Health Communication: HEAL:6280/HEAL:8280
Spring Semester 2014

COURSE SYLLABUS
The University of Toledo
The College of Health Science
Department of Health & Recreation Professions

GENERAL INFORMATION

Professor: Tavis Glassman, PhD, MPH, MEd, MCHES
Class Day/Time: Online
Office: Main Campus. Health & Human Services, Room # 1006
Office Phone: 419-530-4725
Secretary: 419-530-2743 (Terri Pasquinelli)
E-mail: Use email function on course website
Emergency Email: tavis.glassman@utoledo.edu
FAX: 419-530-4759
Office Hours: Tuesdays and Thursdays from 8:30am – 11am

Catalog Description of Course

Designed to help students identify, analyze, and apply concepts, theories and methodologies related to health communication in various settings and at various levels of influence. Emphasis will be placed on learning how to design, communicate and evaluate effective health promotion messages.

Professor’s Description

This class is designed to introduce you to health communication theory, research, and practice. The primary course objective involves providing you with a solid framework for conducting health communication campaigns, including planning, implementation, and evaluation. We will focus on the health communication process as well as the production of communications. More specifically, we examine the fundamentals of public health communication; discover the vital role that public health communication plays in the success of new health care delivery structures, the implementation of health care reform and the adoption of advances in prevention, health promotion and emergency preparedness; and explore the latest public health communication innovations, tools, technologies, research and strategies.

Professor’s Educational Philosophy

In this course learning and teaching are considered a shared responsibility. The instructor’s role is to guide, facilitate and support your learning. Your responsibility is to use the resources, and to actively engage in dialogue and reflective, critical thought. The course is designed to foster discussion, debate, and critical examination of concepts relevant to health communication issues.
Course Goals/Objectives:
Upon successful completion of this course students will be able to:

1. Within a broad ecological framework, assess the need and develop a macro, strategic, partnership, implementation and evaluation plan for public health communications.
2. Define program planning strategies helpful for preparing organizational and communitywide health communication initiatives.
4. Implement communication strategies of media relations, media advocacy, social marketing, and counter-advertising.
5. Utilize the health communications processes model to design a range of communication initiatives, including public service announcements, advertising, campaigns, promotions, and sponsorship.
6. Implement evaluation design strategies in the planning, implementation and review of components of communication strategy implementation.
7. Design and implement a communications product with specific objectives, resources, and evaluation.
8. Describe how policy and legislative processes are used, and can be used, to make determinations regarding health education and health communication.
9. Identify program needs, strategies, resources, and accomplishments for specific health initiatives.
10. Identify and use a variety or resources and tools for developing and evaluating successful public health communications campaigns.
11. Develop basic skills in applied formative research and its application to campaign decisions.
12. Identify appropriate campaign methods and channels to achieve specified objectives.

Required Reading Material

2. Supplemental articles and documents on the course homepage.

Additional Resources


5. Gateway to Health Communication and Social Marketing Practice (CDC)  
http://www.cdc.gov/healthcommunication/.


**COURSE REQUIREMENTS:**

1. **Non-Graded Assignment:** On the first day of class please introduce yourself on the Discussion Board. Please share with us your career goals and why you are taking this class. Then upload your favorite non-health related commercial and tell the class, in detail, why you like it.

2. **Exams:** There will be two exams which include multiple choice and true/false items.

3. **Discussion Posts:** You are required to complete five message posts and responses. Directions are provided below under the Discussion Outline.

4. **Media Advocacy Paper:** Write an article on a health related issue you feel passionate about. The purpose of this article is to advocate for policy change. Remember to focus on only one issue. You can write either a letter to the editor or you can create a guest column. You should include an introduction, discuss in a persuasive manner the need for policy change, and finally conclude with a summary paragraph highlighting your key points. Also, please include at least three citations from peer reviewed journals, utilizing APA format sixth edition, to support your position. After you turn the article into the instructor you can choose whether you want to submit the article for publication. Five extra credit points will be awarded to an article that gets published (proof of publication is necessary to receive extra credit points). The purpose of this paper is to use skills and knowledge developed from this course.

5. **Brochure:** Develop a brochure/flyer in an area health that interests you. Utilized concepts gleaned from course materials, especially the text book.

6. **Creative Brief:** Design a creative brief based for your health communication campaign based on the population and subject you plan to address.

