

RUTGERS UNIVERSITY, THE STATE UNIVERSITY OF NEW JERSEY
Department of Economics

Fall 2022

Course Number: 50: 220: 317: 90

Course Title: Social Marketing: A Strategic Approach for Health Promotion

Credits: 3 Credits

Instructor: Dr. ChiaChing Chen

Adjunct Professor

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Meeting Time: Online course. Meets at Canvas LMS (<http://canvas.rutgers.edu>)

Office Hours: Mondays-Thursdays, 11:00am-1:00 pm (EDT)

I. Course Description:

Social marketing is an approach used to develop activities aimed at changing or maintaining people's behavior for the benefit of individuals and society as a whole. It can be a powerful mechanism for behavior change and can promote or inhibit health behaviors. This course is designed to introduce the theoretical underpinnings in the field of communication and reviews how social marketing strategies are used to influence health behavior. The focus is on print and electronic media and touches on individual communication. Topics include: how communication theory informs health behavior change interventions; steps involved in planning communication campaigns about health; and skills useful in the execution of communications, such as pre-testing, designing health materials, and writing press releases.

II. Rutgers University Canvas Learning Management Site (LMS)

This is an internet-based, asynchronous course conducted via computer. All course instructional materials and assignments will be available online through Rutgers University Canvas Distance Learning Management (<http://Canvas.rutgers.edu>). Please submit questions or comments to the instructor through the Canvas LMS so that class related information may be easily communicated to the entire class. Specifically, if you have any questions at all about this course, its schedule, an activity, please click the add a new discussion topic button and post your question in the Question (Course-related) forum. I will endeavor to respond to all questions promptly. THERE ARE NO STUPID QUESTIONS!! Chances are, if you have a question, another student also has it, and will benefit from the posted response. Please note that if you are in need of technical support or assistance, here are the contact information:

- Canvas issues: contact Canvas help at 877-361-1134 or help@canvas.rutgers.edu
- Computer issues: contact RUCIT Camden at 856-225-6274 or help@camden.rutgers.edu
- New to Canvas? Try the [Canvas Student Orientation](#), or check out the [how-to guides](#)

III. Course Objectives:

1. Define health communication, the role of health communication in the marketing mix, in the public health, and in the twenty-first century.
2. Identify the key theoretical influences in health communication and models for strategic behavior and social change communication.
3. Identify the theoretical influences and planning frameworks, describe the current issues and topics in health care, and discusses the implications for health communication.
4. Identify approaches in defining health and illness, demonstrate an understanding of health in different contexts, and describes cultural, gender, ethnic, religious, and geographical influences on conceptions of health and illness
5. Identify the dynamic of interpersonal behavior, social, and cognitive processes of interpersonal communications and recognize practical aspects of the power of personal selling and counseling, and technology-mediated communications.
6. Define public relations theory and practice; identify the power of mass media in health care decisions and the key elements of public relations programs.
7. Describe approach to community mobilization as a social process, explore its implications for community mobilization programs of social marketing, and discusses its impact on health-related knowledge and practices.
8. Define medical professional communications; describes theoretical assumptions that influences communication area; and identify key elements and commonly used activities and tools of professional communications programs.
9. Define constituency relations and its key contexts; identify the practice of constituency relations relevant to the field of health communication; and discusses the key steps, and dos and don'ts of this health communication areas.
10. Describe steps to health communication planning, implementation, and evaluation; recognize the importance of health communication planning process.
11. Develop a comprehensive situation analysis and audience profile using step-by-step guide on how to research and analyze all key factors contributing to a health problem, as well as to select and prioritize the information that is instrumental to the development of health communication objectives and strategies.
12. Define communication objectives and strategies; demonstrate skills to complete health communication planning.

13. Identify key attributes of strategic tactical plans and the key steps in developing tactical plans.
14. Demonstrate an understanding of implementing, monitoring, and evaluating a health communication program.

