistance by being a regional and international resource in public health education, research and advocacy in defining and solving public health problems in the various multicultural populations both nationally and internationally, especially in the border region of California and the Pacific Rim; and
3. Serving as a catalyst and vehicle for forming and maintaining collaborative relationships among public health, preventive and curative health-related academic, health care delivery, and financing, and community and service organizations in both the public and private sectors to strengthen capacities and services and to help resolve community public health issues and problems.

Working within this broader mission, the Division of Health Promotion and Behavioral Sciences trains students at the Undergraduate, Masters and Ph.D. levels in theory, research and practical applications in planning, implementing and evaluating public health behavior change efforts. PH863 students focus specifically on the planning, implementation, and evaluation of health communication efforts.

**COURSE FORMAT**

The course includes topics related to theory, formative research, health communication intervention design and evaluation. Readings will complement the presentations. Other readings may be assigned during the course of the semester. Class meetings will consist of lectures by the instructor and other GSPH faculty, faculty from SDSU School of Communications and Department of Marketing and UCSD Cancer Center, and IBACH Communication Researchers. We will draw on literature in communication, public health, consumer psychology, and social psychology for lectures and discussions. In addition, students will be prepared to lead part of the lecture by presenting on and discussing relevant contemporary research studies in health communications.

**COURSE REQUIREMENTS AND GRADING**

You can determine how much value you will get from this course based on the effort you choose to put into it. All of the work described below is designed to help you learn and experience as much as possible about health communication. Class participation and the presentations will help you incorporate what you learn in this class into your personal and professional growth, health promotion research, and career development decisions. The final paper will provide you with an opportunity to apply what you are learning as you are learning it.

**Readings.** The single most important thing you can do in this course is complete all of the required reading prior to class each week and come to class prepared to talk (and listen). Required readings are listed in the *Course Schedule* below by week. Readings will be available on Blackboard (<https://blackboard.sdsu.edu/>). Please see the instructor immediately if you do not have access to this class on Blackboard.

**Participation (10%).** It is important to be actively engaged in the material, and 10% of your final grade will be based on your active meaningful participation in class, both in quantity and quality. Participation involves regular attendance, being on-time, thoughtful reflections of readings, completion of the assignments, contributing to in-class discussions including leading discussions, asking questions of guest speakers, and evaluating each other's campaigns. *Please make plans to attend all classes.* Small classes such as this one function best when all are present. Also, I

Grades will be assigned based on total points accumulated for the semester:			
Letter Grade	%	Letter Grade	%
A	96-100	C+	77-79
A-	90-95	C	74-76
B+	87-89	C-	70-73
B	84-86	F	<70
B-	80-83		

Summary of Course Requirements		
Requirement	%	Points
Participation	10%	20
Article Presentations and Written Critiques	40%	80
Health Communication Campaign Paper and Presentation	40%	80
Final Exam	10%	20
<b>Total</b>	<b>100%</b>	<b>200</b>

anticipate that we will exchange many written messages over the course of the semester. Emails and other communication should always look professional, including proper salutation, appropriate English, correct grammar, etc. When emailing me please include “PH 863” (and more if you wish) in the subject line.

**Article Presentations and Written Critiques (40% total).** Each student will be responsible for *four 20-minute presentations* on a recent health communication research paper that ties into the topic of the respective week. You may approach this task in many ways, but it must be a presentation rather than a discussion or demonstration. You should provide a brief summary of the important points of the paper and discuss the implications you think the paper has for health communication research and practice. For example: Do the findings support or contradict other theories or ideas from the readings and lectures? Does it suggest that some theories are inadequate? How would you integrate the findings into the context of the other class readings? Do the findings apply across cultures or across behaviors? How can the findings be applied to public health practice? Please use PowerPoint and other audiovisual/social media to enhance your presentation.

Each student will also be required to write a *3 page critique and reflection paper*. This assignment asks you to do two things. First, provide a 1-page critique of the article in terms of evaluating its strengths and limitations. Does it make an important theoretical or practical contribution? In what ways might the findings be limited? Second, in 2 pages, discuss how the findings of the study relate to the kinds of public health research you are interested in.

**Critique papers are due exactly 1 week following each of your presentations in paper.** (Each article and critique are worth 10%).