7. **Health Communication Campaign:** Design a health communication campaign with multiple complementary messages. The campaign will be graded on completeness, effort, insight, creativity, appropriateness of health communication techniques and applied course content.
GRADE/POINT DISTRIBUTION:

Weekly Quizzes (17 multiple choice quizzes) 25%
Discussion Posts (5) 25%
Media Advocacy Paper 10%
Brochure 10%
Creative Brief 10%
Health Communication Campaign 20%

Due Date        Points
Syllabus Quiz   1/12       __/10
Chapter 1 Quiz  1/12       __/11
Chapter 2 Quiz  1/12       __/14
Discussion Post 1 1/12  __/43
Chapter 3 Quiz  1/19       __/22
Discussion Post 2 1/19  __/44
Chapter 4 Quiz  1/26       __/18
Discussion Post 3 1/26  __/44
Chapter 5 Quiz  2/2        __/18
Chapter 6 Quiz  2/9        __/21
Media Advocacy Paper 2/9  __/88
Chapter 7 Quiz  2/16       __/14
Chapter 8 Quiz  2/23       __/10
Chapter 9 Quiz  3/2        __/10
Creative Brief  3/2        __/88
Chapter 10 Quiz 3/16      __/10
Discussion Post 4 3/16  __/44
Chapter 11 Quiz 3/23      __/10
Chapter 12 Quiz 3/30      __/10
Brochure        3/30       __/87
Chapter 13 Quiz 4/6        __/10
Chapter 14 Quiz 4/13       __/10
Chapter 15 Quiz 4/20       __/11
Health Communication Campaign 4/20  __/175
(PhD Students Must Record Presentation)
Chapter 16 Quiz 4/27      __/10
Discussion Post 5 4/27     __/44

Total Points: 876

Grading Scale:

93-100 = A    73-76 = C
90-92 = A-    70-72 = C-
87-89 = B+    67-69 = D+
83-86 = B     63-66 = D
80-82 = B-    60-62 = D-
77-79 = C+    < 60 = F

[See next page]
**Discussion Outline:**

The Discussion Board is an important part of this online course. It will be used as the digital classroom participation environment. You are expected to conduct yourself in a respectful manner in all postings. This includes posting only your original content and properly referencing the work of others. Copying and pasting from the internet will not be tolerated. Conduct yourself as you would in any other classroom environment, be respectful of others opinions, race, creed, sexual orientation, gender and age.

The discussion topics will reflect your required readings and assignments in this course. You must post your own thoughts; if you post the thoughts of others you must reference them. Your postings should have, “Academic Character” filled with original ideas, opinions and the facts you have learned in this course. To earn full credit for the Discussion Posts you must also cite all facts and statistics you post with a minimum of three citations. Specific directions are posted under Blackboard on the Discussion Board. Your postings must be on time and follow the schedule for this course. **No points will be given for late posts.** Please post your discussion under the correct topic. If it is posted under the incorrect topic it will be missed and not graded.

You will be expected to read the other discussion postings and respond to at least (2) other postings per topic. You will be expected to post much more than, “Yes, No or I agree/Disagree” you should be able to support any position you take and be ready to defend it. You will need to post responses in a timely manner. **You will have to post your responses on the due date of the discussion post, thus please don’t wait until the last minute to post or to respond to another student’s post.** These discussion postings will be “asynchronous” or occurring at different times so do not expect an immediate response.

**Your participation on the Discussion board will be graded.** There will be (2) Discussion questions or topics posted on the discussion board. You will receive (10) points for each topic, (6) for your post and (4) for your responses, for a total of (20%) of your final grade. **No points will be given for late posts.**

*Please read the table on the next page to understand how I will grade your discussion postings.*
*How your discussions will be graded.*