IV. Criteria for Evaluation

Students will receive grades and feedback for every assignment he/she completes. This will include a breakdown of the points he/she earned for the assignments, Participation post, short midterm paper, and final project. The grading breakdown is as follows:

Criteria	Learning objective number(s) addressed, where applicable	Percent of total grade
A. Assignments	1-14	20%
B. Participation post	1-14	20%
C. Midterm Evaluation: Short Paper	1-7	30%
D. Final evaluation	1-14	30%

V. Instructional Materials

A. Textbook(s):

Renata Schiavo. (2014). *Health Communication: From Theory to Practice (2nd Edition)*. CA: Jossey-Bass. ISBN: 978-1-118-12219-8 (Paperback) and (e-Book).

B. Other materials provided by the instructor

Readings and handouts will be provided on Canvas LMS site for students.

E. Tools(s) and equipment:

This is an internet-based, asynchronous course conducted via Canvas LMS. All instructional materials will be delivered in a fully online. All students are required to take Students Orientation Tutorial before starting the course.

VI. Grading System

- A = 89.5-100
- B+ = 84.5-89.49
- B = 79.5-84.49
- C+ = 74.5-79.49
- C = 69.5-74.49
- D = 59.5-69.49
- F = 0-59.49

VII. Course Navigation and Expectation

Navigating this Course: You can navigate the course by (1) Course Syllabus: Print out the course calendar and check off each assignment as you complete it, or (2) Topic outline: On the course home page in the wide column, start at the top and proceed to the bottom in order. Each topic's resources and activities are clearly labeled. All you need to do is to follow the course navigation method, and complete required readings and assignments. The Lesson is the chapter summary which will guide your study.

Expectations and How to Get Help: Over the next fifteen (15) consecutive weeks, I expect you to spend one average **30 minutes to 1 hour per day** on this course, and those participants who have enjoyed the most success in our courses have shared that scheduling a specific time each day was key to their success. The other key was communication. If you run into workplace or family issues that cause you to fall behind OR you find that you're just plain LOST in this course, please **contact me via email** (cc1610@rutgers.edu) so I can assist you by clarifying anything you find confusing, adapting activities for your needs, or modifying scheduling. Upon request, with advance arrangements, I will even call you by phone to walk you through challenging activities. You will be required to login each session (at your convenience because this is an asynchronous online course) to complete activities, but if you will be offline for one week or more, please e-mail me in advance. Otherwise, I will come looking for you. We will try to stick with a consistent schedule during the week:

- **September 6 (Tuesday), 2022:** Fall 22' semester begins and you should start by reviewing contents posted in Topic 1
- **Wednesday-Monday:** read and study online materials
- **Tuesday** by 10:00 pm (EDT): post your **individual assignment** for discussion contribution
- **Thursday** by 10:00 pm (EDT): post **at least One Participation post to other class members** as follow-up post in online discussion

VIII. Criteria for Evaluation

Assignments and Class Participation (40%)

- **Weekly Assignment:** All assignments are available under Canvas LMS course site. As the discussions will rely heavily on the assigned readings, students may want to complete or view some of them before joining the discussion. Please don't wait until the due date/time to join in. Your assignment and class participation will be assessed by: (1) Were entries submitted frequently and in a timely manner? (2) Did responses incorporate the lectures and readings? Students are required to post your assignment directly to the discussion forum by the specified due date (see Section X: Course Schedule). (Note: It is recommended to save a copy of your assignment in a WORD

file before posting it to the discussion forum. For assignment submission, you need to copy/paste the text directly to the discussion forum.) (**Note: I do not accept your assignment submission by email.**)

- **Participation post:** Each student will be expected to respond to the instructor's or class members' questions and contribute to the discussion board at least 1 participation post per assignment. Your responses or comments must be posted by the specified due date (see Section X: Course Schedule). Students who are frequent contributors (in terms of helpful suggestions, answers, etc.) to the discussion forum can earn up to 5 extra credit points (out of 100) toward their final grade. **Your grade for the participation posts will be included in the grade for the assignment.**

Midterm Paper (30%)

