Spring 2022

Syllabus

SBPS 7010-80SP22 HEALTH COMMUNICATION THEORY & PRACTICE
ANGELA D. BRECKENRIDGE, MA, MS, PHD

CONTENTS

BASIC COURSE INFORMATION

PREFIX AND NUMBER

SBPS 7010-80SP22

NAME

Health Communication Theory & Practice

SECTION

80

CREDIT ALLOTMENT

3

SEMESTER

Spring 2022

CAMPUS

Online

FORMAT

Virtualized Hybrid

LIVE SESSIONS

All live sessions are on Wednesday evenings from 6:30 PM – 9:20 PM Central Time. View the Weekly Course Schedule for live session dates. Attendance is strongly encouraged. There are no make-up opportunities for missing a live session. If you have extenuating circumstances, notify the instructor (and teaching assistant where applicable) before the live session.

STUDENT DEADLINES

All dates and times posted are for North American Central Time.

INSTRUCTOR & TEACHING ASSISTANT

INSTRUCTOR

Angela D. Breckenridge, MA, MS, PhD.

TEACHING ASSITANT

There is no teaching assistant for this course.

COMMUNICATIONS STRATEGY

While most of our online MPH courses use a "three before me" policy regarding student-to-instructor communications, you can contact me at any time. The typical procedure for questions advises students to check these three sources for an answer before asking the instructor:

1. Course Syllabus
2. Announcements
3. "Water Cooler"

The intention here is to get an answer back to you faster and to keep the instructor from answering similar questions multiple times. It's true, you may get an answer faster by the three before me process, but I am here for you and will do my best to address questions as soon as I can.

This is especially so if you have questions of a personal nature such a personal emergency, questioning a grade, or something else that needs to be communicated privately. I try to respond within 48 hours during the regular academic week.

You can get online classroom support in a variety of ways: through email, telephone, or during class. Support is available Monday through Friday from 8.30 AM – 5:00 PM CST, and during live sessions.

If you have a question about the technology being used in the course, contact [SPHTM Online Classroom Support](#) for assistance.

877.580.3249.

ACCOMMODATIONS

If you have been cleared for course accommodations through the Goldman Center for Student Accessibility, you are encouraged to contact your instructor. If you have questions regarding registering a disability or receiving accommodations, please contact the Goldman Center for Student Accessibility at (504) 862-8433 or https://accessibility.tulane.edu

COURSE DESCRIPTION

This course is designed to examine research and practice in health communication, with a special focus on how health media campaigns are planned and executed in order to stimulate change in knowledge, attitudes, behavior, and subsequent health outcomes. This examination will include the review of the history of health communication campaigns, selected case studies of campaigns, and the theoretical foundation for the design and implementation of campaigns.

PREREQUISITES

SBPS 6030 Social & Behavioral Aspects of Health

Learning Objectives	Assessment	Program Competencies Addressed
1. Identify key principles for effective health communication campaigns	Case Study 2	Effectively communicate in both oral and written forms to a variety of audiences and purposes related to community health.
2. Discuss persuasion in the context of such campaigns	Discussion forums	
3. Identify behavioral and communication theories and models used in health communication campaigns	Case Study 2	
4. Apply these theories to practical health communication scenarios	Case Study 1	Effectively communicate in both oral and written forms to a variety of audiences and purposes related to community health. (Reinforced)
5. Lead class discussion on current health communication strategies	Discussions 4 and 6	
6. Design and test effective campaign materials	Final Exam	
7. Develop a plan for the design, implementation, and evaluation of health communication campaigns	Final Exam	
8. Demonstrate spoken and written communication skills	Case Study 1 or 2	Effectively communicate in both oral and written forms to a variety of audiences and purposes related to community health. (reinforced)

COURSE MATERIALS, READINGS, & SUPPLEMENTALS

REQUIRED

Glanz, K.R., Rimer, B.K. & Viswanath, K. (Eds.). (2015). *Health behavior: Theory, research and practice* (5th ed.). Jossey-Bass.