[See next page.]
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Significance</strong></td>
<td>The student does not provide any citations. Student's contributions do not add any richness to the conversation. The contributions repeat what others have said, and thus are not integrated in the thread of conversation. The contributions are not in student's own words, but merely copy information on sites.</td>
<td>The student provides at least three scientific citations. A good number of the student's interventions are meaningful. In most cases, the contributions are well connected to the thread of conversation. The student in some cases asks good questions and initiates good threads.</td>
<td>The student correctly cites all scientific citations. The majority of the student's posts are meaningful, no copies, integrated with the thread of discussion and adds to the learning experience. The student asks very good questions or makes important comments that generate good conversation in the class.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Student fails to meet the deadline.</td>
<td>The student waits until the last minute to post; consequently, other students do not have time to respond.</td>
<td>The student always posts his/her contributions when the threads are still alive and flowing.</td>
</tr>
<tr>
<td><strong>Collaborative</strong></td>
<td>Student is not felt to be present in a collaborative way in the class.</td>
<td>In some situations, the student has tried to be collaborative.</td>
<td>Student is clearly collaborative with others in the class in many situations (bringing new information useful to others, clarifying doubts, answering questions, promoting high spirits, promoting his/her peers).</td>
</tr>
</tbody>
</table>

Your postings should be thorough and thoughtful. Just posting an “I agree disagree with your comment” or an “I think the same” to someone else’s thoughts is not considered to be an adequate response.

- **Participate regularly in class discussions.** This is a simple tip, but a crucial one. It takes some time for discussions to build up momentum, so you'll need to return to a discussion frequently to track and channel its development.

- **Don't disappear after posting your comment.** A discussion should be more than a series of e-mail postings. Someone may reply to your comment, asking for clarification or presenting a difference of opinion. Check the discussion's progress after you've posted your comments, and address other participants' response to your initial post.

- **Stick to one topic at a time.** If you have several different ideas to bring into a discussion, start a new thread for each idea, and give each thread a clear descriptive title. This way, other classmates can engage with each idea in depth, and participants can easily find the topics that most interest them.
• **Take time to organize your thoughts before posting.** You want everyone to read and understand your comment, so present it in an organized, easy-to-read manner. Provide only the most essential information in your post. If people want further details, they'll ask for them in a reply. When your comment contains a lot of material, try to break up the information into short chunks.

• **Avoid discussion posts that offer little more than "I agree."** Each discussion posting should offer some new content, aimed to foster continued exploration of the topic. Stating "I agree" or "I disagree" alone will not add much to the discussion, and if a number of people post such statements, the discussion may quickly come to a halt. Raise new questions, and keep track of issues that have not been fully investigated in previous posts.

• **Remember that discussion is an exchange, not a lecture.** Solicit feedback from your classmates. You should take a clear position in your post, but it is a good idea to invite alternative perspectives. What new questions or problems arise from the position you're taking? How does your position relate to the position taken by other participants?

**Netiquette:**

A Guide to 'Netiquette

**Remember the Golden Rule:**
"Do unto others as you would have others do unto you". This Rule underwrites all the other guidelines contained in this Guide.

**Think before you write, and think twice before you send**
It is much more difficult to take back something that you've written than something that you've said. Don't send anything in writing that you wouldn't feel comfortable saying to someone in person.

**Take a few moments to proofread before you send something**
Frequent typographical errors or misspellings will distract your readers, and may leave a bad impression.

**Be precise, but also be clear**
No one should have to work very hard to understand another person's main point. Give enough background information to allow everyone to follow your idea, but not so much background material that you'll bore your readers.

**Use quotations to clarify your point**
If you're responding to someone else's posting in an online discussion, copy and paste the most relevant passage from that posting into your response. Doing this will allow your readers to see quickly and exactly what you are responding to. Be selective when choosing your quotations: if you're responding to only one part of a previous posting, there's no reason to quote the entire post!

**Avoid acronyms**
Do not use acronyms like IMHO (In My Humble Opinion), WAYTA (What Are You Talking About?), or FWIW (For What It's Worth). Not everyone will be familiar with this 'Net shorthand, and your acronym may confuse or slow down others' ability to understand your posting. If you encounter an unfamiliar acronym online, ask the writer for clarification, or see if the acronym is defined on a webpage like Tangled Web Productions’ Acronym Page: www.tangled.com/acronyms.htm.
Remember that your audience might be international and inter-cultural
For the Web to live up to its full name (World Wide Web), users must be sensitive to the fact that Web audiences are composed of people from different cultures. Don't be "ethnocentric" when posting material on the Web: always consider that readers may not be familiar with aspects of your culture that you take for granted as "common knowledge." Provide a brief description of any term or idea that may be unfamiliar to members of your audience.

Avoid potentially offensive terminology
Unless you are consciously trying to annoy people, you should avoid using words that could be considered sexist, racist, ageist, and any other perspective that reflects insensitivity, prejudice, and bias based on ignorant disrespect. Don't curse or swear online, either: in most venues, using swear words is considered highly rude. People will pay attention to your words, rather than to the idea you're trying to communicate so forcefully.

