

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: HST/CMN 4910
3. Short title: Applied Health Communication
4. Long title: Applied Health Communication
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☒ Fall ☒ Spring ☐ Summer ☒ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2016
8. Catalog course description: An application of health communication principles and competencies focusing on the development and implementation of health campaigns used by health communication professionals. WI

**9. Course attributes:**

General education component: \_\_\_\_\_

☐ Cultural diversity ☐ Honors ☐ Writing centered ☒ Writing intensive ☐ Writing active

**10. Instructional delivery**

**Type of Course:**

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

☒ Face to Face ☒ Online ☐ Study Abroad  
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction: 60% online/40% face-to-face

11. Course(s) to be deleted from the catalog once this course is approved.

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No

13. Prerequisite(s): None

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)?

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

**d. Who may waive prerequisite(s)?**

☐ No one    ☐ Chair    ☐ Instructor    ☐ Advisor    ☐ Other (specify) HCM  
coordinator advisor

**14. Co-requisite(s):** ☐ None \_\_\_\_\_

**15. Enrollment restrictions**

**a. Degrees, colleges, majors, levels, classes which may take the course:** ☐ All \_\_\_\_\_

**b. Degrees, colleges, majors, levels, classes which may not take the course:** ☐ None \_\_\_\_\_

**16. Repeat status:** ☒ May not be repeated    ☐ May be repeated once with credit

**17. Enter the limit, if any, on hours which may be applied to a major or minor:** ☐ N/A \_\_\_\_\_

**18. Grading methods:** ☒ Standard    ☐ CR/NC    ☐ Audit    ☐ ABC/NC

**19. Special grading provisions:**

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:  
\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student  
already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software ☐ N/A \_\_\_\_\_

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the  
content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

**1.** ☒ Course is required for the major(s) of ☐ HST: Community Health (undergraduate);  
Health Promotion and Leadership (graduate)

☒ Course is required for the minor(s) of ☐ Health Communication \_\_\_\_\_

☐ Course is required for the certificate program(s) of \_\_\_\_\_

x   Course is used as an elective:

- 2. Rationale for proposal:** This revision is intended to (1) update the course description, (2) update course objectives in order to meet Eastern Illinois University's learning goals, (3) adjust weekly schedule and assignments to meet the course needs of multiple delivery formats (online and hybrid) and (4) to define the graduate level expectations.

**3. Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: none

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: This course will be writing intensive with more than 50% of student grades based on written work which are spread over the course of the semester and will serve the dual purpose of strengthening writing skills and deepening understanding of course content. The first case analysis will be available for revision.

**4. General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

**5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: This course is to be included as an online course in the new Health Promotion and Leadership Master's degree offered by the Department of Health Studies, in addition to the increasing demand for online course offerings in Bachelor's programs.

Instruction: All activities and resources will be available through the university Learning Management System (currently D2L). The system provides students with 24-hour online access to all course files, syllabus, PowerPoint files, web links, course assignment information, group activities and discussions. Instructors will complete OCDi certification or equivalent.

Integrity: At the beginning of the course students will be required to complete a module on academic integrity not present in the in-person offering.

Assignments will be checked for originality in a variety of ways, such as:

- Written assignments will be turned in through the University's online learning platform and checked for plagiarism using digital tools as well as traditional methods.
- Quizzes and Exams will be timed and require browser locks.
- Discussion posts and formal written work will be graded for substantive commentary from the students that is both accurate in terms of course content and novel in terms of students' own insights and experiences.

**Interaction:** D2L will be used for on-line discussions, activities, and communication. Both university email and D2L email will be used to communicate with students. Other online workspaces and social media platforms may be used as appropriate and relevant to course content. Currently, Blackboard Collaborate provides synchronous learning environments which support learning and teaching and offer students and teachers with multiple ways of interacting, sharing, and the ability to collaborate and ask questions in real-time through synchronous learning technologies. Examples of synchronous online technology types include videoconferencing, webcasts, interactive learning models, and telephone conferences (Er et al., 2009; eLearners.com, 2012). The "User Progress" function in D2L will provide the instructor with reports of student learning and progress throughout the course and allow for instructor-student interaction when necessary.

## **Model Syllabus (Part II)**

1. Course number and title:  
HST/CMN 4910, Applied Health Communication, 3 credit hours
2. Catalog description:  
An application of health communication principles and competencies focusing on the development and implementation of health campaigns used by health communication professionals.
3. Learning objectives:  
Upon completion of this course, students should be able to:
  1. Explore and analyze potential health risk issues. [EIU Learning Goals: CT1-6, WR1-7, SL1-7, RC1-4] (CHES Responsibilities: 1.1, 1.2, 2.3, 3.1)
  2. Assess the needs to address a health risk for a specific population. [EIU Learning Goals: CT1-6, WR1-7, SL1-7, RC1-4] (CHES Responsibilities: (1.3, 1.4, 1.5, 1.6, 2.2)
  3. Develop a health communication campaign targeting a health issue and population by developing a problem description, target audience analysis and intervention strategy. [EIU Learning Goals: CT1-6, WR1-7, SL1-7, RC1-4] (CHES Responsibilities: (1.7, 2.1, 2.2, 2.3, 6.1, 7.1)
  4. Implement and evaluate the health communication campaign.  
[EIU Learning Goals: CT1-6, WR1-7, SL1-7, RC1-4] (CHES Responsibilities: (2.5, 3.3, 3.4, 5.1, 5.3, 7.1, 7.2)

4. Course materials:

There is not an assigned textbook for this course. Materials are available through EIU Booth library system which are embedded into the D2L course including books and Ebooks on topics of Visual Design; Health Issues, Conditions, and Risks; Health Marketing and Communication; Health and Health Systems. Additional resources available and embedded in the course include organization resources, online creation tools, statistical resources, and other internet sources. These may be viewed at

<http://booth.library.eiu.edu/subjectsPlus/subjects/guide.php?subject=HST4910>

5. Weekly outline of content.

*Face-to-face:* Each week consists of 150 minutes of class contact time.

