CHS 292 Communication and Media Development in Health Promotion/Education

Fall 2010 / Community Health Sciences/ School of Public Health

Lecture: 61-269 CHS
Computer Lab: A - level Lab (A1-241 CHS)

Lecture / Lab 3 - 6:00pm

Computer LABS 3 - 4:30pm: October 5, 12, 19, 26th, and as needed week of Nov 9, 16

Professor: Deborah Glik, Rm. 26-081, SPH Tel: 310-206-9548/
Fax: 310-794-1805 Email: dglik@ucla.edu
Office hours: Mon 3:30 - 5/ Wed 3:30-5 and by appointment

Lecturer: Cathy Lang. Rm. A2 - 125 Tel: 310-206-8501
Email: clang@ucla.edu
Office hours: By Appointment

Class website: http://ccle.ucla.edu/course/view/10F-COMHLT292-1

COURSE DESCRIPTION

This lecture/lab practice course immerses students in selected aspects of health communications using digital media (internet, web pages, digital photography, video, audio, social media that mixed with older media (print, journalism, advertising, television, training) is currently revolutionizing the health communications field. The course highlights student mastery through hands on lab tutorials of some of the new computer technologies, touches on theoretical and research approaches to studying the "new media" and what this trend implies for public health practice. There is also exploration of the developing field of health literacy for both patients in the health care systems as well as the general public.

The course requires that certain competencies be attained (see below for specific referents). First students will participate in exercises that will enable them to create well-crafted health messages and create message strategies from qualitative or other data. Then using these insights, students will select a computer-based format (web page, presentational format, publishing format, multimedia, video, audio or other) and use these to create materials/media products. Finally students will do a final report that takes a larger view of their project, integrates theoretical ideas as well as knowledge about the issue and the population targeted and describes in depth what they did and why.

PREREQUISITES
CHS 210 or previous courses in social science or consent of instructor. Proficiency in Windows, a Bruin On-Line account, some familiarity with the Internet.
<table>
<thead>
<tr>
<th>CHS 292 : LEARNING OBJECTIVES LINKED TO COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong>: Upon completion of course students should have achieved these:</td>
</tr>
<tr>
<td><strong>Competencies (Source in Parentheses) are linked to these learning objectives</strong></td>
</tr>
<tr>
<td><strong>Objective I. To design messages for health communication for different target populations</strong></td>
</tr>
<tr>
<td>• Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions (ASPH Social &amp; Behavioral Sciences # 5)</td>
</tr>
<tr>
<td>• Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies. (ASPH Social &amp; Behavioral Sciences # 10)</td>
</tr>
<tr>
<td>• Determine the availability of information and resources needed to implement health education programs for a given audience (NCHEC Area: II, Competency G, Entry 1)</td>
</tr>
<tr>
<td>• Analyze needs assessment data (NCHEC Area I Competency F, Entry 1)</td>
</tr>
<tr>
<td>• Incorporate results of needs assessment into the planning process (NCHEC Area II, Competency B, Advanced 1)</td>
</tr>
<tr>
<td><strong>Objective II. To learn to use new digital technologies for health communication production and distribution</strong></td>
</tr>
<tr>
<td>• Use informatics methods and resources as strategic tools to promote public health (ASPH Communication and Informatics # 9)</td>
</tr>
<tr>
<td>• Uses the media, advanced technologies, and community networks to communicate information (Linkages: Communication Skills #5)</td>
</tr>
<tr>
<td>• Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs. (ASPH Communication and Informatics # 6)</td>
</tr>
<tr>
<td>• Use instructional technology effectively (NCHEC Area III, Competency B, Entry 1)</td>
</tr>
<tr>
<td><strong>Objective III. To obtain an overview selected basic principles of communication with different populations, including issues of readability, literacy, numeracy, cultural competency, and use and access to information sources.</strong></td>
</tr>
<tr>
<td>• Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (ASPH Communication and Informatics #7)</td>
</tr>
<tr>
<td>• Analyze technologies, methods and media for their acceptability to diverse groups (NCHEC Area II, Competency F, Entry 1)</td>
</tr>
<tr>
<td>• Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences (PHF Linkages : Cultural Competency)</td>
</tr>
</tbody>
</table>
| Objective IV. Integrate theoretical perspectives into communication strategies and materials | • Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice (ASPH Social & Behavioral Sciences #1)  
• Apply theory and strategy-based communication principles across different settings and audiences. (ASPH Communication and Informatics #4)  
• Use informatics and communication methods to advocate for community public health programs and policies (ASPH Communication and Informatics #10) |
| Objective V: Understand access to and utilization of informatics and communication technologies among professional and general public populations | • Discuss the influences of social, organizational and individual factors on the use of information technology by end users. (ASPH Communication and Informatics #3) |


