

CHS 292
COMMUNICATIONS AND MEDIA DEVELOPMENT IN HEALTH PROMOTION/EDUCATION
WINTER 2005 / COMMUNITY HEALTH SCIENCES / SCHOOL OF PUBLIC HEALTH

Lecture/Seminar 8:30 – 2:30 SaSu
Labs Jan 15, 16 , Feb 12, 13, March 12 – 13

Professor: Deborah Glik, Rm. 26-078C, SPH Tel: 310- 206-9548/
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Office hours: Mon 1:30-3:00/ Tues 1:00-2:30 and by appointment
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COURSE DESCRIPTION

This seminar/lab practice course immerses students in selected aspects of health communications using new electronic forms of media communications (internet, cd roms, web pages, digital photography, video) that mixed with older media (print, journalism, advertising, television, training) that 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.

The course requires that certain competencies be attained. First students will participate in exercises that will enable them to create well-crafted health messages and message strategies from qualitative or other data. Then taking some of these ideas, students will select a computer-based format (web page, presentational format, publishing format, multimedia, 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 describes in depth what they did and why they did it.

COURSE OBJECTIVES

To become skilled in the art and science of message design for health communications, to better understand how health communications messages and strategies need to be created, produced and placed to create changes in the health of populations.

To become familiar with the new computer based media technologies such as internet, presentational formats, desktop publishing and multimedia training materials.

To get some insight into the media industry, both commercial and not for profit with special attention paid to mass media formats of newspapers, print media, television, radio, video, multimedia.

To become familiar with new media/educational strategies of health informatics, health journalism, media literacy, and risk communications.

To adopt a critical perspective as regards the health communications field.

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.

COURSE REQUIREMENTS

The course meets 8:30 – 2:30 on class weekends. The computer labs will be held each session for the 6 class sessions. For the computer lab bring a blank diskette 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 areas, analysis of the communications problem you propose to solve, and description of the target population you will solve it for. (2-3 pages) **due on Monday January 24th.**
- 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 Friday February 11th.**
- 3) The third exercise is the production of the multimedia product such as a web page, digital presentation, cd rom, print product, documentary, etc. **Due on Monday March 7th. You will also do an oral presentation of your project the last day of class Sunday March 13th.**
- 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, and strategy selected, and recommendations for improvement (12 – 15 pages). **Due on Monday March 21nd.**

Please note: You can send in your word text files via email attachments. For your actual materials, while a website address or an attachment of a brochure is okay – I will need a hard copy as well in form of your wbpages, a cd, a brochure, a video, etc.

EVALUATION

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

- (10%) Participation in class discussion
- (45%) Completion of exercises and communications product (10 pts first exercise, 10 pts second exercise, 25 pts final product)
- (10%) Oral presentation of class project and outline of proposed paper
- (35%) Final paper.

Readings

Committee on Developments in the Science of Learning National Research Council, *How People Learn : Brain Mind Experience and School* National Academy of Sciences, Washington m, DC , 2000.

Other readings are in the Reader or are on e- reserve, a UCLA library electronic reserve system identified in readings by a link to the website where they can be found for journals where UCLA has a subscription. You can read article through those links and / or download them if you would like. Available at <http://ereserves.library.ucla.edu>

OVERALL COURSE OUTLINE:

COMMUNICATIONS AND MEDIA DEVELOPMENT FOR HEALTH PROMOTION/EDUCATION

I. INTRODUCTION/OVERVIEW

Session One 8:30 – 10:15 Saturday January 15, 2005

Intro Multimedia / How people Learn

Lab Session One - Adobe Photoshop: 10:30am to 12:15

II. LEARNING AND MESSAGING

Session Two 12:45 – 2:30 Saturday January 15, 2005

How people Learn/ Intro to Message Design

III. MESSAGE DESIGN, CONT

Session Three 8:30 – 10:15 Sunday January 16, 2005

Formative research, pretesting, message design , creative briefs.

