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PUBH 4330B - Community Health Education Methods

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 4330- Promotional Strategies for Health Programs
Spring 2018

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<u>Office Hours:</u>	Tuesdays and Thursdays, 9:00am-11:00am
<u>Class Meets:</u>	Section B: Tuesday, Thursday 11:00pm-12:15pm; Education Building, 2167

Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: PUBH 2131 (Introduction to Community and Public Health) and PUBH 3133 (Health Promotion Program Planning).

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Catalog Description

This course explores the application of social marketing and communication theory to the development of strategies to enhance health education and promotion programs.

Required Textbook:

Bensley, R.J. & Brookins-Fisher, J. (2009). *Community Health Education Methods: A Practical Guide, Third Edition*. Sudbury, MA: Jones and Bartlett Publishers. ISBN 9780763755331

McLaughlin, J. (2003). *Strategies for Publicity: A Handbook for Health Professionals*. Statesboro, GA: Eagle Press. (SFP) Provided for you on Folio

Folio readings: Additional readings are posted under each learning module

BSPH Core Student Learning Outcomes (CORE)

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Graduating students in the Health Education and Promotion program will be able to demonstrate effective communication by using credible and valid health information and resources to demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials by

- a. Communicating a clearly defined purpose
- b. Gathering appropriate primary and secondary data to support a rationale for addressing public health problems
- c. Identifying, evaluating and selecting credible evidence or practice based public health programs and information
- d. Organizing ideas and information consistent with the purpose
- e. Demonstrate the ability to relay public health ideas to lay audiences and other key stakeholders.
- f. Adhering to acceptable and mechanical, structural, and format style guidelines appropriate to the public health discipline and purpose (i.e. APA style)

BSPH Competencies

1. Identify and assess public health problems to develop appropriate public health education programs based on sound theoretical foundations of health behavior
2. Design, implement and evaluate public health educational programs for identified health problems for at-risk populations and communities.
3. Demonstrate argumentation, analysis, and synthesis skills writing through the development of comprehensive health promotion program plans and materials.
4. Communicate and advocate for health and health education

Course Objectives

The course is designed to introduce students to some of the basic principles and perspectives of public health education in the United States, particularly as they relate to developing fundamental skills in communicating health information to the public. As a result of taking this course, students will be able to:

- Distinguish among the concepts, language, and issues of publicity, public relations, social marketing, and health communication as they apply to health education and health behavior programs;
- Describe and apply the procedure for developing a public relations plan for a health-related program or agency;
- Describe and apply appropriate design principles for health-related print materials;
- Describe and apply the steps of developing health-related informational and publicity materials for the print media, including writing news copy and developing infographics, newsletters, flyers, posters, and press kits;
- Describe and apply the principles of publicity and health communication using electronic media such as radio, television, and computers;
- Describe and apply the procedure for presentations as a program implementation strategy; and
- Describe and apply the development of special relationships with media gatekeepers and vendors such as newspaper editors, television and radio producers, printers, and others.

Fall 2017 Course Outline:
Abbreviations: *CHE*- Community Health Education Methods textbook
SFP: Strategies for Publicity Handbook (Folio)
[Module]

Week/Dates	Day	Class Topics for Discussion	Assigned Readings	Due Dates
Week One 1/8-1/12	Tuesday	Introduction and Course Overview What is Health Communication? [M1]	CHE: Chapter 4 CHE: Chapter 5	*All Friday assignments due by 5pm. The term “draft” indicates a completed component and not the start of a component.
	Thursday	Overview of Social Marketing [M2] Partner Selections		
Week Two 1/15-1/19	Tuesday	No Class		1/17: Organization name, logo, and topic due
	Thursday	Lab #1: Organization Planning		
Week Three 1/22-1/26	Tuesday	Print Materials Basics [M3] Creating and Promoting your Organization Setting Goals and Objectives, Writing a Mission Statement [M4]	CHE: Chapter 1 CHE: Chapter 9 SFP: Book #1 (Folio)	1/24: Branding and Strategic Planning Worksheet due
	Thursday	Lab #2: Branding and Strategic Planning		
Week Four 1/29-2/2	Tuesday	Behavior Change Theories in Health Communication [M5] Quiz Review	NIH Pink Book: Stage 3 (Folio)	
	Thursday	Quiz 1: M1-M5 Developing Materials and Pretesting (Formative Research) [M6]		
Week Five 2/5-2/9	Tuesday	Lab #3: Fact Sheet	CHE: Chapter 2	2/5: Fact Sheet Worksheet and Pre-Draft due
	Thursday	Promoting Health in Multi-Cultural Society[M7]		
Week Six 2/12-2/16	Tuesday	Lab #4: Infographic		2/12: Infographic worksheet due
	Thursday	TBA		