The midterm evaluation is based on the material covered in this course (Topics 1~7). Topics that may be covered include: concepts and role of health communication, theories and models in health communication, factors that influence on conceptions of health and illness, interpersonal communications, public relations and public advocacy, and community mobilization. The short paper requires you to select and read one article from those published in any of the following peer-reviewed journals: *American Journal of Health Promotion*, *American Journal of Public Health*, *Health Education and Behavior* (formerly *Health Education Quarterly*), *Health Education Research*, *Journal of Health Education*, *Journal of School Health*, *Journal of Health Communication: International Perspectives*, *Health Communication*, *Journal of Communication in Healthcare*.

Write a critical analysis or review of the article you selected with no longer than three double-spaced pages in length. The purpose of this assignment is to facilitate you in becoming familiar with the work in the field of health communication and the journals in which the work is routinely published. The assignment also should help you to improve your critical analysis and writing skills. **Each review should include:**

- (1) The complete **bibliographic information** (i.e., the source - the title, author, publisher, date, etc. which is written in either MLA or APA format.) for the article selected.
- (2) A summary of the **purpose**.
- (3) Describe the **study design** and **methods used**, including the theory underlying the intervention, principal findings, and conclusions; and
- (4) Discussion of what you believe are the principal conceptual points made and what you have learned from reading the article. You should comment on what you believe to be the implications of the study for health communication.

Final Critique Paper (30%)

Select an **existing social marketing campaign** that **has been evaluated** and **the result has been published in a peer-reviewed journal**. Obtain **at least one article from a peer-reviewed journal** that is related to the campaign you selected. The article can either focus on the development of the social marketing campaign, or the evaluation of the campaign. Students are also encouraged to contact the author or organization(s) that developed the campaign and ask them to send you any materials that they may have available including examples of the products, posters, press kits, etc.

Analyze the campaign and critique the campaign based on the information that you have learned in class and from the readings. The paper should be **no more than 20 pages, double-spaced with one-inch margins and using 12-point font size**. Include any of the materials (e.g., scan, photocopy) that you critiqued.

The following 13 questions should be thoroughly answered in your analysis. Please include heading for each question. Use references from class readings or peer-review journals to justify your critique. Make sure your references are in APA style.

1. What are the targeted behavior changes? (8 points)
2. Who is the target population for the campaign? (8 points)
3. What are the goals and objectives of the campaign? (8 points)
4. What is the theoretical basis of the campaign? (8 points)
5. Why was a social marketing approach selected for this intervention? (8 points)
6. How was formative research conducted? (8 points)
7. How was process evaluation done and what were the results? (8 points)
8. How were the materials and messages pretested or evaluated? (8 points)
9. How was outcome evaluation conducted? (8 points)
10. How are the 4 ps applied in the development and implementation of the campaign? (8 points)
 - What are the products of the campaign?
 - How is the campaign promoted?
 - What are the channels of distribution?
 - How is the issue of price considered?
11. In your opinion is this a well-developed campaign? Why or why not? (10 points)
12. Are the materials, in so far as their design and messages, appropriate for the target audience? Please make sure to include the materials you are

referring to such as examples of the products, posters, press kits, etc. (10 points)

13. If you were to redo this campaign what, if anything, would you change and how would you change it? (10 points)

Late Submission

- **Assignment: Late assignments and Participation post** (at least 1 post) **submitted past** the specified due date **will** receive an automatic zero on the assignment.
- **Participation post:** Late participation post (i.e., at least one post per assignment) made past the specified date will result in a 20% penalty on the assignment only if he/she has already completed the assignment by the assignment due date or made-up assignment by the participation post due date. If he/she made one Participation post but failed to complete or make up the assignment by the due date of participation post, he/she will still receive an automatic zero on the assignment.
- **Midterm short paper:** Late paper submitted past the due date/time will receive 5 points deduction (total points=110) (even 1 minute late). For each subsequent day it is late your grade will be reduced by 5 points. Plan ahead!!
- **Final critique paper:** Late paper submitted past the due date/time will receive 5 points deduction (total points=110) (even 1 minute late). For each subsequent day it is late your grade will be reduced by 5 points.