Lab Session Two -Introduction to Internet 10:30am to 12:15

IV. CULTURAL COMPETENCY

Session Four 12:45 – 2:30 Sunday January 16, 2005

Literacy / Readability

***** Exercise 1 due: Monday January 24, 2005 *****

***** Exercise 2 due: Friday February 11th 2005*****

V. INTRODUCTION TO INTERNET

Session Five 8:30 – 10:15 Saturday February 12, 2005

Internet Utilization / Creating Internet Communications for Health

Lab Session Three - Webpages: Microsoft Frontpage: 10:30am to 12:15

VI. EVALUATING THE INTERNET

Session Six **12:45 – 2:30**

Saturday February 12, 2005

Critical view of health communications on the internet

VI. The Print Media

Session Seven **8:30 – 10:15**

Sunday February 13, 2005

Tried and true - the print media - writing and producing: brochures, fliers, newsletters, etc

Lab Session Four Adobe PageMaker: 10:30am to 12:15pm

VIII. TAILORING AND TARGETTING

Session Eight **12:45 – 2:30**

Sunday February 13, 2005

Computers X Print

***** Communications Product Due: Monday March 7th 2005*****

IX. INTERACTIVE MULTIMEDIA FORMATS

Session Nine **8:30 – 10:15**

Saturday March 12, 2005

Multimedia presentational formats - creating interactive health education media formats.

Lab Session Five -Macromedia Authorware: 10:30am to 12:15

X. EVALUATING INTERACTIVE MULTIMEDIA FORMATS

Session Ten **12:45 – 2:30**

Saturday March 12, 2005

Evaluating effectiveness of interactive multimedia -

XI. VIDEO AND DOCUMENTARY FORMATS

Session Eleven **8:30 – 10:15**

Sunday March 13, 2005

Digital recording and editing possibilities.

Lab Session Six - Advanced Power Point or Video Editing :
10:30am to 12:15pm

XII. CLASS PRESENTATIONS

Session Twelve **12:45 – 2:30**

Sunday March 13, 2005

Presentations of final project materials to class.

*******FINAL PAPERS DUE Monday March 21, 2005 *******

READINGS

I. INTRODUCTION/OVERVIEW

Session One **8:30 – 10:15**

Saturday January 15, 2005

Intro Multimedia / How people Learn

Readings:

Committee on Developments in the Science of Learning National Research Council, *How People Learn : Brain Mind Experience and School* National Academy of Sciences, Washington m, DC , 2000. Chapters 1 – 2 : 3- 50

RDR Owen, Fotheringham, Marcus Communications Technology and Health Behavior Change from pp 510 – 528 Glanz, Rimer, and Lewis, *Health Behavior and Health Education* SF: Jossey Bass, Third Edition 2001.

E-reserves

Healthy People 2010, Chapter 11, Health Communications, available at <http://www.healthypeople.gov/Document/HTML/volume1/11HealthCom.htm>

Kukafka, Rita Public Health Informatics The Nature of the Field and Its Relevance to Health Promotion Practice *Health Promotion Practice* 6 (1) 23, 2005 – available at <http://hpp.sagepub.com/cgi/reprint/6/1/23>

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_* – available at <http://hpp.sagepub.com/cgi/reprint/4/3/288>

II. LEARNING AND MESSAGING

Session Two **12:45 – 2:30**

Saturday January 15, 2005

How people Learn/ Intro to Message Design

Readings:

Committee on Developments in the Science of Learning National Research Council, *How People Learn : Brain Mind Experience and School* National Academy of Sciences, Washington m, DC , 2000. Chapters 3-5 : 51 – 127

E-reserves

Making Health Communications Work, A Planner's Guide - The National Cancer Institute available at <http://cancer.gov/pinkbook> “Cancer communications planning guide”

Mas, Plass, Kane, Papenfuss Health Education and Multimedia Learning: Connecting Theory and Practice (Part 2) 4 (4) 464- 469, 2003-- *Health Promotion Practice_* – available at <http://hpp.sagepub.com/cgi/content/abstract/4/4/464>

III. MESSAGE DESIGN, CONT

Session Three **8:30 – 10:15**

Sunday January 16, 2005

Formative research, pretesting, message design , creative briefs.