*Hybrid:* Each week will be constructed based on the assumption of a minimum of 50 minutes face-to-face instruction; and a minimum of 100 minutes online of synchronous and/or asynchronous screen time interacting with other students and for reading/module review/instruction.

*Online:* Each week will be constructed based on the assumption of a minimum of 150 minutes online of synchronous and/or asynchronous screen time interacting with other students and for reading/module review/instruction.

Each format will include at least 2250 total minutes of contact and interaction with the instructor and other students throughout the semester.

**Week 1:** Course introduction & syllabus. Review of health concepts – health defined, dimensions of wellness and cultural sensitivity.

**Week 2:** Review of communication concepts – communication defined, channels of communication, effective communication skills.

**Week 3:** Communication strategies –Purpose and use of social marketing, social media marketing; Types of products, program or interventions used in health communication.

**Week 4:** Health problem analysis – problem description/statement, possible causes, potential audiences, SWOT analysis. Identify health issue for project.

**Week 5:** Audience analysis – health belief models; audience segments, defining behavior, feasibility audience/behavior pair. Begin planning for audience analysis.

**Week 6:** Market strategy - Framing the problem, benefits-costs-value to audience. Intervention plans - Goals and SMART objectives, timeline, budget. Identify subject matter experts, decision makers. Explore intervention strategies for project.

**Week 7:** Campaign design elements – visual image; function of graphics, font, color, layout; wording a message.

**Week 8:** Case analysis –Evaluating health communication campaigns in educational settings. Research and write problem description.

**Week 9:** Case analysis – Evaluating health communication campaigns in public health settings. Research and analysis audience.

**Week 10:** Case analysis – Evaluating health communication campaigns in private business settings. Develop prototype of campaign strategy.

**Week 11:** Present project plans to subject matter experts, decision makers.  
Practical application of campaign – Finalize problem description.

**Week 12:** Practical application of campaign – Finalize audience analysis.

**Week 13:** Practical application of campaign – Finalize campaign artifacts and secure approval of decision makers, key players, subject matter experts.

**Week 14:** Presentations –class and community tabling.

**Week 15:** Presentations –class and community tabling.

**Week 16:** Final Exam

## 6. Assignments and evaluation, including weights for final course grade.

Activity	Points	Explanation	CHES Areas of Responsibilities & Competencies **
Written case analysis	75	* 3 cases – details in D2L (Graduate students see below total)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, <b>2.2, 2.3</b> , 3.1
Campaign development	200	* Interaction with subject matter experts, decision makers. * Written problem description, analysis audience and intervention strategies. * Budget –purchases for campaigning. Details in D2L	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, <b>2.1, 2.2, 2.3, 2.5</b> , 3.1, 3.3, 3.4, <b>5.1, 5.3</b> , 6.1, <b>7.1, 7.2</b>
Presentation and implementation of project	200	* Campaign artifacts * Tabling events * Social media posts * Peer evaluation Details in D2L	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, <b>2.1, 2.2, 2.3, 2.5</b> , 3.1, 3.3, 3.4, <b>5.1, 5.3</b> , 6.1, <b>7.1, 7.2</b>
Exams	100	2 online exams @ 50 points(midterm, final)	
Class discussions (online or F2F)	75	* Participation and contribution to conversations	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, <b>2.1, 2.2, 2.3, 2.5</b> , 3.1, 3.3, 3.4, <b>5.1, 5.3</b> , 6.1, <b>7.1, 7.2</b>
<b>TOTAL POSSIBLE POINTS</b>	<b>650</b>		

Graduate assignments	75 75	Advanced analysis of case studies. Formal evaluation of campaign projects. Details in D2L	1.1, 1.2, 2.3, 2.5, 3.1, 3.3, 3.4, 5.1, 5.3, 7.1, 7.2
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Graduate Credit: Assignments for graduate credit will be judged on more rigorous rubrics which are based on the Graduate Studies Learning Goals and competencies for Advanced-level Health Education Specialist endorsed by the National Commission for Health Education Credentialing, Inc. (NCHEC). Graduate Students will conduct a formal evaluation of campaigns based on application of behavior theories, research and case studies as indicated in each of the Graduate Studies Learning Goals.

**7. Grading scale.**

Letter grades will be assigned based on the following scale:

90-100% A 80-89% B 70-79% C 60-69% D Below 60% F

**8. Correlation of learning objectives to assignments and evaluation.**

Objectives	Written case analysis	Campaign development	Presentation/ implementation of project	Exams	In-class activities/ discussion posts
1. Explore and analyze potential health risk issues. [CT1-6, WR1-7, SL1-7]	X	X	X	X	X
2. Assess the needs to address a health risk for a specific population. [CT1-6, WR1-7, SL1-7]	X	X	X	X	X
3. Develop a health communication campaign targeting a health issue and population by developing a problem description, target audience analysis and intervention strategy. [CT1-6,		X	X		X

WR1-7, SL1-7]					
4. Implement and evaluate the health communication campaign. [CT1-6, WR1-7, SL1-7]		X	X	X	X

**Date approved by the department or school: 12/4/2015**

**Date approved by the college curriculum committee: 2/8/2016**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**