Be nice! Prevent a "flame" from developing into a firestorm
A "flame" is an online posting that takes a particularly nasty, mean-spirited tone. For better or worse, many people will say things online that they would never say to someone in a face-to-face situation. Avoid criticizing a person online; instead, offer an alternative perspective on what the person has written. Personal attacks inhibit communication by raising everyone's defenses. Try to ignore others' attempts to provoke a violent response. If you take offense to something online, express your feelings calmly to the appropriate person -- preferably by private e-mail, rather than in a public forum.

Be cautious when using humor (especially sarcasm)
This is one of the most common occasions for offense and misunderstanding in online communication. Not everyone will understand that you are trying to be funny. See the following rule.

Use "emoticons" to express your emotions online
Emoticons (icons that express emotions) may strike some people as unnecessary or silly, but they have a very valid purpose in online communication. Since we cannot see others' facial expressions in most online situations, these icons can provide important information about a person's intentions when writing something. The most commonly used emoticon is sometimes called a "smiley"-- : ) or J. You can create the first smiley by typing a colon followed by a right-facing parenthesis. (Many word-processing programs now include "smileys" in their repertoire of font choices.) A "winking smiley" is often used after someone makes a wry joke, and wants to be certain that a reader "hears" the ironic tone: ; ). More and more variations on the basic smiley are being used on the Web today: search the Web for emoticon indexes.

Respect others' need for privacy
Online communication can quickly make you feel intimate with people who are relative strangers. Not everyone wishes to share details about themselves online. Be cautious when asking others for personal information about themselves. Keep in mind that different cultures have different expectations regarding what should be public, and what should be private, information.

DON'T CAPITALIZE EVERY WORD, AND BE JUDICIOUS WHEN USING EXCLAMATION POINTS!!!!!!
Capitalizing every word in a statement is the online equivalent of yelling. No one likes to be yelled at, so avoid capitalizing every letter in a posting. Likewise, there's really no reason to type in a dozen or more exclamation points.
A better way to emphasize words online uses an asterisk (*) immediately before and after the words you want to stress. Careful placement of these asterisks can communicate subtle differences of meaning. For example, compare the difference in these 3 statements:

- *I* said that we should all go to the course library for this assignment.
- I said that we should *all* go to the course library for this assignment.
- I said that we should all go to *the course library* for this assignment. **Ask clear questions**

The Web is a great place for learning. The best way to learn is to participate actively, which includes asking questions whenever you are unclear about something or would like further information. The more details you include when posing a question, the more likely it is that you'll find a quick, directed answer.

**Be patient, and be polite**
Everyone online has a different level of technical experience or accessibility. Everyone online has a different level of familiarity with the language being spoken or the topic under consideration. Be polite and be patient with one another. Expect that there will be misunderstandings in online communication, and make every effort to resolve misunderstandings quickly and courteously.

**Computer Hardware Requirements**

This is a distance learning class. Most of your time spent “in class” will be at your computer. You will achieve the best results by having a newer computer with a lot of random access memory (RAM) and a fast connection to the Internet (e.g. cable modem or DSL.) If you live in a rural area, you may take DL classes with a phone modem, but the wait time for downloads will be long.

**Note:** Students are responsible for purchasing, installing, operating, and maintaining all computer hardware and software required for their participation in online or web-enhanced courses.

**Help Desk:** If you are having problems with the technical functions of the course, please contact the Distance Learning Help Desk. When contacting the Help Desk by email always include your Rocket Number (R12345678) and a phone number. For the quickest response please use the Department email utdl@utoledo.edu, otherwise you may call them at 419.530.8835.

**Required Software Applications for Your Computer**

1. **Adobe Acrobat Reader** software program. Download the latest version of Adobe Acrobat reader at www.adobe.com
2. **Other Downloads:** Go to http://www.utoledo.edu/dl/main/downloads.html to see a list of required and optional downloads for your computer.