RDR: Erica Weintraub Austin : Reaching Young Audiences pp 114 – 145 in Maibach and Parrott , *Designing Health Messages* , Sage, Thousand Oaks, CA 1995.

RDR: Rice and Valdivia A Simple Guide for the Design Use and Evaluation of Educational Materials *Health Education Quarterly* 18(1), 1991, 79-85.

RDR: Evaluation Questions derived from Health Communications Research

E- reserves

Making Health Communications Work, A Planner's Guide - The National Cancer Institute available at <http://cancer.gov/pinkbook> "How to Test for Readability" and "Evaluating Health Materials

Simply put: <http://www.cdc.gov/od/oc/simpput.pdf>

Clear and simple: Developing Effective Print Materials for low literacy populations.

<http://cancer.gov/cancerinformation/clearandsimple>

IV. CULTURAL COMPETENCY

Session Four 12:45 – 2:30

Sunday January 16, 2005

Literacy / Readability

RDR: Freimuth, Vicki, 1979 "Assessing the Readability of Materials" Public Health Reports, 94: 6 :568-570 , 1979

RDR: Meade, Cathy and Smith, Cyrus F Readability Formulas: Cautions and Criteria Patient Education and Counseling 17 : 153-158, 1991

RDR Singh , Judy_The Readability of HIV/AIDS Education Materials AIDS Education and Prevention 12(3), 214-224, 2000

RDR: Ann T Foltz , Joan M Sullivan Limited Literacy Revisited : Implications for Patient Education Cancer Practice 7(3), 145-150, May / June 1999

RDR: RDR Baker, Parker, Williams, Pitkin, Parikh, Coates, and Imara The Health Care Experience of Patients with Low Literacy Arch Fam Medicine (5) June 1996, pp 329- 334.

E- reserves

Julie A. Gazmararian, MPH, PhD; David W. Baker, MD, MPH; Mark V. Williams, MD; et al Health Literacy Among Medicare Enrollees in a Managed Care Organization

JAMA. 1999;281:545-551. Available at : <http://jama.ama-assn.org/cgi/content/full/281/6/545>

Wilson,JF The Crucial Link between Literacy and Health *Annals of Internal Medicine* 18 November 2003,| Volume 139, Issue 10,| Pages 875-878 available at

<http://www.annals.org/cgi/content/full/139/10/875>

Center for Cultural Competence" Guide to Choosing and Adapting Culturally and Linguistically Competent Health Promotion Materials. " available at <http://gucdc.georgetown.edu/nccc>

V. INTRODUCTION TO INTERNET

Session Five 8:30 – 10:15

Saturday February 12, 2005

Internet Utilization / Creating Internet Communications for Health

RDR: Hiltz and Turoff (1985) Structuring Computer Mediated Communication systems to Avoid Information Overload *Communications of the ACM* Vol 28(7) 680-689. **RDR: RDR:**

RDR: Thompson, PC Planning for Effective Visual Communications American Journal of Health Behavior 24(6) 458-460, 2000

E- reserves

Fox, Susannah and Fallows Deborah D Pew Internet and American Life, at <http://www.pewinternet.org>

Kaiser Family Foundation The Digital Divide :Where do we go from here Sept 2004 : <http://www.kff.org/entmedia/entmedia091604pkg.cfm>

Amy Bleakley, Cheryl R Merzel, Nancy L VanDevanter, Peter Messeri. Computer Access and Internet Use Among Urban Youths *American Journal of Public Health*. Washington: May 2004. Vol. 94, Iss. 5; p. 744 available at <http://www.ajph.org/cgi/content/full/94/5/744>

Gretchen K. Berland; Marc N. Elliott; Leo S. Morales et al.; Health Information on the Internet: Accessibility, Quality, and Readability in English and Spanish *JAMA*. 2001;285:2612-2621. at <http://jama.ama-assn.org/cgi/content/full/285/20/2612>

Gunther Eysenbach and Christian Köhler How do consumers search for and appraise health information on the world wide web? Qualitative study using focus groups, usability tests, and in-depth interviews *BMJ*, Mar 2002; 324: 573 - 577.