IX. Grade calculation

Your final course grades will be calculated based on the following three components:

- **Assignments and class participation:** there are a total of 12 assignments which add up to a total of 100 points, which accounts for 40% of the total course score. Your grade for the participation posts will be included in the grade for the assignment.
- **Midterm paper:** the midterm paper has a total of 100 points which accounts for 30% of the total course score.
- **Final critique paper:** the critique paper has a total of 110 points. Students will earn up to 5 extra points when submitting any materials you have obtained from the organization that developed the campaign such as examples of the products, posters, press kits, etc. The final grades on the critique paper will be converted to 100-point scale, which accounts for 30% of the total course score.

Student responsibilities:

- a. **Syllabus:** Each student in this course is responsible to read and become familiar with all the requirements (e.g., readings, deadlines, etc.) of this course as outlined in this syllabus. In addition, should for any unforeseen reason, changes must be made to the syllabus and students are notified by the course instructor(s) that changes have been made to the syllabus, it will be each students' responsibility to review the content of the revised syllabus and recognize that the newly posted and revised syllabus has become the active and current syllabus. Failure to read the current syllabus associated with this course at anytime does not relieve any student from meeting all deadlines and completing all assignments associated with this course. Computer or Internet service failure does not relieve students of their responsibility to be familiar with the requirements of this course. It is also each student's responsibility to seek clarification from the course instructor(s) on any instruction(s) described in this syllabus which he/she finds confusing. Failure to understand or read the syllabus does not relieve any student of the requirement to adhere to all instructions outlined in this syllabus.
- b. **Withdrawal from course:** Each student is responsible for notifying the instructor(s) in writing or by Rutgers email within 24 hours of withdrawing from this course. Failure to do so may result in a "F" grade for this course. Notwithstanding compliance with the above statement, a student may obtain a "WF" grade based on the School's withdrawal policy.

X. Course Schedule

Topics	Topic Description, Readings, and Assignments
<p>Topic 1: Health Behavior, Health Communication, and Health Promotion (9/6- 9/15)</p>	<p>Topic Description This section sets the stage to discuss current health communication contexts. It also positions the importance of health communication in public health, health care, and community development as well as the nonprofit and private sections. Finally, it describes key elements, action areas, and limitations of health communication, and introduces students to the role societal, organizational, and individual factors play in influencing and being influenced by public health communication and communication interventions in clinical and other health-related settings.</p> <p>Required Reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 1: What is Health Communication. • Healthy People 2020: Health Communication and Health Information Technology • The Contributions of Health communication to Eliminating Health Disparities. • Literacy and Health Outcomes <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 1.1: What is health communication?

	<p>Assignment 1.1: Health-Related Messages (8 points)</p> <ul style="list-style-type: none"> - Assignment 1.1 is due on Tuesday 9/13, 10pm (EDT) - Participation post for assignment 1.1 are due on Thursday 9/15, 10:00 pm (EDT)
<p>Topic 2: Health Communication Theories and Models. (9/16~9/22)</p>	<p>Topic Description This section provides a brief overview of major theories and planning frameworks and their implications in health communication. Model and theoretical constructs are often used in provide a basis of communication planning and evaluation; inspire specific communication approaches; help implement a specific phase of a health communication program; and support a true understanding of target audiences and groups as well as the health communication environment among health communication practitioners and other members of the communication team.</p> <p>Required Reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 2: Current Health Communication Theories and Issues (p.33-82). <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 2.1: Current Health Communication Theories and Issues <p>Assignment 2.1: Health Communication Theory/Model (8 points)</p> <ul style="list-style-type: none"> - Assignment 2.1 is due on Tuesday 9/20, 10:00 pm(EDT) - Participation post for assignment 2.1 are due on Thursday 9/22, 10:00 pm (EDT)
<p>Topic 3: Cultural, Gender, Ethnic, Religious, and Geographical Influences on Conceptions of Health and Illness. (9/23~9/29)</p>	<p>Topic Description: Culture permeates all aspects of life and influences perceptions and experiences of life events and health-related situations. Conceptions of health and illness as well as way to treat illness vary from culture to culture around the world. This section discusses different religious, ethnic, cultural, age, and gender-related influences on the concepts of health and illness. It also establishes the need for research-based communication interventions that take into account audience-specific beliefs, behaviors, and characteristics.</p> <p>Required reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 3: Cultural, Gender, Ethnic, Religious, and Geographical Influences on Conceptions of Health and Illness (p.83-100). <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 3.1: Cultural, Gender, Ethnic, Religious, and Geographical Influences on Conceptions of Health and Illness <p>Assignment 3.1: Cross-cultural Communications (8 points)</p> <ul style="list-style-type: none"> - Assignment 3.1 is due on Tuesday 9/27, 10:00pm (EDT) - Participation post for assignment 3.1 are due on Thursday 9/29, 10:00 pm (EDT)