### **Health Communication Campaign Paper and Final Presentation (40% total)**

Course requirements include a paper with four parts that will outline the necessary components of a health communication intervention plan. Specifically, you will describe the appropriate formative research methods to understand the target audience and target behaviors, identify appropriate theory (ies), develop segmentation criteria, develop a plan for message design, select appropriate channels, and develop an evaluation plan. In addition, you will develop one component of the health communication intervention and include as an appendix. Finally, you will be expected to present this information to the class. Detailed instructions will be given throughout the semester.

- The first part of the paper should describe the *selected health behaviors* in your target population and the importance of changing these health behaviors from long-term health and cost perspectives. Use it as an opportunity to hone your skills in writing about your *target audience* using epidemiologic terms. In addition, this first part should describe *the situational analysis around your campaign* (in other words, what demographic, behavioral, and psychosocial factors do you need to consider in your campaign?). Finally, identify proposed *messages, methods and channels* based on the health issue and target audience. You are required to describe a minimum of two channels (10%).
- The second part should include a description of the *theoretical background of your health communication campaign* and the intervention strategies, including the channels you settled on (again, a minimum of two). Thought should be given as to how these channels will be integrated to create a unifying campaign (10%).
- The third part of the paper will lay out an *evaluation plan* for the campaign, including measures of process, impact, and outcome (5%).
- The last part of this paper involves actually creating one component of the health communication campaign, selecting one of the two channels that you describe in your paper. For example, a student may decide to use print materials such as posters, brochures, etc., and as such, he/she would create that material in near final draft form (in other words you should make it as real as possible though you do not need to go to the expensive of having it professional printed). If the campaign involves an interpersonal component, the student could design a doctor-patient curriculum. Other examples include a family-based curriculum, group-session facilitation manual. One channel may involve the web and you could design a website. These are just ideas. Over the course of several classes, you will brainstorm with your classmates what health communication channels to select that optimize exposure to your target audience on this health issue (10%).
- You will be expected to present a 45 minute presentation, (*including 30 minutes plus 15 minutes Q&A*), (Weeks 14-15) detailing highlights to your paper and your health communication materials developed (5%).

### ***Final Exam (10%)***

The final examination will involve information from all lectures, reading, and other information presented in the course. Exam item formats will include case studies and open-ended questions. No study guide is currently available, however the opportunity for a review session organized jointly is welcomed.

### ***Extra Credit (5 points)***

Write a health article suitable for publication in a local community newsletter through the San Diego Prevention Research Center (SDPRC). The SDPRC, co-directed by Drs. Elder and Ayala at SDSU and Dr. Lisa Madlensky at UCSD, have a partnership with *La Prensa* to submit health columns that reach their audience. Detailed information will be posted on Blackboard and additional instructions will be given in class by a brief presentation by Carolina Laborca, RN, MPH, Intervention Coordinator and Communication Co-Coordinator of the SDPRC. If published, you will be provided with a link to the newspaper article for your files. **You will have until May 1<sup>st</sup> to turn in your newspaper article.**

### **COURSE POLICIES**

- Students and instructor must work collaboratively to establish and maintain a productive learning environment.
- There are no bad ideas. All ideas are to be treated with respect for their creators and acknowledgement that ideas of all types can contribute to ultimate success. It is always wise to mentally review any idea before vocalizing it.
- Constant student/instructor interaction and feedback are extremely important. Everyone is expected to contribute.
- Only one meeting/discussion can take place at a time, and it must be the one in which the instructor is participating. Please avoid disconcerting side conversations.
- Always pay attention, because to do otherwise is a sign of an unprofessional attitude.
- Cell phones and pagers are to be turned off before class. Laptops may be brought to class.
- Computers: every student must have access to the internet and a computer in order to have communications with the professor, download course-material and conduct research on the internet. You are strongly encouraged to keep computer backups of your work to avoid losing information and time.
- No late or make-up assignments will be accepted.
- All assignments are due in hard copy at the beginning of class, unless otherwise specified. If you are unable to attend class on the day an assignment is due, have someone bring the assignment to class for you.
- All assignments must be typed using Microsoft Word or a similar word processing program. Required format is double-spaced with a one-inch margin and 12-point font (Arial or Times New Roman is preferred). In addition to spelling, grammar, and writing style, your work will be evaluated based on professional appearance (examples of non-professional appearance: crinkled pages, stains, poor staple job). Please edit all written assignments and turn-in written materials that are error-free and meet the quality standards of the university.
- Announcements, assignments, and class information will be posted on Blackboard. It is your responsibility to check Blackboard on a regular basis.
- SDSU complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.
- SDSU does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its program activities. If you have an Authorization for Accommodations form that indicates a need for academic accommodations, please let me know so we can discuss this. Student Disability Services is located in Calpulli Center, Suite 3100 (third floor), (619) 594-6473 and (619) 594-2929 (TDD/TTY).
- SDSU does not discriminate on the basis of sex, gender, or sexual orientation in the educational programs or activities it conducts. More detail on SDSU's Nondiscrimination Policy can be found in the SDU General Catalog, University Policies.
- SDSU is committed to maintaining a safe and healthy living and learning environment for students, faculty and staff. Sections 41301, Standards for Student Conduct, and Sections 41302-41304 of the University Policies regarding student conduct should be reviewed.