At <http://bmj.bmjournals.com/cgi/content/full/324/7337/573>

Mark Craigie, Brian Loader, Roger Burrows, Steven Muncer Reliability of Health Information on the Internet: An Examination of Experts' Ratings *J Med Internet Res* 2002 (Jan 17); 4(1):e2 At <http://www.jmir.org/2002/1/e2/>

Michael A Veronin Where Are They Now? A Case Study of Health-related Web Site Attrition *J Med Internet Res* 2002 (Nov 22); 4(2):e10 at <http://www.jmir.org/2002/2/e10/>

DON E DETMER BUILDING THE NATIONAL HEALTH INFORMATION INFRASTRUCTURE FOR PERSONAL HEALTH, HEALTH CARE SERVICES, PUBLIC HEALTH, AND RESEARCH*BMC MEDICAL INFORMATICS AND DECISION MAKING* 2003, 3:1 DOI:10.1186/1472-6947-3-1
[.2 !\[\]\(3cb60d42b10e53f9522bb0b392c1c4cd_img.jpg\) HTTP://WWW.BIOMEDCENTRAL.COM/1472-6947/3/1](http://www.biomedcentral.com/1472-6947/3/1)

VI. EVALUATING THE INTERNET

Session Six

12:45 – 2:30

Saturday February 12, 2005

Critical view of health communications on the internet

E- reserves

Paul Kim, Thomas R Eng, Mary Jo Deering, and Andrew Maxfield Published criteria for evaluating health related web sites: review *BMJ* 1999; 318: 647-649.

<http://bmj.bmjournals.com/cgi/content/full/318/7184/647>

Gunther Eysenbach; John Powell; Oliver Kuss; Eun-Ryoung Sa Empirical Studies Assessing the Quality of Health Information for Consumers on the World Wide Web: A Systematic Review *JAMA*. 2002;287:2691-2700. <http://jama.ama-assn.org/cgi/content/full/287/20/2691>

Anna Gagliardi and Alejandro R Jadad Examination of instruments used to rate quality of health information on the internet: chronicle of a voyage with an unclear destination

BMJ, Mar 2002; 324: 569 - 573. at: <http://bmj.bmjournals.com/cgi/content/full/324/7337/569>

Chiara Pandolfini and Maurizio Bonati Follow up of quality of public oriented health information on the world wide web: systematic re-evaluation *BMJ*, Mar 2002; 324: 582 - 583. <http://bmj.bmjournals.com/cgi/content/full/324/7337/582>

Heinke Kunst, Diederik Groot, Pallavi M Latthe, Manish Latthe, and Khalid S Khan

Accuracy of information on apparently credible websites: survey of five common health topics *BMJ*, Mar 2002; 324: 581 - 582. <http://bmj.bmjournals.com/cgi/content/full/324/7337/581>

Cheh JA Ribisl, Wildemuth An assessment of the Quality and Usability of Smoking Cessation Information on the Internet *Health Promotion Practice*, Vol. 4, No. 3, 278-287 (2003)

<http://hpp.sagepub.com/cgi/content/abstract/4/3/278>

Sheehan, NL, Kelly DV Tseng, AL Evaluation of HIV drug interaction web sites.

Ann Pharmacother. 2003 Nov;37(11):1577-86.

<http://www.theannals.com/cgi/content/full/37/11/1577>

VII. The Print Media

Session Seven

8:30 – 10:15

Sunday February 13, 2005

Tried and true - the print media - writing and producing: brochures, fliers, newsletters, etc

RDR Frost MH Thompson, R, and Thiemann KB Importance of Format and Design in Print Patient Information *Cancer Practice* 7(1) 22-27, Jan/Feb 1999.