<p>Topic 4: Interpersonal Communications (9/30~10/6)</p>	<p>Topic Description: Interpersonal communications is an important action area of health communication programs aimed at behavioral or social change. This section reviews some of the key factors in the dynamics of interpersonal behavior and communication. It also focuses on practical aspects of counseling, personal selling, and provider-patient communications, which are all key areas of interpersonal communications. The importance of considering all encounters as an opportunity for a two-way exchange of information, as well as the potential beginning of a long-lasting partnership.</p> <p>Required reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 4: Interpersonal Communications <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 4.1: Interpersonal Communication <p>Assignment 4.1: Verbal and nonverbal clues (8 points)</p> <ul style="list-style-type: none"> - Assignment 4.1 is due on Tuesday 10/4, 10:00 pm (EDT) - Participation post for assignment 4.1 are due on Thursday 10/6, 10:00 pm (EDT)
<p>Topic 5: Mass Media, New Media Communication, and Public Relations. (10/7~10/13)</p>	<p>Topic Description: This section reviews the relationships among mass communication, public relations, mass media, and new media, and discusses them within the context of health communication in the new media age, establishes public relations as a key action area in mass communication and other health communication interventions, and provides an overview of mass media and new media use and strategies. Finally, it also provides practical suggestions on key success factors of mass media and new media communication programs, and discusses select mass media-and new media-specific evaluation parameters.</p> <p>Required reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 5: Mass media, new media communication, and public relations. <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 5.1: Public Relations and Public Advocacy <p>Assignment 5.1: Ethical Public Relation Programs (8 points)</p> <ul style="list-style-type: none"> - Assignment 5.1 is due on Tuesday 10/11, 10:00 pm (EDT) - Participation post for assignment 5.1 are due on Thursday 10/13, 10:00 pm (EDT)
<p>Topic 6: Community Mobilization and Citizen Engagement. (10/14~10/20)</p>	<p>Topic Description: Community mobilization is a way to empower communities and motivate individuals to get more active. Through volunteers from all segments of society, the media, business communities, ordinary people, and government officials, community mobilization as a social process has shown an effective approach to influence the behavior change in the</p>