**Important Note:** To access all features of the course, you must configure your Internet browser so that JavaScript and cookies are enabled. The setup procedure varies slightly between Internet Explorer and other browsers. See the distance learning website for a table that shows a step-by-step process to enable these components for your browser. www.dl.utoledo.edu/help_desk/help.htm

[See next page.]
Computer Skill Requirements

To achieve success in the class, you will need to be competent in the following skills:

1. Good to excellent typing skills.
2. Using the Internet.
3. Sending & receiving email messages.
4. Attaching files to email messages.
5. Opening files attached to email messages.
6. Conducting searches for journal articles via Ohio Link and other major indices.
7. Creating file folders on your computer and saving files to these folders.
8. Saving files to portable storage media such as USB drives or CDs.
9. Using the "track changes" function of Microsoft Word.

How to Log-On to the Course Website after Registration

If you registered early, your course will be available in Blackboard on its scheduled start date, as listed in your "detailed class schedule" in myUT. Later registrations, either the week before the semester begins or during the add/drop period, may cause delays of one to three business days (24-72 hours). If for some reason you register late for this class, contact me by email at: tavis.glassman@utoledo.edu and explain your situation, and ask for the course syllabus. Please note that additional delays may occur depending on your student account status.

1. Go to www.utoledo.edu/dl/ and select the appropriate semester and click "go."
2. Enter your Blackboard ID and password (UTADS information) where indicated, and click log in. If you have not obtained your username, or set your password, please see the instructions below.
4. Click on the appropriate distance learning course.

Incorrect username or password error?
Change your password at https://myUTaccount.utoledo.edu

Note: If you register after the course start date, there may be a delay of two business days before the course is available on your Blackboard.

Questions? Contact eLearning at 419.530.8835 (866.UTOLEDO toll free), or email utdl@utoledo.edu using your UT email account.

Class Policies and Procedures

1. **Late Work:** I do not accept late work. In on-line classes, one important indicator that I use to measure students’ initiative, desire, and work ethic is meeting deadlines. Therefore, I do not accept late work. Late assignments posted after a deadline (even one minute after a deadline) will not be accepted unless I have granted an official extension. If you have a conflict that will hinder you from
turning in an assignment on time, please contact me BEFORE the deadline. Due to computer server lag times and computer glitches, be sure to plan ahead and post your work well before deadlines.

2. **Make Up Exams/Tests/Quizzes:** There are no makeup exams/quizzes for this class, because the exams/quizzes are open for three days including at least one business day and weekend day. Quizzes are located within each weekly lesson plan/module and will appear once they have been opened. If extenuating circumstances arise please contact me ASAP. Please be proactive.

3. **Professionalism/Attendance:** True professionals in any field are prompt, reliable, and faithfully report to work when scheduled. *I view your level of initiative and industry as an outward sign of how much you value your education and personal growth.* Therefore, it is my expectation that you will enthusiastically participate in this course. I monitor your level of activity in the course. The BLACKBOARD software allows me to measure how many times you log on to the course website, how many articles and postings you have read, how many items you have posted, etc. Every 2-3 weeks, I check these statistics and monitor student participation. I will periodically publish a list of our class leaders in these categories (i.e., "lead dogs") and will reward students who prove to be leaders of the pack.

4. **Excused Absences:** If you must be absent from the class for a several days, I expect the professional courtesy of a telephone call or email notifying me in advance. If you miss an assignment, quiz, or project due to an unexcused absence, you will forfeit the opportunity of completing the work for credit. If the absence is communicated to me in advance and approved by me as an "excused absence," students shall be given the opportunity to complete the course work or exam that was missed during the excused absence.

5. **Students With Disabilities:** In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or when given an assignment for which an accommodation is required. Please contact the Office Academic Access for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

6. **College of Health Sciences Diversity Committee Statement of Diversity and Inclusion:** The faculty of the College of Health Sciences upholds the ideas and goals pledged by the University to respect and value personal uniqueness and differences. Specifically, College faculty will foster an environment of inclusion in all their curricular and extra-curricular activities, work to challenge stereotypes, and promote sensitivity toward diversity. All students enrolled in this course will be expected to be considerate of the thoughts and ideas of others, promote a collaborative and supportive educational environment, and treat every individual with dignity and respect regardless of gender, race/ethnicity, religion, sexual orientation, impairment(s)/disability(ies), political views, and other element(s) of uniqueness.

**Hence, all students enrolled in this course will be expected to:**
- Be considerate of the thoughts and ideas of others
- Promote a collaborative and supportive educational environment in a community of ideological, physical or ethnic differences
- Treat every individual with kindness, dignity, and respect regardless of:
  - Gender,
  - Race/ethnicity,
  - Religion,
  - Sexual orientation,
7. **Academic honesty:** Academic honesty is expected from all students. Please review the University of Toledo’s Academic Dishonesty Policy found in the Student Handbook.

    Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor’s advice. Examples of academic dishonesty include, but are not limited to:

    - Plagiarizing or representing the words, ideas or information of another person as one’s own and not offering proper documentation;
    - Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
    - Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
    - Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
    - Giving or receiving substantive aid during the course of an examination;
    - Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
    - Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
    - Submitting the same written work to fulfill the requirements for more than one course.
    - While academic integrity is particularly the responsibility of the student, the faculty members also have a responsibility. Assignments and tests should be constructed and proctored so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments or in examinations (e.g., the use of calculator, computer, text materials, etc.).

    **Should cases of academic dishonesty be found among students, the instructor may choose to counsel the student, or the following sanctions may be imposed:**

    - The student may be assigned an F for the work in question.
    - The student may be assigned an F for the course. In this case the instructor should inform the Dean and the student of this action. The Dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
    - The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student’s permanent record. It is expected that the Dean will consult with the instructor and the student in making such a judgment, and that the Dean will notify the student of the sanction imposed and of the appeals procedure.
• A student found to be academically dishonest by a faculty member may appeal according to procedures approved by the respective colleges. The procedures for making a final appeal to the Student Grievance Committee may be found in the Student Handbook.

7. **Labeling Your Emails:** If you contact me via email, please list the course name in the subject line. Remember, I have more than 120 students every semester. Keeping track of everyone and their communication is a real challenge.

8. **Responding to Your email:** Please do not expect email responses from me immediately. I will check my email at least once a day during the week, but not on weekends. If something urgent comes up don’t hesitate to call me on my office line at 419-530-2770.

9. **Writing Quality/Assignments:** I firmly believe that graduate students should be able to write at a level of quality that will enable them to succeed in the field of public health. Graduate student work should be of the highest quality in terms of appearance, grammar, spelling, punctuation, and organization. If you are weak in writing, have a strong writer proofread your papers before you submit them. The quality of your writing on a paper influences the grade you are awarded. I reserve the right to return a poorly written posting to you and request that you visit the Writing Center (http://www.utoledo.edu/success/writingcenter/) before I issue a grade.

10. **Extra Credit:** No extra credit projects will be permitted unless the instructor offers it to all students.

11. **Returning Graded Work:** Grading graduate level work while providing students with meaningful feedback requires time. Please be patient with me. I will do my best to read your assignments, grade them, and post your grades in a timely manner. If you believe your grade book is missing a grade, please feel free to send me an email and ask about it.

12. **On-Line Grade Book:** As I grade your work, I will post the scores in the on-line grade book. Your grades are confidential.
**Time Investment Required of You (Read Carefully and Re-Read Periodically!)**

Sometimes, students mistakenly believe that distance learning (DL) classes require less time than traditional classes. NOT TRUE! In general, distance learning courses require more self-discipline and more time investment than traditional classroom-based courses. In a traditional classroom-based course, you would sit in the classroom for approximately 3 hours per week as you listen rather passively, take notes, and periodically interact with the professor and your peers.

Students often fail to appreciate that everything that is spoken or heard in a traditional classroom-based class must be converted to the written word in a DL class. In a traditional class, some students sit passively and rarely contribute to the discussion. This type of passive behavior is not possible in a DL class. In a DL class, participation and engagement is required of every single student. DL classrooms feature 100% participation, 100% of the time. As a result, a DL course is MORE work for students and the professor.

If you do the math, $3 + 3 = 6$ hours. Bottom line is: **you should set aside approximately 6 hours per week for this course if you want to do well.** Some students will require less time; some will require more time. You should plan to spend 3 hours per week on-line in our virtual classroom and 3 hours per week off-line reading the text, articles, and preparing assignments. If it is any consolation to you, rest assured that I will be spending much more than 6 hours per week teaching this class. Teaching a high quality graduate level DL course is a very time-consuming task for professors.