**COURSE REQUIREMENTS**

The course meets 3-6 on Tuesdays with classes going until 6:15 on most lab days. The computer labs will be held for 4 class sessions (see schedule below). For the computer lab, please bring flash drives to save files used in the lab and be prepared to learn.

The lecture-discussion sessions will be used for critical analysis and review of key readings. Students are expected to come to class prepared to fully participate in a discussion of readings.

Each student is expected to participate in a series of interlinked exercises leading to a final project paper that uses one of the media strategies discussed. These projects can be done alone or as part of a small group exercise.

1) Exercise 1 is a literature review in a substantive area, analysis of the communication problem you propose to solve, and description of the target population you will solve it for (2-3 pages) due on Tuesday October 12th. Please send as electronic copy to both [dglik@ucla.edu](mailto:dglik@ucla.edu) and to [clang@ucla.edu](mailto:clang@ucla.edu).
2) The second exercise is a materials review that will result in creating a message strategy, a media, and designing messages for your target population. This can take the form of a creative brief. (3-4 pages) **due on Tuesday October 26th. Please send as electronic copy to both dglik@ucla.edu and to clang@ucla.edu.**

3) The third exercise is the production of the multimedia product such as a web page, digital presentation, cd rom, print product, documentary, You Tube video, podcast prototype etc. **Due on Tuesday November 23rd.** You will also do an oral presentation of your project the last day of class on **Tuesday November 30th. If possible please send as electronic copy to both dglik@ucla.edu and to clang@ucla.edu. If not, please bring a hard copy to class.**

4) The final project paper entails integrating the first three exercises and also adding in a section on the description of the production process, integration of theory and more research insights on the audience, media, strategy selected, and recommendations for improvement (12 – 15 pages). **Due on Friday December 3rd. Remember you will be presenting this information on the last day of class Tuesday November 30th.**

**Please note:** For your final projects, while a website address or an attachment of a brochure is okay for the third exercise – for the final paper we want a hard copy as well in form of your web pages, a cd, a brochure, a video, etc. As well give us hard copies of your final paper.

**EVALUATION**

Students will be evaluated based on meeting course requirements. These requirements include:

- (10%) Participation in class discussion
- (40%) Completion of exercises and communications product (10 pts first exercise, 10 pts second exercise, 20 pts final product)
- (10%) Oral presentation of class project and outline of proposed paper
- (40%) Final paper.