	<p>community. This section introduces community mobilization as a key area of health communication and reviews some of the current theoretical assumptions and topics in relation to this approach. Practical guidance on the key ingredients of community mobilization programs and the need for considering the approach as part of a multifaceted and multidisciplinary intervention are discussed.</p> <p>Required reading:</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 6: Community mobilization and citizen engagement (p.179-p.218). <p>Lesson:</p> <ul style="list-style-type: none"> • Lesson 6.1: Community Mobilization and Citizen Engagement <p>Assignment 6.1: Community Mobilization and Citizen Engagement (8 points)</p> <ul style="list-style-type: none"> - Assignment 6.1 is due on Tuesday 10/18, 10:00 pm (EDT) - Participation post for assignment 6.1 are due on Thursday 10/20, 10:00 pm (EDT)
<p>Topic 7: Midterm Evaluation (10/21-10/27)</p>	<p>Topic Description:</p> <p>The purpose of the short paper is to facilitate you in becoming familiar with the work in the field of health communication and the journals in which the work is routinely published. The assignment also should help you to improve your critical analysis and writing skills. The short paper is due by Thursday, October 27, 2022 (10:00pm EDT).</p>
<p>Topic 8: Professional Medical Communications. (10/28~11/3)</p>	<p>Topic Description:</p> <p>Health care systems and the practice of medicine have changed tremendously in the past few decades. Today, physicians and all other health care providers are faced with a number of additional day-to-day demands and tasks. Professional communications can help health care providers meet their challenges with peer-to-peer information and tools that contribute to the effectiveness of their medical practices and ultimately better health outcomes for their patients. This section defines medical professional communications and describes theoretical assumptions that influence this communication area. The key elements and commonly used activities and tools of professional communications programs are discussed.</p> <p>Required readings:</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 7: Professional Medical Communications. <p>Lesson:</p> <ul style="list-style-type: none"> • Lesson 8.1: Professional and Medical Communication <p>Assignment 8.1: Professional Medical Communications (8 points)</p> <ul style="list-style-type: none"> - Assignment 8.1 is due on Tuesday 11/1, 10:00 pm (EDT) - Participation post for assignment 8.1 are due on Thursday 11/3, 10:00 pm (EDT)
<p>Topic 9:</p>	<p>Topic Description:</p>

<p>Constituency Relations, Strategic Partnerships, Policy Communication, and Public Advocacy. (11/4-11/10)</p>	<p>In most democratic societies, constituency relations is a structured approach that policymakers and elected government officials use to consult, interact and exchange views and information with the public so citizens can express their preferences and provide their support for decisions that affects their lives and livelihood. At the same time, local government officials are a key constituency for public health. This section defines constituency relations and establishes its key contexts. Examples on how the practice of constituency relations which is relevant to the field of health communication is presented. Key steps and dos and don'ts of this communication area are discussed.</p> <p>Required reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 8: Constituency Relations and Strategic Partnerships in Health Communication (p.243-p.262). • Schiavo (2014). Chapter 9: Policy Communication and Public Advocacy (p.263-p.278). <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 9.1 Constituency Relations, Strategic Partnerships, Policy Communication, and Public Advocacy <p>Assignment 9.1: Constituency Relations (8 points)</p> <ul style="list-style-type: none"> - Assignment 9.1 is due on Tuesday 11/8, 10:00 pm (EDT) - Participation post for assignment 9.1 are due on Thursday 11/10, 10:00 pm (EDT)
<p>Topic 10: Overview of the Health Communication Planning Process. (11/11-11/17)</p>	<p>Topic Description:</p> <p>Most health organizations have or expect to have a communication plan at some point in their life cycle. Many of them have difficulties converting plans into actions that have an impact on their constituencies. Most of the problems rest in a lack of understanding of the fundamental steps of a health communication plan and how to design communication interventions that fit the organization's mission, as well as the needs of its key constituencies and stakeholders. This section provides a step-by-step guide to health communication planning, implementation, and evaluation, and the key steps of the health communication process. The meaning of "overall program goal" and behavioral, social, and organizational change objectives are discussed.</p> <p>Required reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 10: Overview of the Health Communication Planning Process. <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 10.1 Overview of the Health Communication Planning Process <p>Assignment 10.1: Health Communication Planning (8 points)</p> <ul style="list-style-type: none"> - Assignment 10.1 is due on Tuesday 11/15, 10:00 pm (EDT) - Participation post for assignment 10.1 are due on Thursday 11/17, 10:00 pm (EDT)

