304.625 Communication Strategies for Health Education and Health Promotion

(3rd quarter; 4 units; 2001)
Tuesdays 1:30 - 3:20 and Thursdays 1:30-3:20
Hampton House Auditorium (Basement)
Faculty: Debra Roter, DrPH
Lee Bone, MPH

COURSE DESCRIPTION
Based on the themes of empowerment and participation, this course will present a variety of educational strategies designed to help improve the health of the individuals and communities. Students will become familiar with approaches to adult education and learning; methods of materials development and evaluation; and approaches to social marketing and media advocacy for health. The starting point and theoretical framework of the course is empowerment and participation of individuals, groups, communities, and practitioners (both professional and lay) as vehicles for health education and health promotion strategies.

The course methods include lecture and discussion and direct class involvement in activities as individuals and in small groups.

COURSE GOALS

- To appreciate the nature and consequences of literacy for health
- To recognize the learner’s voice and to appreciate the power of facilitating participation of individuals and communities in learning.
- To gain a critical eye in the evaluation of health communications
- To develop skills in the simplification and development of participatory health education materials
- To develop skills in facilitating collaborative health education programs which promote client empowerment and participation
- To appreciate the role of social marketing, education/entertainment, and health advocacy as health education strategies
COURSE EXPECTATIONS

Students will be expected to:
Improve through revision a written health education material (pamphlet, fact sheet, comic book, photonovel (no posters)) on a topic of your choice. Using the Suitability Assessment of Materials (SAM) proposed by Doak and Doak, be sure to address and rate the material for each specified category. Use the Doak and Doak book as the “how to” guide for this exercise.

In response to an article you have read or a timely public health issue, write a brief letter to the editor (around 250 words). Include an example of social math in your editorial. Use the Wallack et al book as the “how to” guide for this exercise.

Participate in a small group (3-5 students) project in which a communication strategy (any type) or components of a communications program are developed, pretested, or evaluated. The communication may target community, provider, patient, or the media. Each group will be expected to make a presentation to the class on the process and/or product developed. As part of the group project, students will be expected to keep a “contact diary” to briefly record the experiences associated with the group project and to provide a record for reflection at the end of the project. A brief (1-2 page) synthesis of the diaries will be due at the end of the quarter.

Students are expected to attend all presentations. Each student will be asked to complete a confidential assessment form reflecting his or her own individual effort and performance and that of project team-mates throughout the project period. The assessment form will be handed out in class and must be returned before a grade will be given.

I. BACKGROUND AND PERSPECTIVES ON HEALTH EDUCATION

1. Tuesday, January 23, 2001

Introduction and overview of the course.

Objectives:
1. Clarify course goals and educational objectives
2. Clarify course evaluation criteria
3. Preview course concepts and activities
4. Provide an historical perspective for understanding the role of education in patient and community empowerment;
5. Explore the social, political, and theoretical context of empowerment education and its relevance to health education approaches and strategies

Activity: Reflections on learning versus schooling
2. Thursday, January 25, 2001

Literacy in the US and worldwide

Objectives:
1. Define literacy and illiteracy
2. Characterize US and world populations literacy rates
3. Become familiar with results of the National Adult Literacy Survey (NALS)
4. Understand the mechanics of literacy assessment
5. Become familiar with the terms describing literacy levels including reading level, grade level, functional literacy, and functional competence.
6. Appreciate the concept of functional literacy and its consequences for low-literate populations

Activity: Brainstorm ramifications of poor literacy for varying populations

REQUIRED READING

RECOMMENDED RESERVE READING:

3. Tuesday, January 30, 2001

Health Literacy and its consequences

Become familiar with the measurement of literacy as applied to health
Understand the consequences of limited health literacy on patient health

Activity: Administer REALM and TOFHLA

REQUIRED READING
Doak CC, Doak, LG, Root, JH. Teaching patients with low literacy skills. Philadelphia, Penn:


RECOMMENDED RESERVE READING

4. Thursday, February 1, 2001
Assessing Suitability of Materials:
Objectives:
1. Become familiar with educational principles for effective adult learning
2. Discuss the relationship between average reading skills and the reading level of common health education materials
3. Learn to apply the SMOG and FRY to assess the reading level of print material
4. Become familiar with replacement word lists
5. Practice simplification of health education texts
Activity: Divide class into small groups for re-writing and evaluation exercise (next class).