**Overall Course Outline and readings:**


Other readings are available on class website through links on your syllabus. Do not feel that you must print out every article!!! Tailor your reader for your own purposes.
### Overall Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Lecture</th>
<th>Lab Session</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sept 28</strong>&lt;sup&gt;TH&lt;/sup&gt;</td>
<td><strong>Session One</strong></td>
<td>eHealth / How people Learn / Message Design</td>
<td></td>
</tr>
<tr>
<td><strong>October</strong>&lt;sup&gt;5&lt;sup&gt;TH&lt;/sup&gt;&lt;/sup&gt;</td>
<td><strong>Session Two</strong></td>
<td>Lecture: Health Literacy</td>
<td>Lab Session One: Adobe Photoshop CS5</td>
</tr>
<tr>
<td><strong>Oct 12</strong>&lt;sup&gt;TH&lt;/sup&gt;</td>
<td><strong>Session Three</strong>&lt;br&gt;<strong>Exercise One Due</strong></td>
<td>Lecture: a) Print message design b) Formative research</td>
<td>Lab Session Two: Adobe InDesign CS5</td>
</tr>
<tr>
<td><strong>Oct 19</strong>&lt;sup&gt;TH&lt;/sup&gt;</td>
<td><strong>Session Four</strong></td>
<td>Lecture: Introduction to Materials Design on Internet</td>
<td>Lab Session Three: Adobe Dreamweaver CS5</td>
</tr>
<tr>
<td><strong>Oct 26</strong>&lt;sup&gt;NT&lt;/sup&gt;</td>
<td><strong>Session Five</strong>&lt;br&gt;<strong>Exercise Two Due</strong></td>
<td>Lecture: Using New technologies for health communications in diverse settings</td>
<td>Lab Session Four: Audacity / Windows Movie Maker</td>
</tr>
<tr>
<td><strong>Nov 2</strong>&lt;sup&gt;ND&lt;/sup&gt;</td>
<td><strong>Session Six</strong></td>
<td>Lecture: Creating interactive health education for new media</td>
<td></td>
</tr>
<tr>
<td><strong>Nov 9</strong>&lt;sup&gt;TH&lt;/sup&gt;</td>
<td><strong>Session Seven</strong></td>
<td><strong>No Class – APHA – One on One Sessions in Lab with Dr. Lang by Appointment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Nov 16</strong>&lt;sup&gt;TH&lt;/sup&gt;</td>
<td><strong>Session Eight</strong></td>
<td>Lecture: Games and health / Documentaries and Advomentaries....</td>
<td></td>
</tr>
<tr>
<td><strong>Nov 23</strong>&lt;sup&gt;RD&lt;/sup&gt;</td>
<td><strong>Session Nine</strong>&lt;br&gt;<strong>Exercise Three Due</strong></td>
<td>Lecture: Distance learning / educational toolkits and evaluation</td>
<td></td>
</tr>
<tr>
<td><strong>Nov 30</strong>&lt;sup&gt;TH&lt;/sup&gt;</td>
<td><strong>Session Ten</strong></td>
<td><strong>Presentations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Dec 3</strong>&lt;sup&gt;RD&lt;/sup&gt;</td>
<td><strong>Final Term Papers Due</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DETAILED COURSE OUTLINE AND READINGS

Session One  Tuesday September 28th, 2010

Lecture:  eHealth  / How people Learn / Message Design

Readings:


Mas, Plass, Kane, Papenfuss et al_ Health Education and Multimedia Learning Educational Psychology and Health Behavior Theory (Part 1) 4 (3) 288 , 2003-- *Health Promotion Practice_

Mas, Plass, Kane, Papenfuss  Health Education and Multimedia Learning: Connecting Theory and Practice ( Part 2) 4 (4) 464- 469, 2003-- *Health Promotion Practice_

Carlyle, Ruth Educating a new profession: Developing the communication and information management skills of health information specialists *Journal of Communication in Health Care* Volume 1, Number 1 pp Sept 2007: 68 – 77

********************

Session Two  Tuesday October 5th, 2010

Lab Session One: 3:00 - 4:30  - Adobe Photoshop

Lecture: Health Literacy

Readings:

Rudd, Rima Health Literacy of US Adults. American Journal of Health Behavior Volume 31 Supplement 1, September/October 2007 pp S8 – S18


Friedman DB and Hoffman – Goetz, L A systematic review of readability and comprehension instruments used for print and web- based cancer information. Health Education and Behavior 33 ( 3) 352 – 373 ( June 2006)

***************************

Session Three Tuesday October 12th , 2010 *** Exercise 1 due: ***

Lab Session Two: 3:00-4:30 - Adobe InDesign CS5

Lecture : a) Print message design b) Formative research

Readings:


Simply put: http://www.cdc.gov/dhdsp/cdcenergy_training/content/activeinformation/resources/simpput.pdf pp 1 – 28


