

Design and Evaluation of Health Communication Activities

HPCH 212
(3 credits)
Fall 2023-2024
CRN-11715

Instructor

Dr. Rana Al Barazi
Van Dyck Room 301-F
Email: ra186@aub.edu.lb
Office hours: Exclusively by appointment

Class Time: Tuesday & Thursday; 3:00-4:15 pm

Location: VD Room 203

Course Description

In this course, students learn how to plan, implement, and evaluate health communication activities, starting with the health-related needs assessment in the community to determine priority areas for health promotion. Based on these areas, students go through the process of developing objectives, selecting appropriate activities, and implementing and evaluating an activity.

Learning Objectives (LOs)

There are 5 LOs (1-5) for this course.

By the end of this course, students will **be able to**:

1. Apply qualitative and quantitative research methodologies to assess needs for health communication activities. (LO2.4)
2. Set program objectives appropriate for specific audiences. (LO3.2)
3. Utilize empirical evidence, formative research, and theory in the development of health promoting strategies and messages. (LO3.4)
4. Use evaluation methods to assess the effectiveness of communication efforts. (LO3.3)
5. Apply ethical decision making in communicating public health messages. (LO7.3)

Assessment of student learning

Below is a general overview of the assignments used to assess the progress of student learning. Guidelines and specific information about the assignments will be provided on Moodle 2-4 weeks before the due date.

- **Active participation – 10%**

Students will be evaluated on the quality of their contributions to in-person classes, participation during session presentations, class discussions, and small-group work discussions. In addition, specific sessions may be assigned with Moodle discussion forums where students' active participation according to the posted guidelines will be expected. The maintenance of class etiquette throughout attendance is considered part of the active participation grade. Although attendance per se is not considered active participation, a high rate of non-excused absences will have consequences on this grade, and may jeopardize your enrolment in the course.

- **Assignment 1 – 30%- Individual**

Students will assess audience needs, reaching out to people in their own social circle and within their community and will use this assessment to develop SMART objectives and an analytical model (Precede-Proceed) for a health communication activity.

- **Assignment 2- In class -Case study analysis - 30% - Groups of 3**

Students will have an assigned time to provide an analysis of a case study in the form of short answers. This analysis will be testing their understanding of key concepts related to formative research and the development of strategies and messages for specific audiences.

- **Assignment 3- 30% - Individual**

Students will continue building on the work done in Assignment 1 by developing a Monitoring and Evaluation plan for the proposed health communication activity.

Table 1. Summary of the Course Assessments, alignment with LOs and their weight

Evaluation	Grade	Learning Outcomes	Due date
Active participation	10%	1-5	Throughout
Assignment 1-Individual	30%	1,2,5	Oct 14
Assignment 2- Case study analysis-Group of 3	30%	2,3,5	Nov 2
Assignment 3- Individual	30%	3,4,5	Dec 5

Course Format:

- The course will be delivered on AUB campus during live in person class sessions. All materials will be posted on Moodle which is the main resource page that you need to use for all information and materials related to the course.
- For each session, students will find readings and other materials posted on Moodle. They are expected to prepare for the class session by going through all these materials prior to attending the live sessions.
- For course related announcements, the instructor will communicate through Moodle forum posts which students will also receive via email. Students can communicate back with the instructor through email.

Course Ethics and Etiquette

1. **Active participation.** The quality and amount of learning in this course will largely depend on the active participation during the live sessions where students will be working in smaller groups and in posting and responding to comments on Moodle discussion forums whenever required. Students are expected to have prepared the readings [and gone through recorded lectures, if any] before the scheduled live sessions and according to the schedule in this syllabus. Students are responsible for being aware of related announcements, which are shared on Moodle, and are expected to check their emails frequently and regularly.
2. **We are here to learn.** Discussion is fundamental to open minds. Learning means that sometimes we might be right and some other times we might be wrong, and at yet other times, we are neither, just stating an opinion or reflecting. So please, keep an open mind; and be respectful while receiving others' opinions and ideas.
3. **Punctuality.** It is important to arrive to class on time in order to avoid disruptions and missing important information. Delays related to unforeseen issues, whether personal or contextual, will be considered if discussed with the instructor through separate emails. Punctuality means also meeting deadlines. Late assignments will not be tolerated and will have consequences on your grade .
4. **Questions and answers.** Students are expected to engage in class discussions and presentations through asking relevant questions or providing answers to others' questions, thus contributing to their own learning and that of their classmates. Showing interest and inquisitiveness through asking questions, listening to answers, and making reflective comments is part of active participation.
5. **Academic Integrity.** Education is demanding and time management is essential. Students should not hesitate to use available resources without cutting corners. **This university does not tolerate any form of cheating or plagiarism.** Students must review the Student Code of Conduct in the handbook provided by AUB (p. 44) to be familiar with definitions and penalties. When in doubt, students should contact

instructors to avoid future complications. Penalties include failing marks on the assignments, suspension or expulsion from university, and a permanent mention in the student's records.