- This syllabus may be subject to some change and adjustment throughout the semester in order to accommodate timely, late-breaking topics and events, the unique needs of each student and group of students. Students having any questions regarding assignments, schedules, and other course issues should check with the instructor.

## **ATTENDANCE**

- Students are expected to attend all classes. Unexcused absences, tardiness, and failure to meet deadlines will have a negative impact on the student's final grade.
- Students who unavoidably miss a class are still responsible for getting that classes' assignments in on time, getting any new assignments from other students, and completing the work by the assigned due date.
- Planned absences for religious observances: By the end of the second week of classes, students should notify the instructor of planned absences for religious observances. The instructor will provide appropriate accommodations.
- Coming to class more than 15 minutes late will count as an absence.
- Medical emergencies verified by practicing clinicians and limited other emergencies are the basis for an incomplete.

## **ACADEMIC INTEGRITY**

Academic dishonesty is an affront to the integrity of scholarship at SDSU and a threat to the quality of learning. Violations of academic integrity are noted in the SDSU Statement of Student Rights and Responsibilities:

**2.1 Cheating** shall be defined as the act of obtaining or attempting to obtain credit for academic work by the use of dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to (a) copying, in part or in whole, from another's test or other examination; (b) discussing answers or ideas relating to the answers on a test or other examination without the permission of the instructor; (c) obtaining copies of a test, an examination, or other course material without the permission of the instructor; (d) using notes, cheat sheets, or other devices considered inappropriate under the prescribed testing condition; (e) collaborating with another or others in work to be presented without the permission of the instructor; (f) falsifying records, laboratory work, or other course data; (g) submitting work previously presented in another course, if contrary to the rules of the course; (h) altering or interfering with the grading procedures; (i) plagiarizing, as defined; and (j) knowingly and intentionally assisting another student in any of the above.

**2.2 Plagiarism** shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part or in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies.

**3.0 Academic and Punitive Sanctions:** Cheating and plagiarism in connection with the academic program at The University may warrant two separate and distinct courses of disciplinary action that may be applied concurrently in response to a violation of this policy: (a) academic sanctions, such as grade modifications; and (b) punitive sanctions, such as probation, suspension, or expulsion.

## Course Schedule

\*Note: All students are required to read the designated “REQUIRED” weekly readings. Students scheduled to present each week are required to read the designated “INDIVIDUAL PRESENTATIONS” readings. This schedule may be modified over the course of the semester to tailor to class needs and ensure competencies are met.