Session Four          Tuesday October 19th, 2010

Lecture: Introduction to Materials Design on Internet

Lab Session Three: 3:00-4:30 – Adobe Dreamweaver CS5

Readings:


Kaiser Family Foundation ( 2005) Health Information Poised to Become Important Resource For Seniors, But Not There Yet Available at : http://www.kff.org/entmedia/entmedia011205nr.cfm


*******************************************************************

**Session Five Tuesday October 26th, 2010  ***  Exercise 2 due:  ***

**Lab Session Four  3:00-4:30 – Audacity / Windows Movie Maker**

**Lecture: Using New technologies for health communications in diverse settings** –

**Readings:**


Julian TW, Kelleher K, Julian, DA Chisolm D Using Technology to Enhance Prevention Services for Children in Primary Care *Journal of Primary Prevention, Vol. 28, No. 2, March 2007 ( C _ 2007)*

Waller,A Victoria Franklin, V Claudia Pagliari C , Greene S. Participatory design of a text message scheduling system to support young people with diabetes *Health Informatics Journal* 2006 Vol 12(4): 304–318


Miller EA  and Pole A Diagnosis Blog: Checking Up on Health Blogs in the Blogosphere *Am J Public Health* 2010 100: 1514-1519,

Johnson and Johnson : Using You Tube Videos to Promote Their a Health Channel [http://www.youtube.com/user/JNJhealth](http://www.youtube.com/user/JNJhealth)
Lenhart A, Madden M. Social Networking Websites and Teens: An Overview. Pew Internet and

***********************

Session Six       Tuesday November 2, 2010

Lecture: Creating interactive health education for new media - media formats for social
networking and other new applications, tailoring and targeting, content development.

Readings:

Orihuela, JLL, e communication : The ten Paradigms of Media in the Digital Age – IIA20
COST Conference

David K Ahern, PhD; Jennifer M Kreslake, MPH; Judith M Phalen, MPH What Is eHealth (6):
Perspectives on the Evolution of eHealth Research Health e-Technologies Initiative, Brigham
and Women’s Hospital, Boston, MA, USA J Med Internet Res 2006 (Sep 24); 8(1) e4
http://www.jmir.org/2006/1/e4

Matthew W. Kreuter, Debra L. Oswald1, Fiona C. Bull2 and Eddie M. Clark1 Are tailored health
education materials always more effective than non-tailored Health Education Research, Vol. 15,
No. 3, 305-315, June 2000 materials?

Suggs LS, McIntyre C. Are We There Yet? An Examination of Online Tailored Health
Communication Health Educ Behav. 2007 Jul 9; [Epub ahead of print]

Harvey Skinner, Sherry Biscope, Blake Poland, Eudice Goldberg How Adolescents Use
Technology for Health Information: Implications for Health Professionals from Focus Group

Armstrong Natalie, Hilary Hearnshaw, John Powell, Jeremy Dale Stakeholder Perspectives on
the Development of a Virtual Clinic for Diabetes Care: Qualitative Study J Med Internet Res

***********************

Session Seven        Tuesday November 9th 2010 – No Class APHA – One on one project
help with Dr. Lang. Please schedule an appointment.

***********************
Session Eight       Tuesday November 16th 2010


Readings:


***********************

Session Nine       Tuesday November 23rd 2010 *** Exercise 3 Due *****
Lecture: Distance learning /educational toolkits and evaluation of e- health and multimedia applications/

Readings:


Fred B Wood1, MBA, DBA; Elliot R Siegel1, PhD; Sue Feldman2; Cynthia B Love1, MLS; Dennis Rodrigues3; Mark Malamud4; Marie Lagana5, MA; Jennifer Crafts6, PhD Web Evaluation at the US National Institutes of Health: Use of the American Customer Satisfaction Index Online Customer Survey J Med Internet Res 2008 10 (1) , 2008 http://www.jmir.org/2008/1/e4/HTML

**********************

Session Ten Tuesday November 30th, 2010

Presentations of final project materials to class.

***** FINAL PAPERS DUE Friday December 3rd, 2010 *****