**COM 2405 Public Health Campaigns**

DRAFT

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Office Hours: Tuesdays from 3:30 pm to 5:30 pm by appointment

3 credit hours
Prerequisites: COM 1330 || Pathways (Individual and Society)

Course Description
Concepts and skills for developing, implementing and evaluating health communication campaigns. Students will utilize best practices in health message design to explore techniques for formative research, audience segmentation, message development and evaluation. Effective strategies and potential challenges will be considered in the development of a multimedia health campaign using multiple communication channels. Crafting narratives and translating scientific insights will also be covered. Specific emphasis on approaches to designing culturally sensitive interventions and reaching under-served populations.

**Welcome to Public Health Campaigns!**

Media campaigns are an important part of public health interventions intended to raise awareness and promote healthy behaviors. A variety of conditions, from infectious diseases like HIV and Hepatitis C, to chronic conditions like heart disease and diabetes, all require credible and appropriate information about how to prevent and manage illness. While traditional campaigns have been transmitted over radio, TV and direct mail, social media offers new ways of tailoring messages to specific at-risk populations. In this course, we look at what works, what doesn’t, and we learn from mistakes of past campaigns. We consider the campaign process starting with formative research and evaluation, to identifying audiences, to pilot testing, to implementation. Finally, we look at methods for evaluating the effectiveness of campaigns. Students will design and implement their own health campaign strategy to learn about the process.

**Course Objectives:**

Participants completing the course will be able to:

* Identify strategies for planning, implementing, and evaluating health communication campaigns.
* Demonstrate capacity to develop health communication approaches for traditionally underserved populations.
* Develop skills in risk communication.
* Examine and analyze health campaigns and other activities that promote community preparedness (for the general public, healthcare providers, disaster response personnel and vulnerable populations).
* Become familiar with new technologies used to reach communities.

**Required Textbook**[*Making Health Communication Programs Work: A Planner’s Guide (Pink Book)*](https://www.cancer.gov/publications/health-communication)U.S. Department of Health and Human Services Public Health Service, National Institutes of Health and National Cancer Institute (FREE)

[*Making Data Talk: A Workbook*](https://www.cancer.gov/publications/health-communication)

U.S. Department of Health and Human Services Public Health Service, National Institutes of Health and National Cancer Institute (FREE)

These free online textbooks cover state of the art approaches to health campaigns from the leading federal public health agencies.

**Literacy Requirement**
This course requires strong, college-level English literacy skills. You will be required to read, write, speak, listen to and understand English beyond a high school level. Students not meeting these basic literacy requirements are strongly urged to reconsider taking this course.

Writing assistance is available for free at City Tech. The College Learning Centers provide a wide range of academic support to students across the College. Computer facilities, tutoring assistance and workshops are free to students with valid City Tech IDs. Tutors are available for many subjects during all open hours. Schedules are regularly posted in the Learning Center.

Atrium Learning Center
Director: Judith Rockaway
Location: Atrium G18
Phone: 718-260-5874

**Technology Requirements**
As a hybrid course, COM 3401 will be taught both in person and online. Familiarity using a web browser and easy access to a computer with high speed internet is required. This course requires the use of [CUNY Portal](https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp), [Blackboard](https://bbhosted.cuny.edu/), [Open Lab](https://openlab.citytech.cuny.edu/) and a [City Tech email address](https://login.microsoftonline.com/login.srf?wa=wsignin1.0&rpsnv=4&ct=1466028087&rver=6.6.6556.0&wp=MBI_SSL&wreply=https%3a%2f%2foutlook.office365.com%2fowa%2f%3frealm%3dmail.citytech.cuny.edu&id=260563&whr=mail.citytech.cuny.edu&CBCXT=out&msafed=0). All of these electronic resources are available on the “Quick Links” drop down menu of the [City Tech Homepage](http://www.citytech.cuny.edu/) ([www.citytech.cuny.edu](http://www.citytech.cuny.edu)). You must go through the process of registering for each of these no-cost internet services.

This class requires the use of Microsoft Office Software. A basic familiarity with Microsoft Word and Microsoft PowerPoint is required. This normally $200 software package is available to you for FREE as a CUNY student. To download your free copy, first go to the [CUNY Portal](https://cunyportal.cuny.edu/cpr/authenticate/portal_login.jsp) and login. Then scroll down for the CUNY eMall logo. Then click on the software icon, and then the Microsoft link.

This class will be half online. We meet in the classroom every other week only, as noted in the Weekly Schedule. Please note that online classes are “asynchronous,” meaning that you are NOT required to be online during the scheduled date and time that week. You are only required to complete the weekly assignments at some time BEFORE the following weekly meeting.

Please note that these technology requirements are not negotiable. Students who fail to utilize these electronic communication tools with likely receive a grade of F in the course.