Glanz, K., & Rimer, B.K. (2005). *Theory at a glance: A guide for health promotion practice* (2nd ed.) National Cancer Institute, National Institutes of Health, U.S. Department of Health and Human Services. Jossey-Bass. https://cancercontrol.cancer.gov/sites/default/files/2020-06/theory.pdf

OPTIONAL

Additional reading and viewing materials will be in the Canvas course for each of your learning modules.

COURSE & STUDENT REQUIREMENTS

VIRTUALIZED HYBRID COURSE

This is a virtualized hybrid course. There is a combination of asynchronous and synchronous activities. Asynchronous means that students work on the course at different times. Students are given time frames to connect and deadlines to complete assignments. Synchronous means that things are happening at the same, in real time each week.

TECHNICAL REQUIREMENTS

Refer to Appendix A for the technical requirements for this course.

E-MAIL & INTERNET CONNECTIVITY

You must have an active Tulane e-mail account and access to the Internet. **You must use your Tulane e-mail account or Canvas Inbox for all e-mail communications with your instructor and teaching assistant, and with faculty and staff, for all Tulane-related matters.** All instructor, School, and University correspondence will be sent to your Tulane e-mail.

This course uses Canvas for the facilitation of communications between faculty and students, the housing of course materials, submission of assignments, and the posting of grades. You can access the course site by logging into Canvas. Zoom is used to deliver an immersive, live virtual classroom experience with real-time communications with your instructor and peers.

CANVAS, ZOOM, OR CAMPUS NETWORK OUTAGE

When access to Canvas, Zoom, or the campus network is not available for an extended period, you can reasonably expect the class to be canceled or that the due date for an assignment will be extended.

ATTENDANCE & PARTICIPATION

Attendance in an online course means actively participating in all the asynchronous and synchronous online activities. Participation in asynchronous activities means viewing course materials and completing assignments within the given time frames. Attendance and participation in synchronous activities means logging into the live session at the scheduled time and participating in all the activities. Missing a live session will interfere with your learning.

LIVE SESSION RECORDINGS

Recordings provide students with the opportunity to review all or portions of a live session. Every effort will be made to post recordings promptly; most will be available with 24-48 hours.

STUDYING & PREPARATION TIME

This course requires you to spend time preparing for and completing assignments. ***A three-credit course requires 135 hours of student work.*** Therefore, expect to spend approximately 9 hours a week preparing for and actively participating in this course. If you're not, something is probably amiss.

SUBMITTING ASSIGNMENTS

All assignments must be submitted on Canvas. Each assignment will have a designated place for submission. ***E-mail submissions, or submissions by assignment comments, will not be accepted. It's because they don't go into the gradebook if you email them to me, and it's hard to keep up with it.***

LATE OR MISSED ASSIGNMENTS

To complete this course, all assignments must be completed and submitted.

RESUBMISSIONS

Resubmitting an assignment occurs on a case-by-case basis.

EXTRA CREDIT

Extra credit occurs on a case-by-case basis.

COURSE GRADING

GRADES & GRADING SCALE

Assignment of letter grades is based on points earned. The letter grade will correspond to the following percentages earned.

Final letter grade distribution for points earned and a brief student profile for each grade level:

A   **190-200 pts** [Indicates commitment to putting in the time and effort to learn from the materials; successful completion of all assignments, high participation in Canvas and live sessions, and consistent high quality of work.]

A-   **180-189 pts** [Indicates commitment to putting in the time and effort to learn from the materials; success completion of all assignments, high participation in Canvas and live sessions, and fairly consistent high quality of work.]

B+ **170-179 pts** [Less consistent than an A student in terms of high quality of work and participation in Canvas and live sessions. May have completed all assignments without reading all the materials.]

B   **160-169 pts** [May have many competing priorities that distract from a focus on learning from the materials. Indicates consistent passable work and acceptable quality of work. May have skipped or forgotten to do an assignment. Inconsistent participation in Canvas and live sessions.]

B- **150-159 pts** [May have many competing priorities that distract from a focus on learning from the materials. May have work or personal conflicts with the time it takes to commit to graduate school. May have skipped or forgotten to do a few assignments. Has asked for extensions on due dates.]

C   **140-149 pts** [Student may be lost in the course, have checked out for a time or lost track of the schedule. May participate in Canvas or Live sessions from time to time. Usually indicates that the student has not engaged with the required materials or realized the necessary commitment to succeed. Early assignments may be completed but dropped off later in the term.]

