

The University of Western Ontario  
School of Health Studies

Health Sciences 3210B  
Health Communication

January-April 2014

Instructor: Dr. Mantler  
Email: tara.mantler@uwo.ca  
Office Room Number: TBA  
Office Hours: TBA

Date/Time: Tuesday 11:30-1:30 and Thursday 11:30-12:30

Location: HSB 240

**Prerequisite Checking**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

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**Course Information**

Communication is becoming an increasingly important discipline in health care. The implications of communication are vast and impact all areas of health. Access to relevant, clear, appropriate, and audience-specific communication allows consumers, patients, health care providers, professionals, policy makers, and advocacy groups to address personal and community health concerns more effectively. This course will provide an overview of the field of health communication including theoretical frameworks, current trends, and an application-based group project. Topics include: health communication in relation to the determinants of health, interpersonal communication, public relations and public advocacy, community mobilization, professional communication, health communication planning process, situation analysis/audience profile, program objectives, developing program tactics and evaluation, and implementing/monitoring/evaluating health communication programs.

Students are expected to prepare for the course by completing required readings prior to class. The grade for this course will be comprised of a midterm examination, group presentation, and final examination. The group presentation will consist of the preparation of a health communication plan related to a current topic in health. Finally, the midterm and final examinations will consist of multiple choice questions from readings and lectures.

## Course Materials

There is no required text for this course; however, readings will be made available through Sakai and online access to journals through the Western library.

## Evaluation

Your grade will be calculated according to the following breakdown:

Evaluation	Percentage	Due Date	Course Material Included
Midterm	30%	Feb 25	All lecture and reading material covered to date
Group Presentation	5% Participation 20% Content and presentation	Mar 25-Apr 3 (Apr 8 as needed)	N/A
Final Examination	45%	TBA	All lecture and reading material

## Group Presentation

**Purpose:** The purpose of this group presentation is to prepare a health communication plan utilizing an issue that impacts the health of Canadians.

### **Requirements:**

**Group:** Groups will consist of 4-5 members each

**Time:** Presentations will last between 30 and 45 minutes

**Topic:** Each group will choose a current health/health care/and create and present an in-depth health communication plan.

*Presentations must include the following components complete with the rationale for decisions made:*

- Clear outline of the health topic
- Key points of your situation analysis/audience profile
- Overall program goal(s)
- Outcome and communication objectives
- Key strategies
- Key partners
- Communication concepts, messages, and tactics
- Program launch
- Evaluation and pre-testing plans
- Timetable
- A minimum of 5 scholarly, peer-reviewed articles

**Marking Key:** Available on course website

**Lecture and Reading Schedule**

Week	Date	Topic	Required Readings
1	Jan. 7  Jan. 9	Course outline  Introduction	None.
2	Jan. 14 & 16	Current theories in health communication	Freberg (2013). Using the theory of planned behaviour to predict intention to comply with food recall message, <i>Health Communication</i> , 28, 359-365.  Weber et al. (2013). A qualitative study of breast cancer treatment decisions: evidence for five decision-making styles, <i>Health Communication</i> , 28, 408-421
3	Jan. 21 & 23	Determinants of health and health communication	Hastall & Knoblock-Westerwick (2013). Severity, efficacy, and evidence type as determinants of health message exposure, <i>Health Communication</i> , 28, 378-388.  Elder et al. (2009). Health communication in the Latino community: issues and approaches, <i>Annual Review of Public Health</i> , 30, 227-251.
4	Jan. 28 & 30	Interpersonal communications	Baiocchi-Wagner & Talley (2013). The role of family communication in individual health attitudes and behaviors concerning diet and physical activity, <i>Health Communication</i> , 28, 193-205.
5	Feb. 4 & 6	Public relations and public advocacy	Len-Rios et al. (2009). Health news agenda building: journalists' perceptions of the role of public relations, <i>Journalism and Mass Communication Quarterly</i> , 86(2), 315-331.  Brechman et al. (2009). Lost in translation? A comparison of cancer-genetics reporting in the press release and its subsequent coverage in the press, <i>Science Communication</i> , 30, 453-474.
6	Feb. 11 & 13	Community mobilization	Obregon & Waisbord (2010). The complexity of social mobilization in health communication: top-down and bottom-up experiences in polio eradication, <i>Journal of</i>

			<p><i>Health Communication</i>, 15, 25-47.</p> <p>Wakefield et al. (2010). Use of mass media campaigns to change health behaviours, <i>The Lancet</i>, 376, 1261-1271.</p>
7	Feb. 25 Feb. 27	Midterm Professional communication	<p>None.</p> <p>Hawn (2009). Take two aspirin and tweet me in the morning: how twitter, facebook and other social media are reshaping health care, <i>Health Affairs</i>, 28(2), 361-368.</p>
8	Mar. 4 Mar. 6	Health communication planning process Situation analysis/Audience profile	<p>York, Brannon, &amp; Miller (2012). Increasing the effectiveness of messages promoting responsible undergraduate drinking: tailor to personality and matching to context, <i>Health Communication</i>, 27, 302-309.</p> <p>Noar (2012). An audience-channel-message-evaluation (ACME) Framework for health communication campaigns, <i>Health Promotion Practice</i>, 13, 481-488.</p>
9	Mar. 11 Mar. 13	Program objectives and strategies Developing tactical and evaluation plans	<p>Hammond (2010). 'Plain packaging' regulations for tobacco products: the impact of standardizing the color and design of cigarette packs, S226-S232.</p> <p>Van Herpen &amp; Van Trijp (2011). Front-of-pack nutrition labels. Their effect on attention and choices when consumers have varying goals and time constraints, <i>Appetite</i>, 57, 148-160.</p>
10	Mar. 18 Mar. 20	Implementing, monitoring, and evaluating health communication programs Group Work	<p>Frisch, Camerini, &amp; Schulz (2013). The Impact of presentation style on the retention of online health information: a randomized-controlled experiment, <i>Health Communication</i>, 28, 286-293.</p> <p>Witting et al. (2012). Predicting participation in ultrasound hip screening from message framing, <i>Health Communication</i>, 27, 186-193.</p>
11	Mar. 25 & 27	Presentations	None.
12	Apr. 1 & 3	Presentations	None.

13	Apr. 8	Presentations/Wrap up	None.
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**Statement on Use of Electronic Devices**

Electronic devices in service of learning will be permitted in the classroom; however, cell-phone use is prohibited. Moreover, electronic devices will not be allowed during examinations.

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**ADDITIONAL STATEMENTS**

**Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

**English Proficiency for the Assignment of Grades**

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

**Accommodation for Medical Illness or Non-Medical Absences**

[http://www.uwo.ca/univsec/handbook/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf)

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

### **Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [http://www.uwo.ca/univsec/handbook/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf) .

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com> ).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **Support Services**

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>