Wk	Date	Content	Assignments	Readings
1	Jan 23	<p><b>Introductions and course overview</b></p> <ul style="list-style-type: none"> <li>In class be prepared to present yourself, your research, and where your research is occurring</li> <li>Review syllabus</li> <li>What is health communication?</li> </ul>	Student presentation sign-up ( <i>begin next week</i> )	<p><u>OPTIONAL</u> Rimal &amp; Lapinski (2009)</p>
2	Jan 30	<p><b>Theoretical Foundations of Health Communication</b></p> <ul style="list-style-type: none"> <li>Persuasion</li> <li>Elaboration Likelihood Model</li> <li>Information Processing Model</li> <li></li> </ul> <p><u>Guest speaker:</u> Carolina Laborca, RN, MPH, IBACH Topic: <i>Writing health newspaper articles for lay audiences</i></p>	<p><b>Health Communication Campaign (HCC) Assignment:</b> Begin thinking about part 1 &amp; 2 of your paper. Select target, audience, health issue, behavior, ecological influences, and theory. <i>1/31 is the last day to drop classes.</i></p>	<p><u>INDIVIDUAL PRESENTATIONS</u> Cameron (2009) Braverman (2008)</p> <p><u>REQUIRED</u> Scholten (1996) Yzer (2012) McGuire (1995) Petty et al (1994)</p>
3	Feb 6	<p><b>Social Marketing</b></p> <p><u>Guest speaker:</u> George Belch, PhD, Dept. Chair and Professor, School of Marketing, SDSU Topic: <i>Marketing and Public Health</i></p>	<p><b>HCC Assignment:</b> Refine target, audience, health issue, behavior and theory.</p>	<p><u>INDIVIDUAL PRESENTATIONS</u> Lombardo &amp; Le’ger (2007) Vega &amp; Roland (2005)</p> <p><u>REQUIRED</u> Grier &amp; Bryant (2005) Maibach et al (2007) Darrow &amp; Biersteker (2008)</p>
4	Feb 13	<p><b>Formative Research</b></p> <ul style="list-style-type: none"> <li>Pre-testing</li> <li>Key Informant Interviews</li> <li>Focus Groups</li> </ul> <p><u>Guest speaker:</u> Erika Hernandez, MPH, MA, Communication Specialist, IBACH Topic: <i>Using formative research to design a family-based health communication intervention</i></p>	<p><b>HCC Assignment:</b> Turn in your theory, target audience of interest and your health issue, and specific health behaviors if possible. Be prepared to discuss in class.</p>	<p><u>INDIVIDUAL PRESENTATIONS</u> n/a</p> <p><u>REQUIRED</u> Atkin &amp; Freimuth (2013) Ayala et al (2001) Ayala &amp; Elder (2011) Maddock et al (2008) Pinkbook (Stage 2, pp. 53-89)</p>
5	Feb 20	<p><b>Segmentation</b></p> <ul style="list-style-type: none"> <li>Target Audience Research</li> <li>Health Communication Planning</li> </ul> <p><u>Guest speaker:</u> Moshe Engelberg PhD, President, Research Works Topic: <i>Planning a Humor-based Health Communication Campaign</i></p> <p><u>Activity:</u> Draw your conceptual model including psychosocial and ecological variables that explain the target health behavior(s) of your campaign.</p>	<p><b>HCC Assignment:</b> Identify relevant audience and environmental characteristics. Develop formative research methods and sample data collection materials that could be used to determine these characteristics.</p>	<p><u>INDIVIDUAL PRESENTATIONS</u> Staten et al (2006) Meador (2006)</p> <p><u>REQUIRED</u> CDC (2011) Segmentation Earp &amp; Ennett (1991) Gielen et al (2008) Slater (1996)</p>