6. **Accessible Education Office (AEO):** The Accessible Education Office (AEO) coordinates academic accommodations and services for all eligible AUB students with disabilities (such as ADHD, learning difficulties, mental health conditions, chronic or temporary medical conditions, and others). If you have a disability for which you wish to request accommodations at the department, faculty or university level, please contact AEO as soon as possible. Once you register with our office, we will assist you in receiving appropriate accommodations and will liaise with your instructors and any related entity to best support your needs. AEO is located in West Hall, room 314, and can be reached by phone at 1-350000 ext. 3246 or by email: accessibility@aub.edu.lb. Information about our services can be found at: <https://www.aub.edu.lb/SAO/Pages/Accessible-Education.aspx>
7. AUB is committed to facilitating a campus free of all forms of discrimination including sex/gender-based harassment prohibited by **Title IX**. The University's non-discrimination policy applies to, and protects, all students, faculty, and staff. If you think you have experienced discrimination or harassment, including sexual misconduct, we encourage you to tell someone promptly. If you speak to a faculty or staff member about an issue such as harassment, sexual violence, or discrimination, the information will be kept as private as possible. However, faculty and designated staff are required to bring it to the attention of the University's Equity/Title IX Coordinator. Faculty can refer you to fully confidential resources, and you can find information and contacts at www.aub.edu.lb/titleix. **To report an incident**, contact the University's Equity/Title IX Coordinator Ms. Mitra Tauk at 01-350000 ext. 2514, or titleix@aub.edu.lb. An anonymous report may be submitted online via EthicsPoint at www.aub.ethicspoint.com.
8. **AUB/FHS policies** - Be vaccinated according to most recent university policies. For any vaccine -related concerns, email the Vaccination Working Group. (vaxwg@aub.edu.lb). Please follow the most recent safety guidelines (e.g. mask wearing and safe distancing) that AUB policies announce.
 - Attendance will be taken and recorded. You need to be ready and attend classes on time; if you cannot attend a class, you should notify the instructor beforehand. If you miss more than one-fifth of the class sessions of any course in the first ten weeks of the semester you may be dropped from the course.

Course Readings

Primary book:

- Parvanta C, Nelson DE, Parvanta SA, Harner RN. (2011). Essentials of Public Health Communication. Jones & Bartlett Learning (pdf form is uploaded on Moodle)

Other Readings:

- Atkin, C., & Freimuth, V. (2013). Guidelines for Formative Evaluation Research in Campaign Design. In Rice, R. E., & Atkin, C. K.. *Public communication campaigns* (4th ed.). Thousand Oaks, CA: SAGE.
- Brownson RC, Fielding JE, Maylahn CM. (2009). Evidence-based public health: a fundamental concept for public health practice. *Annual Review of Public Health*, 30: 175-201. doi: 10.1146/annurev.publhealth.031308.100134.
- Community Tool Box. <http://ctb.ku.edu/en/understand-community-or-situation-better>
<https://ctb.ku.edu/en/assessing-community-needs-and-resources/examples>
- Centers for Disease Control and Prevention. (n.d.). Types of evaluation. Retrieved from <https://www.cdc.gov/std/Program/pupestd/Types%20of%20Evaluation.pdf>.
- Guttman N, Salmon CT. (2004). Guilt, fear, stigma and knowledge gaps: ethical issues in public health communication interventions. *Bioethics*, 18(6).
- Knowlton L.W, and Phillips C.C. (2013). *The Logic Model Guidebook. Better Strategies for Great Results*, second edition. Sage Publications. Chapter 3. Creating Program Logic Models.
- Kreps G., (2014) Evaluating Health Communication Programs to Enhance Health Care and Health Promotion, *Journal of Health Communication*, 19:12, 1449-1459, DOI: 10.1080/10810730.2014.954080

- Moran, M.G., Frank, L.B., Zhao, N., Gonzalez, C., Thainiyom, P., Murphy, S.T., and BALL-ROKEACH S.J., (2016). An Argument for Ecological Research and Intervention in Health Communication *Journal of Health Communication*, 21:135–138., DOI: 10.1080/10810730.2015.1128021
- O’Sullivan, G.A., Yonkler, J.A., Morgan, W., and Merritt, A.P. A Field Guide to Designing a Health Communication Strategy, Baltimore, MD: Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs, March 2003
- Perrault, E. (2017). Campaign Evaluation in Health and Risk Messaging. *Oxford Research Encyclopedia of Communication*.
<https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-521..>
- Suggs SL, McIntyre C, Warburton W, Henderson S, Howitt P. (2015). Communicating health messages: A framework to increase the effectiveness of health communication globally. Report of the WISH Communicating Complex Health Messages Forum, 2015.
- The Community Guide. What works: Health Communication and Social Marketing.
<https://www.thecommunityguide.org/sites/default/files/assets/What-Works-Health-Communication-factsheet-and-insert.pdf>
- US Department of Health and Human Services. Planner’s Guide: Making Health Communication Programs Work.(NCI-PINK BOOK)
- Zhao X, (2020) Health communication campaigns: A brief introduction and call for dialogue. *International Journal of Nursing Sciences*, <https://doi.org/10.1016/j.ijnss.2020.04.009>.