REQUIRED READING:

RECOMMENDED RESERVE READING:

5. Tuesday, February 6, 2001

CASE STUDIES AND APPLICATIONS: PHOTOVOICE AND OTHER POPULAR CULTURE APPROACHES
Objectives:
1. Present popular culture techniques as health education vehicles
2. Present benefits of participatory materials development
3. Present a case study using photovoice
4. Discuss street theatre, videos, audios, soap operas, and interactive health communication

REQUIRED READING
Go to: www.Photovoice.com OR SEARCH PHOTOVOICE on the web.
Read whatever you can about photovoice projects nationally and internationally.

RECOMMENDED RESERVE READING

6. Thursday, February 8, 2001
Case studies and applications in the development of materials for low-literate learners: Photonovela
Objectives:
Present a case study using participatory photonovels

REQUIRED READING:

RECOMMENDED RESERVE READING:
Rudd, R.E., Kichen J.M., Joslin, I.D. Student produced health education material: The photonovela. A how-to manual. Lifeways/Health Promotion Resource Center, Easthampton, MA.
7. **Tuesday, February 13, 2001**

Focus Groups: Use in generating themes and pretesting materials

Objectives:
1. Understand the nature of focus groups and their usefulness as a qualitative tool for health education.
2. Explore the characteristics and dynamics of focus groups – how the groups work and why.
3. Become familiar with focus group guides
4. Appreciate characteristics associated with good focus group facilitation skills

Activity: Divide class into small groups for focus group guide writing exercise (to be used in the next class).

**REQUIRED READINGS**

**RECOMMENDED RESERVE READING:**
Basch, C.E. Focus Group Interview: An underutilized research technique for improving theory and practice in health education. Health Education Quarterly. 1987, 14(4)

8. **Thursday, February 15, 2001**

Participation in a focus group discussion.

Objectives:
Provide students with the opportunity to participate in or lead a focus group designed to pretest print materials

HANDS ON ACTIVITY! USING WHAT YOU'VE LEARNED FROM PREVIOUS CLASSES, CHOOSE A PRINT MATERIAL AND TRANSFORM IT INTO A VISUALLY-ENHANCED EDUCATIONAL AID; We will conduct small focus groups in class to test/evaluate health education materials.

**REQUIRED READINGS**

9. **Tuesday, February 20, 2001**

Community Advocacy and Empowerment

Guest Speakers: Cameron Wolf of OUTFRONT
Ms Mary Roary and Mr. Dwayne Monroe, community health workers

Objectives:
1. Become familiar with community based education efforts using volunteers to promote participation and empowerment
2. Understand the role of lay health advisors in health education
3. Identify strengths and weaknesses of the lay health advisor model
REQUIRED READING:

RECOMMENDED RESERVE READING

10. Thursday, February 22, 2001
Media Advocacy and Behavioral Journalism
Objectives:
1. Understand the aims of media advocacy
2. Understand the strengths and weaknesses
3. Become familiar with the documentary journalism approach
4. Understand the role of network news in dissemination of health information
5. Consider and evaluate the entertainment/news alliance

Visual Aid:
“Following ER” video; Alzheimer’s news video; Christopher Reeve Lobbies Congress News
Drunk Driving Vigil News

REQUIRED READING:
Purvis-Cooper C, Roter DL. (2000). If it bleeds it leads, but should it? Attributes of TV Health news stories that drive viewer attention. Public Health Reports 115;331-338. (available on reserve).

RECOMMENDED RESERVE READING:
11. Tuesday, February 27, 2001
Case Study: Maryland’s Sexual Abstinence Campaign: “Virgin is not a dirty word”
Objectives:
   - Appreciate the complexity of a broad public health media campaign in terms of process of development, product production, and impact
GUEST SPEAKER: Hal Donofrio
   Richardson, Myers and Donofrio Advertising Agency
REQUIRED READING:

12. Thursday, March 1, 2001
Entertainment Education: Use of primetime TV to educate the public
Objectives:
   1. Become familiar with growing trends toward integration of health material into entertainment media
   2. Review the impact of entertainment education on adults’ health perceptions and understanding
Visual Aid:
“King of the Hill” smoking cessation episode
Barney Video
Bill Nye the Science Guy
REQUIRED READING:
RECOMMENDED RESERVE READING
13. Tuesday, March 6, 2001
The Internet and interactive health communication.
On reserve.

14. Thursday, March 8, 2001
STUDENT PRESENTATIONS

15. Tuesday, March 13, 2001
STUDENT PRESENTATIONS

16. Thursday, March 15, 2001
STUDENT PRESENTATIONS