**Technology Support:**
City Tech is committed to helping students master email, Blackboard, Open Lab, Microsoft Office and other digital communication tools.

[iTec](http://websupport1.citytech.cuny.edu/index.html) is where students can get assistance with their technology needs. iTec is located in room G601. Here is their contact information:

[iTec](http://websupport1.citytech.cuny.edu/index.html), Room G601, (718)-254-8565
[itec@citytech.cuny.edu](file:///C%3A%5CUsers%5Cdhl%5CDesktop%5CCOM%203401%20SPRING%202017%5CCOM%203401%20Bus%20and%20Prof%5C2%20FALL%202016%20com%203401%5C3401%20Syllabi%20Fall%202016%5Citec%40citytech.cuny.edu)
Website: <http://websupport1.citytech.cuny.edu/index.html>

**ASSIGNMENTS**

Full descriptions and instructions for assignments can be found on Blackboard. Please review these well in advance of assignment due dates so you can have your questions about assignments answered in class. For all assignments, follow the instructions carefully and closelyto ensure successful completion.

**Weekly Blackboard Discussion Board Participation:** (15%)

Students are expected to attend class and participate in class discussion and activities. During each class meeting students will complete in-class assignments and students not present will not receive credit. Additionally, students will demonstrate engagement with the readings/ lectures by answering Online Discussion Board prompts and posting discussion. For more detail, see “Blackboard Discussion Board Guidelines for COM 2405” below under class policies.

**Exams:** (20%)

Two exams will be given online through Blackboard to assess your knowledge of health campaign theory and concepts covered during the semester. Questions will be multiple choice, T/F, or matching and will include questions where students will have to apply theory to given contexts. As students are completing this on their own, they are allowed to use course texts and materials, however, there will be a time limit on the exam so the student should be prepared prior to starting the exam.

**Case Study Analysis Papers:** (2 paper/presentations, 15% per paper)

Students be provided with examples of past Public Health campaigns and are required to research them in greater detail from an evaluative perspective. The objective of the assignment is to estimate the effectiveness of the health campaigns, offer reasons for why the campaign was effective or ineffective, and provide recommendations based on best practices. Both analyses will be presented extemporaneously in class (3-5 minutes), using PowerPoints and a Speaking Outline.

**Health Campaign Project:** (Proposal: 5%; Oral Presentation 10%; Strategy Brief 20%)

In groups, you will choose a health and safety issue and identify an audience that is underserved by available information. You will research this audience, estimating their needs and levels of knowledge on the disease or condition. Then you will choose appropriate the appropriate channels and media and craft your message accordingly. Detailed instructions will be provided on Blackboard. Finally, you will prepare a (10 to 12 page) “Strategy Brief” or paper that clearly describes your campaign and answers the *who, what, where and why* questions. Who is the intended audience for your campaign? What ways will you try to reach this population? Where will your message be transmitted? (TV? Radio? Social media?) And why is this campaign needed? Each campaign will be presented extemporaneously in class (6-8 minutes), using PowerPoints and a Speaking Outline.

Total Assignments/Points:

* Weekly Discussion: 15%
* Exams: 20%
* Case Study Analysis Papers: 15% each (30%)
* Health Campaign Project: 35% (all parts total)

**CLASS POLICIES**

**Class Policy on Missed Assignments**No make-up assignments allowed unless a) its due to an emergency that is documented and verifiable; b) you contact your instructor via email or phone as soon as possible. At this point, you may or may not be permitted to make-up the assignment—it is contingent upon time available, and at the professor's discretion. FYI, presentations will not be presented in the instructor's office, without an audience. Late work will not be accepted during the last week of class or once the semester ends.

 **Blackboard Discussion Board Guidelines for COM 2405**To promote your reading and comprehension of the readings each week, each student needs to answer my discussion prompts on the Blackboard Discussion Board. In addition, please submit at least two discussion prompts/questions of your own, and respond to at least two other student threads. All Blackboard Discussion Responses must be completed before the following class. Students who miss the deadline will not receive credit.

**Blackboard Discussion Responses and Prompts should be:**

1. **Original:** Contributions are original, showing new insight or new examples and evidence.
2. **Significant:** Contributions are clear and easily understood as well as having adequate length to fully communicate the ideas.
3. **Mechanics:** Complete sentences are used, and writing has few spelling and grammar mistakes.
4. **Citations:** Includes citations and/or references for statements of fact, or student clearly indicates that a statement is a personal opinion. It is helpful to cite from the readings directly so that others know what/where you are reading from.
5. **Proper Use of Concepts:** Writings utilize concepts from the course correctly and provide concrete examples to illustrate.

An example of a “clarifying” question: “On the Communication Channels chart (p. 32) it says that radio spots are difficult to retain. What do they mean by that?”

An example of an ineffective discussion question: “The textbook says that teamwork is important, and I agree. Do others agree?”