Week Seven 2/19-2/23	Tuesday	Publicity, Radio, & Print [M8] Advertising and Marketing (non-traditional sources) [M9]	SFP: Book #2 and #11 Radio (Folio)	2/21: Newsletter worksheet due
	Thursday	Lab # 5: Newsletters		
Week Eight 2/26-3/2	Tuesday	Quiz 2: M6-M9 Working with Media/Television [M10]	CHE: Chapter 10	2/28: Advertisements (Ad and Flyer) worksheets due
	Thursday	Lab #6: Advertisements (Ad & Flyer)		
Week Nine 3/5-3/9	Tuesday	Spring Break		
	Thursday	Spring Break		
Week Ten 3/12-3/16	Tuesday	How Media Can Influence Policy [M10] Social Media [M11]	Chapters 13 & 14 Folio: Social Media CDC Tool Kit	3/14: Social Media and Blog Posts due 3/16: 1 st half Press kit revisions (fact sheet, infographic, newsletter, advertisement, flyer, twitter post, blog post)
	Thursday	Lab #7: Social Media Strategy and Blog Post		
Week Eleven 3/19-3/23	Tuesday	Developing a Plan for Monitoring and Evaluation [M12]		3/19: Website draft due
	Thursday	Lab #8 Website		
Week Twelve 3/26-3/30	Tuesday	Quiz 3: M10-M12	Folio Reading	
	Thursday	Establishing Budgets and Finding Funding [M13]		
Week Thirteen 4/2-4/6	Tuesday	Lab #9: News Release	Folio Reading CHE: Chapter 7	4/2: News Release draft
	Thursday	Selecting Presentation Methods [M14]		
Week Fourteen	Tuesday	Quiz 4		

4/9-4/13	Thursday	Lab #10: Delivering Effective Presentations	CHE: Chapter 8 Folio Reading	
Week Fifteen 4/16-4/20	Tuesday	Presentation Class Activity		4/20: Final Press Kit submission (in- class and online) Can be delivered to Henderson 2034 or submitted in class during the week. 4/20: Presentation slides due
	Thursday	Presentation and Press Kit Finalizing		
Week Sixteen 4/23-4/27	Monday	Presentations	No assigned readings	
	Thursday	Presentations		
Finals Week 4/30-5/4				

COURSE REQUIREMENTS:

1. Quizzes (80 points maximum)

Five quizzes will be given throughout the semester in class. Students who are tardy or absent without a medical or university approved excuse will not be allowed to make up quizzes or exams. A student arriving more than 5 minutes after class has begun or after the first quiz/exam has been turned in (whichever comes first) will not be allowed to take the assessment.

2. Final Exam (100 maximum points)

The final exam will be given during the University appointed time. Make-up exams will not be allowed.

1. Comprehensive and written.
2. Questions will be based on ALL material covered in lectures, handouts, films, lab assignments, and assigned readings. It is important that you know the course content very well.