**Modules**

The content of this course is divided into self-contained **MODULES** or units of instruction. Each module builds upon the previous module. Modules are comprised of an introduction, reading assignments, learning objectives to guide you, learning activities/assignments, and some type of assessment. Each module is linked to a corresponding discussion board topic.
<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments/Deliverables</th>
<th>Weekly Readings</th>
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</thead>
<tbody>
<tr>
<td><strong>Module 1: Overview</strong></td>
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</table>
| **WK 1** Jan. 6-12 | Introduction to Public Health Communication and Informatics A Public Health Communication Planning Framework | **BY THRS. AT 11:59 PM** Post your individual “Introduction” to the Blackboard discussion thread. **BY SUN. AT 11:59 PM** Respond to 2 of your classmate’s discussion posts. Complete the following quizzes:  
  - Syllabus Quiz  
  - Chapter 1 Quiz  
  - Chapter 2 quiz. | Chapter 1 and 2 |
| **WK 2** Jan. 13-19 | Informatics and Public Health | **BY THRS. AT 11:59 PM** Individual discussion post due. **BY SUN. AT 11:59 PM** Respond to 2 of your classmate’s discussion posts. Complete chapter 3 quiz. | Chapter 3 |

| **Module 2: Informing and Educating People about Health Issues** |  |
| **WK 3** Jan. 20-26 | Understanding and Reporting the Science | **BY THRS. AT 11:59 PM** Individual discussion post due. **BY SUN. AT 11:59 PM** Respond to 2 of your classmate’s discussion posts. Complete chapter 4 quiz. | Chapter 4 |
| **WK 4** Jan. 27-Feb. 2 | “What” to Communicate? Understanding Population Health | **BY SUN. AT 11:59 PM** Complete chapter 5 quiz. | Chapter 5 |
| **WK 5** Feb. 3 - 9 | Communicating for Policy and Advocacy | **BY SUN. AT 11:59 PM** Media Advocacy Paper due. Complete chapter 6 quiz. | Chapter 6 |
| **WK 6** Feb. 10-16 | Speaking to the Public: Health Literacy and Numeracy | **BY SUN. AT 11:59 PM** Complete chapter 7 quiz. | Chapter 7 |

| **Module 3: Being Persuasive – Influencing People to Adopt Healthy Behavior** |  |
| **WK 7** Feb. 17-23 | Persuasive Health Communications: The Role of Theory | **BY SUN. AT 11:59 PM** Complete chapter 8 quiz. | Chapter 8 |
| **WK 8** Feb. 24-Mar. 2 | Formative Research for Strategy Development | **BY SUN. AT 11:59 PM** Creative Brief Complete chapter 9 quiz. | Chapter 9 |
| **WK 9** Mar. 3-9 | No class! Spring Break!! | **BY SUN. AT 11:59 PM** Complete chapter 10 quiz. |  |
| WK 10 | Mar. 10-16 | The Strategic Health Communication Plan | BY THRS. AT 11:59 PM  
Individual discussion post due. | Chapter 10 |
|---|---|---|---|---|
| | | | **BY SUN. AT 11:59 PM**  
Respond to 2 of your classmate’s discussion posts. Complete chapter 10 quiz | |
| WK 11 | Mar. 17-23 | It’s a Multimedia World | BY SUN. AT 11:59 PM  
Complete chapter 11 quiz. | Chapter 11 |
| WK 12 | Mar. 24-30 | Developing and Testing a Media Strategy | BY SUN. AT 11:59PM  
Brochure due. Complete chapter 12 quiz. | Chapter 12 |
| WK 13 | Mar. 31 – Apr. 6 | Developing the Implementation Plan: A Summary of Section III | BY SUN. AT 11:59 PM  
Complete chapter 13 quiz. | Chapter 13 |
| WK 14 | Apr. 7-13 | Evaluating a Health Communication Program | BY SUN. AT 11:59 PM  
Complete chapter 14 quiz. | Chapter 14 |

**Module 4: Special Contexts**

| WK 15 | Apr. 14-20 | Patient-Provider Communication | BY SUN. AT 11:59 PM  
Health communication campaign due. Complete chapter 15 quiz. | Chapter 15 |
| WK 16 | Apr. 21-27 | Risk and Emergency Communication: A Primer | BY THRS. AT 11:59 PM  
Individual discussion post due.  
**BY SUN. AT 11:59 PM**  
Respond to 2 of your classmate’s discussion posts. Complete chapter 16 quiz. | Chapters 16 |
| WK 17 | Apr. 28-May 4 | Finals Week | Video/audio recording/narration of Health Communication Project (PhD students only) – Due Wed of Finals Week | |

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