Class schedule outline and readings

Week / Date	Topics / Activities	Session Format: Live in-person unless otherwise specified	Readings	LOs
WEEK 1	Introduction			
1 / T Aug 29	Welcome Introduction to the course		Syllabus	
1 / Th Aug 31	Health communication at different ecological levels	Class activity and short PPT	Parvanta et al, 2010, chapt. 1 (pp 7- 11) Moran et al., 2016 NCI Pink Book: Intro, Overview	1,2,3,4, 5
WEEK 2	Health communication planning cycle			
2 / T Sept 5	Class session Lecture		Parvanta et al, 2010, chapt. 2 Suggs et al., 2015 Zhao, 2020 NCI Pink Book: STAGE I	1,2,3,4, 5
2 / Th Sept 7	Application*: Lecture cont’d discussion, small group case study, other activity related to weekly topic		WHO, nd. Thuy et al., 2004 Prilutski, 2010	1,2,3,4, 5
WEEK 3	Situation analysis/ Needs assessment methods			
3 / T Sept 12	Class session Lecture		O’Sullivan et al, 2003, Chapt 1.	1,5
3 / Th Sept 14	Application*		Community tool box	1,5
WEEK 4	Formative Research			
4 / T Sept 19	Class Lecture session		Parvanta et al, 2010, chapt. 9 Atkin & Freimuth, 2012.	1,5
4 / Th Sept 21	Application*			1,5

Week / Date	Topics / Activities	Session Format: Live in-person unless otherwise specified	Readings	LOs
WEEK 5	Strategic Health Communication plan /SMART objectives			
5 / T Sept 26	Class Lecture session		Parvanta et al., 2010, chapt. 10	2
5 / Th Sept 28	Application: Developing SMART objectives			2
WEEK 6	Methods for conceptualizing intended program outcomes - Logic models			
6 / T Oct 3	Class Lecture session		Parvanta et al., 2010, chapt. 13 Knowlton & Phillips, 2013, Chapt 3	2,3
6 / Th Oct 5	Application: problem analysis and developing the logic model			2,3
WEEK 7	Developing and testing strategy			
7 / T Oct 10	Class Lecture session		Parvanta et al., 2010, chapt. 12	3,5
7 / Th Oct 12	Application*			1,2,3,5
<i>Friday Oct 14</i>	<i>Assignment 1 is due</i>	<i>Moodle</i>		<i>1,2,5</i>
WEEK 8	Evidence based interventions: Select a primary intervention based on evidence			
8 / T Oct 17	Class Lecture session		Brownson et al., 2009. The Community Guide. What works! Brochure.	3,5
8 / Th Oct 19	Application*		Tools: The Cochrane Library (www.cochrane.org). Cost-Effectiveness Analysis Registry (https://research.tufts-nemc.org/cear4/home.aspx).	3,5
WEEK 9	Identify primary audiences and how you plan to interact with them / Health literacy			
9 / T Oct 24	Class Lecture session		Parvanta et al., 2010, chapters 4,5, 7	3
9 / Th Oct 26	Application: primary audiences			3
WEEK 10	Identify secondary audience and how you plan to interact with them			
10 / T Oct 31	Class Lecture session		Parvanta et al., 2010, chapter 6	3
<i>10 / Th Nov 2</i>	<i>Assignment 2 :Case study analysis</i>	<i>IN CLASS</i>		<i>2,3,5</i>
WEEK 11	Evaluation frameworks and designs / Process & implementation evaluation			
11 / T Nov 7	Class Lecture session		Parvanta et al., 2010 chapt. 14 Kreps, 2014 CDC (nd) Perrault, 2017	4
11 / Th Nov 9	Application: process evaluation			4
WEEK 12	Outcome evaluation			
12 / T Nov 14	Class Lecture session			
12 / Th Nov 16	Application: outcome evaluation			
WEEK 13	Impact evaluation			

Week / Date	Topics / Activities	Session Format: Live in-person unless otherwise specified	Readings	LOs
13/ T Nov 21		Class Lesson session may be sent as a pre- recorded lecture	CDC (nd) Perrault, 2017	4
13/ Th Nov 23	Application: Impact evaluation			4
WEEK 14	Ethics in health communication campaign implementation and evaluation			
14/ T Nov 28	Class Lecture session		Guttman & Salmon, 2004	5
14/ Th Nov 30	Student presentations			
<i>Monday Dec 5</i>	<i>Assignment 3 is due</i>	<i>Moodle</i>		<i>3,4,5</i>

WEEK # – Topic Title

<i>Assessment Due date - may be subject to change</i>