3. Educational Materials Portfolio (310 maximum points):

The Educational Materials Portfolio: Marketing components will be completed throughout the semester with varying due dates (see course schedule for more info). The project will be completed in groups (pairs) assigned the first week of classes. Each draft component will be graded separately and returned to the group for revisions. *Upon return of the item, each group is asked make all corrections, reprint the component, and put a hardcopy along with the originally graded (earlier draft) in their "Marketing Plan/ Press Kit Materials Portfolio."* **Please see the Press Kit Project information sheet for detailed grading information and press kit requirements.**

Marketing Plan/ Press Kit Materials Components:

- Identified Health Behavior Analysis (20 points)
- Fact Sheet (20 points)
- Infographic (20 points)
- Newsletter (20 points)
- Advertisement 1: Ad (20 points)
- Advertisement 2: Flyer (20 points)
- Website (20 points)
- Blog Post (20 points)
- Social Media (20 points)
- News Release (20 points)
- Presentation Slides (10 points)
- Presentation (10 points)
- Final Portfolio (90 points)

4. Attendance (50 maximum points)

Attendance will be taken randomly throughout the semester. Each day is worth 5 points.

5. Class Activities and Assignments (25 maximum points)

Students will complete in-class assignments and activities as assigned. These activities will vary throughout the semester. Students must be present and on-time to receive credit. No make-up activities will be provided. Activities will include things such as reflections, critiques, in-class work (individual/group), in-class brief presentations, etc. Each activity will have specific instructions and criteria, so please read before completion.

6. Lab Assignments (55 maximum points)

Students will complete assignments for each lab. These activities will vary and all contribute to the development of their Marketing Plan and Press Kit Materials.

Course Grading Scale

Quizzes	80 points
Final Examination	100 points
Draft Press Kit Components	200 points
Presentation Slides/Presentation	20 points
Press Kit Portfolio	90 points
Group Effort in Portfolio	10 points
Reflection	10 points
Class Activities and Assignments	25 points
Attendance	50 points
Lab Assignments	55 points
<hr/>	
TOTAL:	640 points

Grades:

576-640pts.	90-100%	A
512-575pts.	80-89%	B
448-511pts.	70-79%	C
384-447 pts.	60-69%	D
0-383pts.	0-59%	F

Grading policies: In this course, students do not compete against each other for grades. Each student's grade will be based on the number of points earned during the semester.

A grade of "I" (incomplete) will not be given unless very unusual circumstances are present, such as hospitalization of the student. University regulations do not permit the use of a grade of "I" to avoid a low or failing grade. The rules of the University Committee on Absence will govern any dispute.

One-Week Rule: Grades are always the ultimate responsibility of the student. After any grade has been posted to the Folio grade book, there is a one-week time limit to make any grade appeals in person and via Folio to the professor. After the one-week period, the grade becomes permanent and indisputable.

Student Expectations and Course Policies:

1. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, oral announcements, etc. of what was covered on the day of your absence. **IF you miss exams, quizzes or other assignments because of a missed class, then you will receive a “0”.**

2. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a “0” be assigned for that exam, and an “F” for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an “F”.

No make-up tests are given except for **a university excused absence with full documentation**. If you are excused from missing a test, you have one week to make the exam up. If it is not made up **within one week**, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

3. The final exam is mandatory (cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.

4. Late work assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted), but some will be turned in during class time. For assignments turned in during class, please place on the front desk as you walk in. These assignments are due within the first five minutes of class, after that they are considered late and will not be accepted.

5. All assignments must be given to the professor directly, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.

6. Please consult the STUDENT CONDUCT CODE 2017-2018 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned an “F” for the course.

7. Last day to withdraw from class without academic penalty is **March 5, 2018**. Students who stop attending class without officially withdrawing from the class will receive a final grade of “F”.

8. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor’s teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.

9. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

10. If you are receiving services from the Student Disability Resource Center (SDRC), please come and see me, as soon as possible, to schedule an appointment and to present me with an official accommodation letter.

11. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.

12. When you need to contact me, please do so through Folio mail messages. I will do my best to respond within 48 hours (with the exception of weekends and holidays).

13. Cell Phone Policy: Cell phones are expected to be OFF (or on silent) and OFF your desk (in your purse or bookbag) at all times during all classes. If your cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you will be asked to leave the class. If completing an in class activity and you are asked to leave you will not receive credit for participation. In case of an emergency, please notify me prior to class.