RDR Robert Bell, Rina Alcalay Health Communication Campaign Design pp 281 – 307 in . Kar S, Alcalay(eds) Health Communication: A Multicultural Perspective Sage Thousand Oaks, CA 2001

(new article) Kools. R Ruiters, MWJ van de Wiel, G Kok Increasing Readers Comprehension of Health Education Brochures, A qualitative study into how Professional Writer Make Texts *Health Education and Behavior*, Vol 31 (6) : 720 – 740

E-reserves

Clark, KL, Abusabha R, von Eye A, Achterberg C Text and Graphics: manipulating nutrition brochures to maximize recall. *Health Education Research* 14 (4) , 555 – 564 , 1999 .

<http://her.oupjournals.org/cgi/content/full/14/4/555>

VIII. TAILORING AND TARGETTING

Session Eight

12:45 – 2:30

Sunday February 13, 2005

Computers X Print

RDR Kreuter, Matthew Strecher Vic, Glass Bernard “One Size Does Not Fit All: The Case for Tailoring Print Materials *Annals of Behavioral Medicine* 21(4) 1999, pp 276-283.

E-reserves

Linda L Casebeer, Sheryl M Strasser, Claire M Spettell, Terry C Wall, Norman Weissman, Midge N Ray, Jeroan J Allison Designing Tailored Web-Based Instruction to Improve Practicing Physicians' Preventive Practices *J Med Internet Res* 2003 (Sep 24); 5(3):e20

<http://www.jmir.org/2003/3/e20/>

Johannes **Brug**, Anke Oenema, and Marci Campbell Past, present, and future of computer-tailored nutrition education. *Am. J. Clinical Nutrition*, Apr 2003; 77: 1028 - 1034.

<http://www.ajcn.org/cgi/content/full/77/4/1028S>

IX. INTERACTIVE MULTIMEDIA FORMATS

Session Nine

8:30 – 10:15

Saturday March 12, 2005

Multimedia presentational formats - creating interactive health education media formats.

RDR Kahn G. 1993 Computer Based Patient Education *MD Computing* (10 (2) 93-98.

RDR Hardin, PC and Reis J. (1997) Interactive Multimedia Software Design: Concepts, Process and evaluation *HealthEducation and Behavior*24(1)35-53..

X. EVALUATING INTERACTIVE MULTIMEDIA FORMATS

Session Ten

12:45 – 2:30

Saturday March 12, 2005

Evaluating effectiveness of interactive multimedia -

Prochaska JJ Zabinski Calfas Sallis, Patrick PACE +Interactive Communication Technology for Behavior Change in Clinical Settings *Am Jo Prev Medicine* 19(2) 127-131, 2000

http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VHT-40T9H0NB&_user=4423&_handle=B-WA-A-W-AB-MSAYWA-UUA-AAUCCWVEC-AAUBABBUEC-YUZZEUZCC-AB-U&_fmt=full&_coverDate=08%2F31%2F2000&_rdoc=10&_orig=browse&_srch=%23toc%236075%232000%23999809997%23203977!&_cdi=6075&_view=c&_acct=C000059605&_version=1&_urlVersion=0&_userid=4423&md5=c6acdf8dd12c2cb17a3cf4a6ededda

Homer C Susskind, O, Alpert Hr, Owusu C Et Al. An Evaluation Of An Innovative Multimedia Educational Software Program for Asthma Management: Report of a Randomized , Controlled Trial. *Pediatrics* vol 106(1) , 2000.

<http://pediatrics.aappublications.org/cgi/content/full/106/1/S1/210>

Judith L Bader, Nancy Strickman-Stein Evaluation of New Multimedia Formats for Cancer Communications *J Med Internet Res* 2003 (Aug 29); 5(3):e16 <http://www.jmir.org/2003/3/e16/>

XI. VIDEO AND DOCUMENTARY FORMATS

Session Eleven

8:30 – 10:15

Sunday March 13, 2005

Digital recording and editing possibilities.

Documentaries.. pp 111-119 in Berger, A. Scripts Sage, 1990

Examples of Documentary script formats

XII. CLASS PRESENTATIONS

Session Twelve

12:45 – 2:30

Sunday March 13, 2005

Presentations of final project materials to class.