

City University of Hong Kong
Course Syllabus

offered by Department of Media and Communication
with effect from Semester A 2017/18

Part I Course Overview

Course Title: Public Health Communication

Course Code: GE1223

Course Duration: One semester

Credit Units: 3

Level: B1, A2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) generally none

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces the theories and practices behind the communication of health-related behaviors. Topics will include history and scope of health communication, health communication processes and theories, interpersonal and organizational communication involved in public health care, media campaign design and evaluation, health situation analysis, e-health and mobile technologies, and cultural and ethical concerns in health communication. This course is designed for students with varying interests: those who wish to work in public or non-profit health organizations that strive to enhance healthcare, media institutions that report and disseminate health and medical information, or other organizations related to disease control, health management, public recreations and fitness programs, and etc. The teaching and learning will pay particular attention to significant health issues and application examples in Hong Kong, such as infectious diseases, food safety, smoking, nutrition, obesity, and drug use. At the course's completion, students will have clear ideas about principles and practices for delivering health information through various communication means.

2. Course Aims

The overall goal for the course is to help students discover how health and illness affects and is affected by communication. It has been consistently shown in research that public health outcomes can be improved through effective communication of timely, accurate health information. Clear communication is essential to successful public health practices at intrapersonal, interpersonal, group, organizational, and societal levels. Contemporary health care has demonstrated a strong need for communicating accurate and reliable information and promoting behavioral changes for the enhancement of the quality of life and individuals' well-beings within the community. Such need is highlighted within a global context where infectious diseases, food safety, nutrition and physical activities have become world-wide common concerns. In the contexts of Hong Kong and Greater China, population density and close proximity for interpersonal contact lead to aggressive spread of diseases. Low health literacy, environmental risks, limited resources, and poor governance and intervention also pose serious health threats to public health practices. Developing tailored health messages and communicating them with strategic media planning are particularly acute, given that there is an increased competition for attention in our information age. It is therefore theoretically critical and practically important for the students to develop a basic understanding of health communication.

3. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the processes and effects of health communication and identify key issues on health beliefs and behaviors				√
2.	Discuss how communication theories and models can explain, predict and change health-related beliefs and behaviors			√	√

3.	Critically evaluate the effectiveness of real-life health campaigns or case studies		√	√	√
4.	Apply theories into practice by developing innovative health campaigns or designing tailored messages		√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

4. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week(if applicable)
		1	2	3	4	5	
Lectures	Key concepts, theories, perspectives, and case studies	√	√	√			1.5 hours for 12 weeks
Class participation	Discussions, presentations, and use of Internet to search for materials and real-world cases related to health beliefs and behaviors	√	√	√			1.5 hours for 12 weeks
Group projects	In-depth case studies of health communication; develop health campaigns with a range of media applications		√	√	√		

5. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: _____%							
Class attendance & participation	√	√	√	√		10%	Assessment will be based on participation in small group discussion and in-class activities
Weekly internet assignments	√	√	√			30%	Assessment will be based on critiques and comments about weekly readings and other class materials
In-class quizzes	√	√	√			30%	Assessment will be based on students' knowledge of key concepts, theories, examples and perspectives
Group projects		√	√	√		30%	Assessment will be based on how students can work together to a) identify a real life health issue, b) apply relevant concepts and principles to analyze the target, c) propose effective educational or communication solutions, and d) present the results to class.
Examination: _____% (duration: _____, if applicable)							
* The weightings should add up to 100%.						100%	

6. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Quiz	KNOWLEDGE of health theories and communication theories	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Individual assignments	CAPACITY for analyzing health issues	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Group Project and Presentation	CAPACITY for SELF-DIRECTED LEARNING to understand health communication and identify key health issues	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Class participation	ATTITUDE for active learning and participation	High	Significant	Moderate	Basic	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Public health, health campaign design, health behavioural intervention, persuasion, cognitive and social models, behavior change theory, health belief system, e-health, tailored message design, situation analysis, health communication planning, health narratives, disease prevention, risk assessment, infotainment, edutainment, community-based intervention, infectious diseases, food safety, smoking, nutrition, obesity, drug use, recreations and fitness programs

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Schiavo, R. (2007). <i>Health communication: From theory to practice</i> . New York, NY: Jossey-Bass.
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

References:	
1.	Hornik, R. C. (2002). <i>Public health communication: Evidence for behavior change</i> . Mahwah, NJ: Lawrence Erlbaum.
2.	Kreuter, M., Farrell, D., Olevitch, L., & Brennan, L. (2000). <i>Tailoring health messages: Customizing communication with computer technology</i> . Mahwah, NJ: Lawrence Erlbaum.
3.	Rice, R. E. & Atkin, C. K. (2001). <i>Public communication campaigns</i> (3rd Edition). Thousand Oaks, CA: Sage.
Online Resources:	
1.	Hong Kong Centre for Health Protection: http://www.chp.gov.hk/en/index.html
2.	Historical successful cases: http://www.aef.com/exhibits/social_responsibility/ad_council/2148
3.	Making Health Communication Programs Work. U.S. Department of Health & Human Services, Public Health Service, National Institutes of Health: http://nci.nih.gov/cancertopics/cancerlibrary/pinkbook/
4.	USDHHS (2010). <i>Healthy People 2010 (Volume 1): Understanding and Improving Health</i> . Washington, DC: U.S. Department of Health and Human Services: http://www.health.gov/healthypeople

Weekly Schedule

Week	Topic
1	Course Introduction
2	Health Communication: Concepts, Theories & Strategies
3	Intrapersonal Perspective: Health Literacy
4	Interpersonal Perspective: Patient-Provider Communication
5	Group Perspective: Offline and Online Social Support
6	Message Processing and Persuasion
7	Heterogeneity among Populations
8	Risk and Emotion in Health Communication
9	Health Communication Campaigns: Message Design
10	Health Communication Campaigns: Implements & Evaluation
11	Media and Health Communication
12	Special Issues in Local Health Communication
13	New Promotion Approaches: Edutainment and Social Marketing

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	Students need to learn how to apply theories and perspectives to identify and analyze real-life health issues and come up with appropriate communication strategies (CILO 1 - 4)
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	Lectures, class discussions, and group projects will help students to understand and practise basic methodologies in social sciences (CILO 2 - 4)
PILO 3: Demonstrate critical thinking skills	Quizzes, weekly assignment, class discussion, group projects will help students critically reflect on the course materials (CILO 1 -4)
PILO 4: Interpret information and numerical data	Through case studies covered in lectures and class discussions and also through investigating real-life health issues in weekly assignments and group projects (CILO 1 -3)
PILO 5: Produce structured, well-organised and fluent text	Group projects papers be the final products (CILO 1 -4)
PILO 6: Demonstrate effective oral communication skills	Through in-class discussion and group presentation (CILO 1 -4)
PILO 7: Demonstrate an ability to work effectively in a team	Through in-class discussion and group projects (CILO 1 -4)
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	Through case studies covered in lectures and class discussions of health issues in different contexts (CILO 1 -4)
PILO 9: Value ethical and socially responsible actions	The lectures and class discussions will pay particular attention to ethical issues and social responsibility actions; students are also invited to think these issues critically in weekly assignments and group projects (CILO 1 -4)
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task	Related CILO(s)	Related GE PILO(s)
Class participation, quizzes, group project	1	1-3
Class participation, online assignments	2	2-9
Online assignments, group projects	3	4-9
Group projects and presentation	4-5	3-9