14. Please do not email the last week of classes asking to round up your grade. You have the entire semester to earn your grade and extra credit opportunities will not be given the last week of class or finals week.

My Commitment to You:

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. I encourage all of you to stop by during my office hours or make an appointment to discuss your progress, review your exams or assignments or discuss your career choices. Furthermore, I believe that the collegiate learning experience must involve collaboration. Students and the professor have reciprocal obligations to each other that must be fulfilled, if the learning process is to be mutually beneficial and successful. Please feel free to visit my office, or e-mail me at any time.

Open Door/ Closed Door Office Policy: Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can't be disturbed. Please respect this and don't knock unless it is a dire emergency.

Attendance

Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. Attendance is highly recommended; however, if the student is unable to attend class please contact the instructor via email prior to class. The student is also responsible for the work missed during the day of absence. The instructor will be willing to meet with the student if clarification of missed material is needed; however, lecture will not be repeated. In-class assignments missed by the student will receive a grade of zero. If a medical/family emergency occurs on the day of a scheduled assignment or exam the student must contact the instructor immediately (see make-up exam policy).

Students with Special Needs or Disabilities: Georgia Southern University recognizes its responsibility for creating an institutional climate in which students with special needs or disabilities can thrive and learn. The Student Disability Resource Center offers various support services and can help you if special accommodations related to your special need or disability is warranted. If you have **any type** of special need or disability for which you require accommodations to promote your learning in this course, please discuss your needs with the instructor immediately. *It is your responsibility to come to the instructor with issues that are potential impedances to your success in this course. Each student's issue(s) will be evaluated on a case-by case basis. Students who choose to wait until the issue has persisted for a lengthy time or the end of the semester will deny the instructor with the opportunity to evaluate their needs and/or a potential solution.*

Religious Observance: It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

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.

Plagiarism:

"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 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."

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:

<http://em.georgiasouthern.edu/registrar/>

Portfolio Inclusion

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.

Professional Dispositions:

BSPH are expected to graduate the program with competent professional skills. Professional skills and dispositions are also expected while completing the internship experience. As a student in this course, you are expected to exhibit professionalism at all times. The following is a list of skills BSPH majors are expected to demonstrate:

- Written communication skills: Student uses appropriate professional title, grammar, structure, punctuation, spelling, tone, etc.
 - Email and other media communication: Student uses appropriate professional title, grammar, structure, punctuation, tone, etc. To write a professional email, please include the following:
 - a salutation,
 - identify who you are,
 - what the contact is in reference to (i.e. PUBH4132 and section), and
 - what you would like me to do.
 - please do not use emoji's or other characters often used in text messages to communicate with me.

At the bottom of the email, please type out your name.

- Oral and non-verbal communication skills:
 - In interpersonal communication, student uses or maintains appropriate tone, language, attitude, interpersonal space, etc.
 - In public speaking, student uses or displays appropriate volume, speed, enunciation, eye contact, structure, etc.
- Organization: Student keeps track of assignments and materials, is prepared for presentations, etc.
- Initiative: Student can begin tasks and work independently, initiate tasks/projects, etc.
- Reliability: Student is punctual, completes assignments, meets deadlines, and is prepared for class etc.
- Collegiality: Student exhibits appropriate exhibits appropriate, positive, helpful interactions with others
- Collaboration: Student collaborates with others on tasks or projects accepts others' suggestions and criticisms, participates in and provides constructive inputs to discussion and debate, etc.
- Judgment: Student considers options and their implications when making decisions, does not act impulsively, etc.
- Respectful: Student respects confidentiality, treats others with respect, etc.
- Self-Presentation: Student is well groomed, dressed appropriately, well rested, etc.
- Interpersonal interactions: Students will practice civility when interacting with faculty and fellow students; in cases of disagreement or conflict, students will make every effort to resolve such matters in a respectful manner with a goal towards mutual resolution.

****If a student fails to comply with the list of professional skills, the faculty will provide the student with a warning for the first offense. If failure to improved behavior or to make progress in the relevant skills, the faculty member will immediately report the student to the University Student Conduct Board for violating the Student Code of Conduct.**

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 announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.