Assignment	Potential Points	Due On or Before:	Related Learning Objectives
Case Study 1 Critical Analysis of Theory and Planning	20	March 10 by 11.59pm (due day after live session dedicated to team collaboration)	
Case Study 2 Develop a Campaign Plan	32	April 14 by 11.59pm (due day after live session dedicated to team collaboration)	3, 8
Discussions x 6 @ 12	72	Feb 8, Feb 26, Mar 8, Mar 15, Mar 22, Apr 12 (due Tuesdays, except for Discussion 2 – due on Sat 2/26 – for Mardi Gras Holiday) by 11:59pm	2
Learning activities x 8 @ 2	16	Jan 18, Jan 24, Feb 25, Mar 7, Mar 21, Apr 4, Apr 25, May 2 (most due on Mondays) by 11:59pm	2
RATS x 3 @ 10	30	Feb 9, Mar 2, Mar 16 (in live Sessions, Wednesdays)	3
Final exam	30	May 12 by 11:59pm	1 - 8
Live Sessions x 12		Jan 19, Feb 9, Feb 23, Mar 2, Mar 9, Mar 16, Mar 23, Apr 6, Apr 13, Apr 20, Apr 27 (Wednesdays 6:30 – 9:20pm)	1 - 8
Total	200		

The requirements and expectations for assignments can be found on Canvas.

WEEKLY COURSE SCHEDULE

Check Modules in Canvas for Complete Assignment of Materials

Week	Topics	Materials and Assignments*
#1 01/18 – 01/23	Introductions: Class, Instructor, Course, Goals • Who's here? • Course Structure and Progression • Canvas Navigation • Successful learning	**Required Materials*:** • Module 1 Before you begin **Assignments/Activities:** • Live Session #1 • Learning Activity #1: Background Information Sheet
#2 01/24 – 01/30	The Scope of Health Communication	**Required Materials*:** • Chapter 1 in the textbook: Introduction to Public Health Communication • Examples of effective COVID-19 messaging from JSI • COVID-19 Communication Materials **Assignments/Activities:** • Learning Activity #2 Video Introduction
#3 01/31 – 02/06	Population Health Communication: Challenges Across the Decades	**Required Materials*:** • Ch 2 and Kempner and Vraga articles
#4 02/07 – 02/13	PH communication Planning Framework	**Required Materials*:** • Ch 3 • Videos: Lessons Learned from Health Communication Science **Assignments/Activities:** • Live Session #2 • Discussion #1 • RAT #1: Ch 1 and 2
#5 02/14 – 02/20	Behavior Change Theory & Preparing for the Team Based Case Study	**Required Materials*:** • Ch 8 • Theory at a Glance
#6 02/21 – 02/27	Behavior Change Theory & Preparing for the Team Based Case Study	**Required Materials*:** • Ch 8 • Theory at a Glance • Case Study Materials **Assignments/Activities:** • Live Session #3 • Learning Activity #3: Examine different behavior change theories • Discussion #2: Theories, Models, and Practice Strategies
#7 02/28 – 03/06	Communicating About Data Numeracy, strategies that address audience tendencies	**Required Materials*:** • Ch 4: How to communicate about data **Assignments/Activities:**

