

Argosy University

COURSE SYLLABUS

PH6022

Health Communications and Social Marketing

Faculty Information

Faculty Name:

Campus:

Contact Information:

Office Hours:

Short Faculty Bio:

Course description: This course provides an overview of health education, health promotion, community mobilization and communication strategies to address risky behavior and to promote healthy lifestyles. Students learn to market the value of public health, and present health information to different audiences using effective and appropriate channels and technology. Students examine how individuals, community/society, organizations, politics, culture, technology, and media impact risky behaviors and healthy lifestyles, and consider these factors in developing and marketing effective and responsive health education and promotion for healthy living.

Course Pre-requisites: None

Required Textbook/Readings:

IMPORTANT: Effective Summer II (July 1, 2010): You are not required to purchase the textbook for this course. Your textbook will be available to you as an electronic book with your fully online or blended course on the eCollege platform.

Minelli, M.J., & Breckon D.J. (2009). *Community health education: Settings, roles, and skills, (5th Ed.)*. Jones & Bartlett. ISBN: 9780763754105

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1. Health Policy Management

- a. Examine public health problems and develop proposed policies that illustrate pertinent legislative issues, advocacy opportunities,

communication, media management and system issues to successfully pass, communicate, and implement the policy.

- b. Align policies that contribute and promote health and well being with local cultures and realities to guide effective practices that improve health status.

2. Healthcare and Organizational Management

- a. Assess organizational norms and values, and build coalitions and consensus around organizational vision, priorities, state and national health and wellness agendas with clear performance impacts.
- b. Manage and determine costs and implications for public health programs with un-met needs, and develop plans to meet customer needs and improve health outcomes.

3. Communication and Informatics

- a. Develop proposals for public health organizations to invest in and implement integrated information systems that collect, track, and share information across critical networks of providers and IT systems, to improve processes, quality of care, and service outcomes.
- b. Examine customer/community needs and apply a 'systems approach' in successfully addressing those needs by aligning the organization and customer needs with leading information technology and communicating the improvements to key stakeholders.

4. Systems Thinking

- a. Analyze the make-up of organizational systems and its characteristics, evaluating the impact of changes in the input, processes, and output on the health outcomes.
- b. Analyze the interrelations among public health systems and key stakeholders to influence the political, social, economic, and educational factors that impact public health systems.

5. Performance Improvement

- a. Propose a performance improvement system that includes assessment of the organizational capacity, culture, readiness, and planning to establish performance baseline, goals and performance management process for monitoring progress and continuous improvements.
- b. Integrate public health informatics, information systems and technology, and communication strategies in the design, implementation, evaluation,

and replication of best practices for monitoring and improving overall practice, performance, and outcomes of the program/organization.

6. Interpersonal Effectiveness

- a. Examine the importance of interpersonal relationships with key stakeholders to establish, build, and sustain effective alliances to successfully address priority health problems in the community.

Course Objectives:

1. Differentiate social marketing, media, health education, risk communication, and crisis communication. C&I 1; ST2; P &I2
2. Assess the strengths and weaknesses of various audience research methods as they are applied to health communications. C&I 1
3. Apply appropriate communication channels and messages to a given audience. ST2
4. Support campaign decisions by applying community assessment with an appropriate theoretical framework. C&I 1
5. Analyze the efficacy of different communication models in health communication and marketing. C&I 2: P &I2
6. Assess the unique contributions of contemporary, cultural and ethical issues in health communication. IE
7. Apply a given health issue with the appropriate proactive communication technique. C&I 2; IE

Activities/Assignments/Assessments Table

	Topics	Resources
1	Overview of Health Communication Needs and Strategies <ul style="list-style-type: none"> • Integrating social marketing strategies into traditional public health program ○ principles of the social marketing approach. 	Reading Resources: <ul style="list-style-type: none"> ○ Chapters 1 – 3
2	Audience Research Methodology <ul style="list-style-type: none"> • Major audience research strategies 	

	<ul style="list-style-type: none"> • Benefits of audience research strategies 	
3	<p>Integrating Health Communication Channels, Messages and Audience.</p> <ul style="list-style-type: none"> • Basic components of effective health messages (content, source, tone, audience) 	<p>Reading Resources:</p> <ul style="list-style-type: none"> ○ Chapters 6, 10, 11, 14, course text. <ul style="list-style-type: none"> • LAS Assessment 1 (20%) Given two current health communication campaigns, examine the characteristics of the audience, social determinants, the selected messages and communication channels, and theorize why they chose those specific messages and channels. In addition, identify potential gap areas and propose solutions to minimize gaps.
4	<p>Linking Community Assessment with Theoretical Frameworks for Health Communications</p> <ul style="list-style-type: none"> • Concepts of communication theory for designing public health messages • Media literacy 	<p>Reading Resources:</p> <ul style="list-style-type: none"> ○ Chapters 15 – 18, course text.
5	<p>Assessing Communication Models</p>	<p>Reading Resources:</p> <ul style="list-style-type: none"> ○ Chapter 27, course text.
6	<p>Contemporary, Cultural and Ethical Issues in Health Communication</p> <ul style="list-style-type: none"> • Impact of community/society, organizations, politics, culture, technology, and media on risky behaviors and healthy lifestyles • Ethical issues in 	

	health communication	
7	Proactive Communication Techniques in Public Health <ul style="list-style-type: none"> Emerging trends in health status, health disparities, and healthcare utilization in the US and global health Long-term savings vs. costs of developing and implementing proactive health communications 	Reading Resources: <ul style="list-style-type: none"> Chapters 30 – 31, course text. LAS Assessment 2 (30%) Design a health promotion campaign for a given public health issue which includes all critical components and support your choices.
8	Proactive communication techniques in public health	

Grading Criteria

Grading Scale

A	100 – 93 %
A-	92 – 90 %
B+	89 – 88 %
B	87 – 83 %
B-	82 – 80 %
C+	79 – 78 %
C	77 – 73 %
C-	72 – 70 %
F	69 and below

Grading requirements

<i>Attendance/participation</i>	<i>10%</i>
<i>Weekly Assignments</i>	<i>40%</i>
<i>LAS Assessment(s)</i>	<i>50%</i>
	<i>100%</i>

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/libweb/resources/>

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.