<p>Topic 11: Situation Analysis and Audience Profile (11/18-11/24)</p>	<p>Topic Description: The situation analysis is a fundamental step in the health communication planning. This section focuses on how to build a solid foundation for health communication programs by developing an in-depth situation analysis and audience profile. It provides a step-by-step guide on how to research and analyze all key factors contributing to a health problem, as well as to select and prioritize the information that is instrumental to the development of health communication objectives and strategies.</p> <p>Required reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 11: Situation and Audience Analysis (p.307-p.354). <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 11.1 Situation Analysis and Audience Profile <p>Assignment 11.1: Situation Analysis and Audience Profile (10 points)</p> <ul style="list-style-type: none"> - Assignment 11.1 is due on Tuesday 11/22, 10:00 pm (EDT) - Participation post for assignment 11.1 are due on Wednesday 11/23, 10:00 pm (EDT) (Note: Due to the holiday, the deadline for the participation post has been changed to Wednesday 11/23)
<p>Topic 12: Communication Objectives and Strategies. (11/25-12/1)</p>	<p>Topic Description: This section will continue to the previous topic and discuss goal and objectives that have been developed in <i>Healthy People 2020</i> in support of communication objectives. This section will highlight not only the focus of the intervention but also the strategic use of communication tools and approaches to reach such objectives. This section focuses on defining communication objectives and strategies while highlighting the connection of these two important steps to other phases of the planning process that precede or follow them. By providing a practical guide on the dos and don'ts of establishing communication objectives and strategies, this section helps build knowledge of the technical skills that are needed to complete this step of health communication planning.</p> <p>Required reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 12: Identifying Communication Objectives and Strategies (p.355-p.373). <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 12.1 Communication Objectives and Strategies. <p>Assignment 12.1: Communication Objectives & Strategies (10 points)</p> <ul style="list-style-type: none"> - Assignment 12.1 is due on Tuesday 11/29, 10:00 pm (EDT) - Participation post for assignment 12.1 are due on Thursday 12/1, 10:00 pm (EDT)
<p>Topic 13:</p>	<p>Topic Description:</p>

<p>Designing, Implementing, and Evaluating Outcomes of Health Communication Interventions (12/2-12/8)</p>	<p>This section focuses on some of the key attributes of strategic action plans, as well as the key steps in developing them. It also discusses the integration of partnership and action plans in light of the partnership-based nature of most health communication intervention. Furthermore, this section also establishes the need for developing a detailed evaluation plan prior to program implementation. An overview of trends and models in program evaluation as well as practical guidance in developing evaluation plans that reflect key program assumptions, goals and objectives are presented. Finally, this section also provides practical guidance on some of the considerations that go into executing a health communication program.</p> <p>Required reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 13: Designing and Implementing an Action Plan • Schiavo (2014). Chapter 14: Evaluating outcomes of health communication interventions. <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 13.1: Developing Tactical and Evaluation Plans <p>Assignment 13.1: Evaluating Health Communication Programs (8 points)</p> <ul style="list-style-type: none"> - Assignment 13.1 is due on Tuesday 12/6, 10:00 pm (EDT) - Participation post for assignment 13.1 are due on Thursday 12/8, 10:00 pm (EDT)
<p>Topics 14-15: Analyze and Critique A Health Communication Program. (12/9-12/15)</p>	<p>Topic Description:</p> <p>This section reviews some of the case studies in the United States and draw lessons that can be learned by other embarking in the complex process of designing, implementing, and evaluating a health communication intervention. Another objective is to provide students with materials that can be used as a framework for discussion on how this applies to their professional experience as well as to identify other communication approach, strategies, and activities that may also be suitable in similar cases. Finally, the critique paper allows students to analyze and critique a health communication campaign based on the information that students have learned in class and from the readings. Students are required to contact the person or organization(s) that developed the campaign and ask them to send them any materials that they may have available including examples of the products, posters, press kits, etc.</p> <p>Required reading</p> <ul style="list-style-type: none"> • Schiavo (2014). Chapter 15: Health communication in the United States (p. 443-466) <p>Lesson</p> <ul style="list-style-type: none"> • Lesson 14.1 Health Communication in the United States <p>Note: The critique paper is due on Thursday, 12/15, 10:00pm (EDT).</p>