

Eastern Illinois University
Revised Course Proposal
HST/CMN 4910, Applied Health Communication

CGS Agenda Item: 16-46 Effective Fall 2016

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. None

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)? N/A

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: Juniors, Senior, Graduate Students

b. Degrees, colleges, majors, levels, classes which may not take the course: Freshmen, Sophomore

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

x 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: HST: Health Administration option
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: N/A

Co-requisites: N/A

Enrollment restrictions: University Policy precludes underclassmen from taking this level of course.

Writing active, intensive, centered: This course will be writing intensive with more than 50% of student grades based on written work which is 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 responding 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. In online sections of the course, all instruction will be carried out via the LMS. In hybrid delivery sections, the majority of instruction will take place via the face-to-face sessions, with supplemental materials and activities facilitate with the LMS.

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: For hybrid offerings, sixty percent of the course will be offered online, and forty percent of the course will be offered with the traditional face-to face format. Face-to-face format will cover lecture material, discussions, in-class activities, and some presentations.

With both the hybrid and online offerings LMS will be used for online discussions, activities, and communication. For example, live video session may be conducted for synchronous learning, the whiteboard and desktop screen sharing can provide avenues for students to access instructor materials, or breakout rooms can be used to allow students to engage in small group activities.

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. WI
3. Learning objectives:

Upon completion of this course, students should be able to:

- Explore and analyze potential health risk issues.

- o EIU Learning Goals: CT1-6, WCR1-7, SL 1,3, QR1-6, RC1-4
- o Certified Health Education Specialist (CHES) Responsibilities for HST: 1.1, 1.2, 2.3, 3.1
- o Graduate learning goals: Depth of content knowledge, Critical thinking and problem solving
- Assess a specific population's level of risk and need for intervention.
 - o EIU Learning Goals: CT1-6, WCR1-7, SL1-7, QR1-6, RC1-4
 - o CHES Responsibilities: 1.3, 1.4, 1.5, 1.6, 2.2
 - o Graduate learning goals: Depth of content knowledge, Critical thinking and problem solving
- Design a targeted health communication campaign to address a specific health issue in a defined population.
 - o EIU Learning Goals: CT1-6, WCR1-7, SL1-7, QR1,4-5, RC1-4
 - o CHES Responsibilities: 1.7, 2.1, 2.2, 2.3, 6.1, 7.1
 - o Graduate learning goals: Depth of content knowledge, Critical thinking and problem solving, Effective oral and written communication skills, Evidence of advanced scholarship
- Implement and evaluate the health communication campaign.
 - o EIU Learning Goals: CT1-6, WCR1-7, SL1-7, QR1-6, RC1-4
 - o CHES Responsibilities: 2.5, 3.3, 3.4, 5.1, 5.3, 7.1, 7.2
 - o Graduate learning goals: Critical thinking and problem solving, Effective oral and written communication skills, Evidence of advanced scholarship

4. Course materials:

There is not an assigned textbook for this course. Materials available through EIU Booth library system 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>

Graduate students will identify, read, analyze and assess no fewer than 20 professional, research-based sources to prepare the research paper proposal. Graduate students will supplement these 20 sources with additional materials as they prepare the final research paper.

Additionally, graduate student will identify, read, analyze and assess supplemental readings specific to the topics and communities involved in the health campaign project.

5. Weekly outline of content.

Face-to-face: Each week consists of 150 minutes of class contact time, with the expectation of 300 minutes of outside-of-class work on the part of students

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, in addition to 300 minutes of additional work on the part of students. *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 in addition to 300 minutes of additional work on the part of students.

Each format will include at least 2,250 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, 2.2, 2.3, 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, 2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4, 5.1, 5.3, 6.1, 7.1, 7.2
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, 2.1, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4, 5.1, 5.3, 6.1, 7.1, 7.2
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, 2.1, 2.2, 2.3, 2.3, 2.5, 3.1, 3.3, 3.4, 5.1, 5.3, 6.1, 7.1, 7.2
TOTAL POSSIBLE POINTS	650		
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

Graduate Credit: Assignments for graduate credit will be evaluated with 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.

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

Undergraduate Students:

Written Case Analysis	10%
Campaign Development	25%
Presentation/Implementation of Project	20%
Exams	30%
In-class activities and discussion posts	15%

Graduate Students:

Written Case Analysis	10%
Campaign Development	15%
Presentation/Implementation of Project	15%
Exams	20%
In-class activities and discussion posts	10%
Original Research Project	30%

8. Correlation of learning objectives to assignments and evaluation.

Objectives	Written case analysis 10% 10%	Campaign development 25% 15%	Presentation/implementation of project 20% 15%	Exams 30% 20%	In-class activities/discussion posts 15% 10%	Original Research Project 0% 30%
1. Explore and analyze potential health risk issues. EIU Learning Goals: CT1-6, WCR1-7, SL 1,3, QR1-6, RC1-4 Graduate learning goals: Depth of content knowledge, Critical thinking and problem solving	X	X	X	X	X	X
2. Assess the needs to address a health risk for a specific population EIU Learning Goals: CT1-6, WCR1-7, SL1-7, QR1-6, RC1-4 Graduate learning goals: Depth of content knowledge, Critical thinking and problem solving	X	X	X	X	X	X
3. Design a targeted health communication campaign to address		X	X		X	X

<p>a specific health issue in a defined population.</p> <p>EIU Learning Goals: CT1-6, WCR1-7, SL1-7, QR1,4-5, RC1-4</p> <p>Graduate learning goals: Depth of content knowledge, Critical thinking and problem solving, Effective oral and written communication skills, Evidence of advanced scholarship</p>						
<p>4. Implement and evaluate the health communication campaign.</p> <p>EIU Learning Goals: CT1-6, WCR1-7, SL1-7, QR1-6, RC1-4</p> <p>Graduate learning goals: Critical thinking and problem solving, Effective oral and written communication skills, Evidence of advanced scholarship</p>		X	X	X	X	X

Date approved by Health Studies: 12/4/2015

Date approved by CEPS College Curriculum Committee: 2/8/2016

Date approved by Communication Studies: 4/13/16

Date approved by CAH College Curriculum Committee: 4/20/2016

Date approved by CAA: 4/28/2016

Date approved by CGS: 5-3-16