6	Feb 27	<p><b>Interpersonal communication between doctors and patients</b></p> <ul style="list-style-type: none"> <li>• What is it?</li> <li>• Theoretical rationale for this research</li> <li>• Implications for interventions</li> </ul> <p><u>Guest speaker:</u> Wayne Beach, PhD, Professor, School of Communication Topic: <i>Patient-Provider Interactions</i></p>	<p><b>HCC Assignment:</b> Bring to class hard copy drafts of your plan, including information on your target audience and health issue.</p>	<p><u>INDIVIDUAL PRESENTATIONS</u> Cooper et al (2006) Sleath et al (2011)</p> <p><u>REQUIRED READINGS</u> Beach (2009) Beach (2012) Duggan (2006)</p>
7	Mar 6	<p><b>Message Design</b></p> <ul style="list-style-type: none"> <li>• Message Framing &amp; Development</li> <li>• Health Literacy</li> <li>• Emotional Appeals</li> </ul> <p><u>Activity:</u> Assessing your messages using SMOG and other readability assessments</p>	<p><b>HCC Assignment:</b> Begin developing messages for your specific intervention component.</p>	<p><u>INDIVIDUAL PRESENTATIONS</u> Gallagher &amp; Updegraff (2012) Sberna Hinojosa et al (2010) Witte &amp; Allen (2000)</p> <p><u>REQUIRED READINGS</u> Jensen (2012) NCI (2007) Turner (2012)</p>
8	Mar 13	<p><b>Evaluating Health Communication Campaigns</b></p> <ul style="list-style-type: none"> <li>• Process Evaluation</li> <li>• Impact Evaluation</li> <li>• Outcome Evaluation</li> </ul> <p><u>Activity:</u> Identify methods for evaluating your campaign. Include in tabular format.</p>	<p><b>HCC Assignment:</b> Bring copies of your messages to be evaluated by the professor and two students.</p> <p>Begin working on part 3 of paper.</p>	<p><u>INDIVIDUAL PRESENTATIONS</u> Sly et al (2001) Stead et al (2002) Valente et al (2007)</p> <p><u>REQUIRED READINGS</u> Bartholomew (2006) Berkowitz et al (2008) Noar et al (2009)</p>
9	Mar 20	<p><b>Media Relations</b></p> <ul style="list-style-type: none"> <li>• Public Relations</li> <li>• Advertising</li> <li>• Public Health Branding</li> </ul> <p><u>Guest Speaker:</u> Barbara Rodriguez, MPH(c), Media and Community Relations Coordinator, Hispanic Community Health Study/ Study of Latinos (HCHS/SOL), IBACH Topic: <i>Public Relations &amp; Marketing in Research</i></p>	<p><b>HCC Assignment:</b> Work on revisions of your messages and specific intervention component.</p>	<p><u>INDIVIDUAL PRESENTATIONS</u> Arredondo et al (2009) Asbury et al (2008) Pivonka et al (2011)</p> <p><u>REQUIRED READINGS</u> Evans et al (2008) Thomas et al (2009) Wallington et al (2009)</p>
10	Mar 27	<p><b>Media and Messages across Cultures</b></p> <ul style="list-style-type: none"> <li>• Targeting and Tailoring</li> <li>• Social Cognitive Theory and Media</li> <li>• Entertainment Education</li> </ul>	<p><b>HCC Assignment:</b> Work on revisions of your messages and specific intervention component.</p>	<p><u>INDIVIDUAL PRESENTATIONS</u> Elder et al (2009) Kreuter et al (2003) Wilkin et al (2007)</p> <p><u>REQUIRED READINGS</u> Bandura (2002) Hether et al (2008) Bertrand et al (2006) Kreuter &amp; McClure (2004)</p>

11	Apr 3	<b>SPRING BREAK- NO CLASS</b>	N/A	
12	Apr 10	<p><b>Use of Technology in Health Communication Research</b></p> <p><u>Guest Speaker:</u> Kristen Emory, PhD(C), UCSD Cancer Center Topic: <i>Use of technology and social media in health communication research</i></p>	HCC Assignment: TBD based on class	<p><u>INDIVIDUAL PRESENTATIONS</u> Armstrong et al (2009) Lustria et al (2011)</p> <p><u>REQUIRED READINGS</u> Bennett &amp; Glasgow (2009) Chou et al (2009) Norman et al (2007)</p>
13	Apr 17	<p><b>Media Advocacy</b></p> <p><u>Guest speaker:</u> Meghan Moran, PhD, Assistant Professor, School of Communication Topic: <i>Historical and theoretical foundations of anti-smoking campaigns</i></p>	HCC Assignment: TBD based on class	<p><u>INDIVIDUAL PRESENTATIONS</u> Freudenberg (2009) Niederdeppe et al (2007)</p> <p><u>REQUIRED READINGS</u> APHA Media Advocacy Manual Galer-Unti et al (2004) Miller (2009)</p>
14	Apr 24	Three student presentations	<p>Final papers welcomed</p> <p><i>May 1<sup>st</sup> is the final day to turn in your extra credit newspaper article.</i></p>	N/A
15	May 1	Three student presentations	Final papers due at the beginning of class.	N/A
16	May 8	Exam		N/A



### Individual Presentations Sign-up Sheet

Students are required to give four in-class individual presentations summarizing an assigned journal article and leading a group discussion. During **Week 1**, each student will be assigned the articles. You will be graded on your oral presentation and your written critique (*See Course Requirements and Grading*). The purpose of this assignment is to expose students to various communication methods, improve communication skills, critical thinking skills, teaching skills, and listening and synthesis skills.