Week	Topics	Materials and Assignments*
		• RAT #2 • Learning Activity #4
#8 **03/07 – 03/13**	Reporting on Science Systematic Reviews and Meta-analyses Democratizing Data Case Study 1	**Required Materials*:** • Ch. 5 Understanding & Reporting the Science **Assignments/Activities:** • Live Session #5 • Case Study Assignment, both team and individual component • Discussion #3
#9 **03/14 – 03/20**	Health Literacy & Assessment	**Required Materials*:** • Ch 7: Health Literacy and Clear Health Communication • Be VERY familiar with the CDC's Clear Communication Index Webpage **Assignments/Activities:** • Live Session #6 • RAT 3: Ch 4 & 5 • Discussion #4
#10 **03/21 – 03/27**	Formative research & Implementation Concept Testing Journey Mapping	**Required Materials*:** • Ch 9 • Case Study 2 Materials **Assignments/Activities:** • Live Session #7 • Learning Activity #5 • Discussion #5 Assessment Tools
#11 **03/28 – 04/03**	SPRING BREAK	
#12 **04/04 – 04/10**	Evaluating Communication Programs How to "Do" Evaluation Planning CDC's Evaluation Framework Re-Aim Precede Proceed	**Required Materials*:** • Ch 12 **Assignments/Activities:** • Live Session #8: Prep for Case Study #2 • Learning Activity #6 Journey Map
#13 **04/11 – 04/17**	Good Campaign Examples Message channels and concepts	**Assignments/Activities:** • Live Session #9: Case Study 2 • Lecture and discussion during live session • Team and Individual Components • Discussion #6 (In Assignments area – Options)
#14 **04/18 – 04/24**	Health Communication Ethics, Equity, and Inclusion PH Code of Ethics Statement Participatory Research Implementation Science	**Required Materials*:** • x **Assignments/Activities:** • Live Session #10: Discussion on PH Ethics
#15 **04/25 – 05/01**		**Assignments/Activities:** • Live Session #11: Polishing Student Exam?s

Week	Topics	Materials and Assignments*
		• Learning Activity #7: Topics of interest to discuss/exam questions
#16 **05/02 – 05/04**	Comprehensive Review Exam Walk-through and opening it in Canvas Final Exam open	**Assignments/Activities:** • Live session #12: Exam Walkthrough • Final, student-led discussion • Complete the course evaluation • Learning Activity #8 3-2-1 Reflection • Last day of the semester
#17 **05/12**	**Final Exams are due on or before 11:59 PM Central Time, 05/12**	

*_*Check Modules in Canvas for Complete Assignment of Materials*_

ACCESSIBILITY STATEMENT

Tulane University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please let the instructor know immediately so that you can privately discuss options. The instructor will never ask for medical documentation from you to support potential accommodation needs. Instead, to establish reasonable accommodations, the instructor may request that you register with the Goldman Center for Student Accessibility. After registration, make arrangements with the instructor as soon as possible to discuss your accommodations so they may be implemented in a timely fashion. For more information, contact the Goldman Center for Student Accessibility.

ONE WAVE

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As "One Wave," Tulane is committed to providing an environment free of all forms of discrimination based on race, ethnicity, creed, religion, gender, gender identity and sexual orientation, as well as all forms of sexual harassment, including sexual assault, domestic and dating violence, and stalking. If you (or someone you know) has experienced or experiences discrimination, domestic violence, sexual assault, or sexual harassment, know that you are not alone. Resources and support are available. Learn more about One Wave at The Well for Health Promotion.

STUDENT CONDUCT STATEMENT

As a community, Tulane University is dedicated to learning and the advancement of knowledge and expects all students to adhere to high standards of scholarship and conduct. Acceptance of admission to the University carries with it an obligation for the welfare of the community. Freedom to learn can be preserved only through respect for the rights of others, for the free expression of ideas, and for the law.

All individuals and groups of the Tulane University community are expected to speak and act with scrupulous respect for the human dignity of others, both within the classroom and outside it, in social and recreational as well as academic activities.

Tulane University will not tolerate any form of harassment or intimidation based on race, sex, color, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran's status, or any other status or classification prohibited by federal, state, or local law. Nor will it tolerate acts of hazing against individuals or groups or discrimination against any member of the Tulane community solely because they express different points of view. The University encourages the free exchange of ideas and opinions, but insists that the free expression of views must be made with respect for the human dignity and freedom of others.

For more information, contact the Office of Student Conduct.

ACADEMIC HONESTY AND PERSONAL INTEGRITY

Tulane University and the School of Public Health and Tropical Medicine supports and promotes academic honesty and personal integrity. Any form of academic dishonesty has no place in higher education. The University and the School do not tolerate dishonest efforts by its students. Students who are guilty of academic dishonesty can be expected to be penalized. Any student who knowingly assists another student in dishonest behavior is equally responsible. Violations of the School's Student Code of Academic Conduct may result in dismissal from the School and University. A complete description of the Student Code of Academic Conduct, violation definitions with emphasis on plagiarism, disciplinary procedures, consequences, and actions can be viewed on the School's Intranet. For more information on recognizing plagiarism, refer to https://www.plagiarism.org.