An example of an effective discussion question:“Communication strategy should define the target audience, describe the action they want people to take, and tell them how they will benefit (p. 41). What are the actions people need to take to prevent stroke?”

**HUMANITIES DEPARTMENT ATTENDANCE POLICY**It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class. Note: Each professor will keep accurate, detailed records of students’ attendance.

**Academic Integrity at City Tech**“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (NYCCT Academic Integrity Policy). **Professionalism:**
You are expected to turn in original work of high standard. Work will be graded on given criteria as well as on spelling, grammar, and formatting. You are expected to have read assigned material before coming to class and be prepared with some discussion questions. You may be asked to give an Impromptu Speech on the assigned material during class, and the Professor may also ask you questions about the assigned reading during class. Please plan ahead. Professional standards require that all assignments must be submitted by the deadline in order to receive credit. No exceptions will be made.

Plagiarism will not be tolerated. Any information you find on the web or at the library or in books must be cited in 3 places: In a Works Cited section, in-text, and out loud while you are giving your presentation. Any form of plagiarism, intentional or otherwise, will earn you a grade of F for that assignment. Further offenses will result in a grade of F in the course and you will be reported to the City Tech Office of Student Affairs.

**Etiquette**:It is expected that students in this class will conduct themselves with good sense, courtesy, and dignity in all course-related activities. This includes your behavior towards other students and the professor. The following behaviors during class will result in each offender being marked absent for that day:

* Texting
* Falling asleep (or appearing to be asleep) during class
* Talking while the Professor is trying to get your attention
* Holding side conversations when somebody else is speaking
* Long breaks
* Slouching, eye-rolling, ‘dirty looks’ or other forms of rudeness
* Any other form of behavior that I decide is inappropriate or disruptive

CELL PHONES, TEXT MESSAGING, MUSIC DEVICES, etc., are prohibited in the classroom. I encourage you to take notes by hand and transfer them to your device after class if needed. This is to help you avoid the temptation of using your laptop or tablet for other reasons during class. I walk around the room and glance at your screens and I can tell when you are using it for another purpose. If you have an emergency, politely excuse yourself from the room to use the phone.

**Reasonable Accommodation:**I am committed to providing reasonable accommodation to students with disabilities. Any student who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally so we can discuss accommodations necessary to ensure full participation and to maximize educational opportunities.For more information, contact the Center for Student Accessibilityin Namm Hall N-108, or call the Program Manager John Reid Currie at (718)260-5143

**CLASS SCHEDULE**

(NOTE: May be subject to revision. All changes announced on Blackboard)

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| --- | --- |
| **Week 1:**8/28 | **Objectives:** Overview and Elements of Effective Communication Campaigns**Readings:**“Pink Book” Appendix B: Selected Planning Frameworks, Social Science Theories, and Models of Change |
| **Week 2:**9/4 | **Objectives:** ApplyingHealth Communication Theory **Readings:*** “Pink Book” Introduction (1-11)
 |
| **Week 3:**9/11 | **Objectives:** Risk Communication**Readings:*** “Pink Book” Stage 1 (15-50)
 |
| **Week 4:**9/18 | **Objectives:** Initial Planning – Formative research and audience segmentation**Readings:** * “Pink Book” Stage 2 (53-87)

**Analysis #1 Due** |
| **Week 5:**9/25 | **Objectives:** Message Development**Readings:** * “Pink Book” Stage 3 (91-104)
 |
| **Week 6:**10/2 | **Objective:** City, State and Federal campaigns **Readings:*** “Pink Book” Stage 4 (107-163)
 |
| **Week 7:**10/9 | **Objective:** Placement Strategy **Readings:** * “Making Data Talk” Chapter 1 (2-4)
 |
| **Week 8:**10/16 | **Objectives:** Community preparedness **Readings:** “Making Data Talk” Chapter 2 (5-9) |
| **Week 9:**10/23 | **Objectives**: Evaluating and assessing effectiveness**Readings:*** “Making Data Talk” Chapter 3 (10-14)
 |
| **Week 10:**10/30 | **Objective:** Pitching Your Health Stories to the Media**Readings:*** “Making Data Talk” Chapter 4 (16-21)

**Analysis #2 Due** |
| **Week 11:**11/6 | **Objective:** New Media and Social Marketing, Exam Review**Readings:** * “Making Data Talk” Chapter 5 (23-26)
 |
| **Week 12:**11/13 | **Objective:** Summary of Readings and Presentation Workshops**Objective: EXAM 1** |
| **Week 13:**11/20 | **Objective:** Exam review and Presentation Workshops |
| **Week 14:**11/27 | **Objective: EXAM 2**Group Presentations |
| **Week 15:**12/4 | Group Presentations  |
| **Final****12/18** | Group Presentations Final papers due on Blackboard |

Portions of this syllabus were adapted from “Health Communications Syllabus” Northwest Center for Public Health Practice