Week	Student Name	Readings
<b>1</b>	N/A	N/A
<b>2</b>	1 2	Cameron (2009) Braverman (2008)
<b>3</b>	3 4	Lombardo & Le'ger (2007) Vega & Roland (2005)
<b>4</b>	N/A	N/A
<b>5</b>	5 6	Staten et al (2006) Meador (2006)
<b>6</b>	7 8	Cooper et al (2006) Sleath et al (2011)
<b>7</b>	9 10 11	Gallagher & Updegraff (2012) Sberna Hinojosa et al (2010) Witte & Allen (2000)
<b>8</b>	12 13 14	Sly et al (2001) Stead et al (2002) Valente et al (2007)
<b>9</b>	15 16 17	Arredondo et al (2009) Asbury et al (2008) Pivonka et al (2011)
<b>10</b>	18 19 20	Elder et al (2009) Kreuter et al (2003) Wilkin et al (2007)
<b>11</b>	N/A	N/A
<b>12</b>	21 22	Armstrong et al (2009) Lustria et al (2011)
<b>13</b>	23 24	Freudenberg (2009) Niederdeppe et al (2007)
<b>14</b>	N/A	N/A
<b>15</b>	N/A	N/A
<b>16</b>	N/A	N/A

## Developing Group Discussion Questions for Individual Presentations

### Goals of Group Discussion

- Help students learn to think critically about the subject matter by giving an opportunities for practice
- Help students become aware of and formulate problems using information gained from readings
- Give students an opportunity to formulate applications of principles to one of the assigned health topic areas
- Develop motivation for further learning

### Types of Discussion Questions

- *Factual questions* are primarily used to check knowledge of background information, but can also be used to stimulate problem-solving.
  - How does the author define \_\_\_\_\_?
- *Application and interpretation questions* are used to get at relationships, applications, and analyses of facts and materials.
  - How does the idea of \_\_\_\_\_ presented in \_\_\_\_\_ apply to the idea of \_\_\_\_\_ presented in \_\_\_\_\_?
- *Problem questions* involve the presentation of a case or hypothetical problem. The problem may or may not have a solution, but the problem should be meaningful to everyone in the classroom and one where some progress toward a solution can be made. These types of questions should not be too abstract but rather grounded in an experience or idea.
  - What are the short-term and long-term implications of \_\_\_\_\_?
  - What solutions would you suggest for \_\_\_\_\_?
- *Connective and causal effect questions* involve attempts to link materials or concepts that may otherwise not appear to be related.
  - What factors may account for \_\_\_\_\_?
- *Comparative questions* ask for comparisons of theories or ideas and provide an opportunity to examine the most important dimensions of comparison.
  - What evidence is there for the ideas presented in \_\_\_\_\_?
- *Evaluative questions*, in addition to asking for comparisons, also ask for a judgment about the relative merit of a giving point of view.
  - What inferences are being made from \_\_\_\_\_ and are these inferences legitimate?
- *Critical questions* examine the validity of an argument or discussion.
  - On what basis is the argument/idea presented in \_\_\_\_\_ valid or invalid?
  - What criteria would you use to assess the validity of the argument presented in \_\_\_\_\_?

In general, discussion questions that can lead in multiple directions will elicit more discussion than simple, single answer questions. **Avoid yes/no questions.**

### Students will acquire skills in leading and participating in group discussions

- Planning and carrying out a group discussion (*opening statement of discussion goals, beginning the discussion, managing discussion within the time frame, summarizing discussion*)
- Managing the group (*dealing with monopolizers and eliciting comments from shy individuals*)
- Formulating questions
- Formulating ideas and presenting these ideas to a group
- Listening and responding to other group members
- Building on each other's ideas

### **For more information on developing discussion questions, see:**

Brinkley, A. et al. (1999). *The Chicago handbook for teachers: A practical guide to the college classroom*. Chicago, IL: Univ of Chicago Press. McKeachie, W.J. (1994). *Teaching tips*. Lexington, MA: D.C. Heath and Company.

## PH 863 - Student Information Sheet

Name: \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_

**LOCAL** Emergency contact information: \_\_\_\_\_

1. List your degrees and where completed:

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2. List courses taken in health communication, and health promotion in general including behavioral medicine:

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3. What health communication books do you currently own?

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4. Do you have a background or talents in a field related to health communication (e.g., broadcast or print media, public relations, graphic design, etc)?

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5. Is there anything else you want me to know about you that will help me tailor the class?

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