SYLLABUS DISCLAIMER

Every effort will be made to avoid changing the course schedule, but it can happen. Students will be notified promptly of any changes by e-mail or course announcements.

A NOTE ABOUT COURSE MATERIALS

All course materials are copyrighted and specifically prohibited from distribution, including uploading materials to commercial websites that provide students lecture notes, study guides, and other course materials. This includes, but is not limited to, assignments, homework questions and or answers, lecture notes, study guides, recordings, etc., along with any questions that are or might be intended for future assignments.

If you have any questions, please contact SPHTM Online Classroom Support.

WITHDRAWING FROM THE COURSE

If you need to withdraw from the course, please see the Academic Calendar and the Academic Standards Policy and Procedures for Master's Programs for full details and deadlines on the types of withdrawals that are available and their procedures. After reviewing, consult with your academic advisor.

INCOMPLETE GRADE

An incomplete grade, "I", is given at the discretion of the instructor when extenuating circumstances prevent a student from completing work assigned during the semester and with the understanding that the remaining work can be completed within 30 days.

APPENDIX A: TECHNICAL REQUIREMENTS

Students may use mobile devices to perform some academic activities, but you'll need a laptop/desktop as your primary device for studies. For tablet and mobile devices, the latest version of Android, iOS, and Windows is recommended.

This course requires that you have access to a supported Mac or PC with local administrative privileges that can access the Internet. You will need to have access to and use the following:

- A Webcam and microphone
- A Web browser
    - The latest version is recommended for Google Chrome, Microsoft Edge, Mozilla Firefox, or Safari.
- Adobe Acrobat Reader
    - The latest version is recommended.
- Microsoft Office (including Microsoft Word, PowerPoint, and Excel)
    - All students are required to have a currently supported version of Microsoft Office. Tulane University provides Microsoft Office 365 as a free, renewable subscription to active, enrolled students.
- Broadband Internet
    - A minimum bandwidth of 8 Mbps upload/download speed.
- Other course-specific software may be required.
    - Any course-specific software will be mentioned in the Course Materials, Readings, & Supplementals section.

Be aware that some corporate computer policies do not allow for local administrative privileges and that some corporate firewalls block access to Zoom, Instructure Canvas, or Respondus® LockDown Browser. If you are planning to attend a live session or take an online quiz from work, you should test your access in advance.

If you have a question about the technical requirements or the technology being used in the course, contact SPHTM Online Classroom Support for assistance.

LIVE SESSIONS

The following are rules of courtesy in participating in live sessions.

Wear appropriate clothes. Just like you would not show up to an office meeting or class with your PJs on, you should dress appropriately for a live session. Dress as you would in the office or class. It will help you stay focused and in "work" or "class" mode, even if you are miles away from home. You can put the PJs back on when the camera stops rolling.

A professional setting is a good etiquette. You do not need to be at your desk to look professional, but your instructor and your peers do not need to see your messy bedroom or kid's toys everywhere. Whether you are in a comfortable chair in the lounge or sitting at a kitchen worktop, pick a location with plenty of light and a neutral background.

Limit distractions. Just like there would not be dogs barking or kids crying in a classroom, you should do your best to keep background noise to a minimum during a live session. Make sure others around you know that you are in class, so they respect your space.

Learn how to mute your microphone. When you are not talking, it is best to mute your microphone. This is especially important if you are joining from somewhere with unavoidable background noise, such as a café or airport.

Give your full attention. Use attentive body language and communication and be present for the live session. You will get so much more out of the live session if you distance yourself from distractions that can wait until later.

Speak clearly and use good manners. There is nothing worse than someone talking over you during class, and it is the same in the virtual world. When it is your turn to talk, speak clearly and slowly enough for everyone to follow what you are saying. Remember that sound quality is important in this medium.

Be prepared for technical difficulties. It is impossible to prepare for every eventuality, but you should log on to the live session in good time to make sure everything is working properly. Make sure the connection is stable and that you have a backup plan if necessary.

If you are experiencing technical difficulties, contact SPHTM Online Classroom Support.