

**THE JOHNS HOPKINS UNIVERSITY
SCHOOL OF HYGIENE AND PUBLIC HEALTH
BEHAVIORAL SCIENCES AND HEALTH EDUCATION**

304.625 Communication Strategies for Health Education and Health Promotion

(3rd quarter; 4 units; 2001)
Tuesdays 1:30 - 3:20 and Thursdays 1:30-3:20
Hampton House Auditorium (Basement)
Faculty: Debra Roter, DrPH
Lee Bone, MPH

COURSE DESCRIPTION

Based on the themes of empowerment and participation, this course will present a variety of educational strategies designed to help improve the health of the individuals and communities. Students will become familiar with approaches to adult education and learning; methods of materials development and evaluation; and approaches to social marketing and media advocacy for health. The starting point and theoretical framework of the course is empowerment and participation of individuals, groups, communities, and practitioners (both professional and lay) as vehicles for health education and health promotion strategies.

The course methods include lecture and discussion and direct class involvement in activities as individuals and in small groups.

COURSE GOALS

- ❑ To appreciate the nature and consequences of literacy for health
- ❑ To recognize the learner's voice and to appreciate the power of facilitating participation of individuals and communities in learning.
- ❑ To gain a critical eye in the evaluation of health communications
- ❑ To develop skills in the simplification and development of participatory health education materials
- ❑ To develop skills in facilitating collaborative health education programs which promote client empowerment and participation
- ❑ To appreciate the role of social marketing, education/entertainment, and health advocacy as health education strategies

COURSE EXPECTATIONS

Students will be expected to:

Improve through revision a written health education material (pamphlet, fact sheet, comic book, photonovel (no posters)) on a topic of your choice. Using the Suitability Assessment of Materials (SAM) proposed by Doak and Doak, be sure to address and rate the material for each specified category.. Use the Doak and Doak book as the “how to” guide for this exercise.

In response to an article you have read or a timely public health issue, write a brief letter to the editor (around 250 words). Include an example of social math in your editorial. Use the Wallack et al book as the “how to” guide for this exercise.

Participate in a small group (3-5 students) project in which a communication strategy (any type) or components of a communications program are developed, pretested, or evaluated. The communication may target community, provider, patient, or the media. Each group will be expected to make a presentation to the class on the process and/or product developed. As part of the group project, students will be expected to keep a “contact diary” to briefly record the experiences associated with the group project and to provide a record for reflection at the end of the project. A brief (1-2 page) synthesis of the diaries will be due at the end of the quarter.

Students are expected to attend all presentations. Each student will be asked to complete a confidential assessment form reflecting his or her own individual effort and performance and that of project team-mates throughout the project period. The assessment form will be handed out in class and must be returned before a grade will be given.

I. BACKGROUND AND PERSPECTIVES ON HEALTH EDUCATION

1. Tuesday, January 23, 2001

Introduction and overview of the course.

Objectives:

1. Clarify course goals and educational objectives
2. Clarify course evaluation criteria
3. Preview course concepts and activities
4. Provide an historical perspective for understanding the role of education in patient and community empowerment;
5. Explore the social, political, and theoretical context of empowerment education and its relevance to health education approaches and strategies

Activity: Reflections on learning versus schooling

REQUIRED READING

Doak CC, Doak, LG, Root, JH. Teaching patients with low literacy skills. Philadelphia, Penn: Lippincott Co., 1996. Pages 11-26.

RECOMMENDED RESERVE READING:

Werner, D., Bower B. Helping health workers learn. Palo Alto, California. Hesperian Foundation, 1992, Chapter 13.

Bee, B. The politics of literacy. In Mackie, R (ed.) Literacy & Revolution: The Pedagogy of Paulo Freire, pages 38-56. NY: Continuum, 1981.

Knowles, M. The Modern Practice of Adult Education: Andragogy Versus Pedagogy, Chapter 3, pages 37-55. New York, NY: Association Press, 1972.

2. Thursday, January 25, 2001

Literacy in the US and worldwide

Objectives:

1. Define literacy and illiteracy
2. Characterize US and world populations literacy rates
3. Become familiar with results of the National Adult Literacy Survey (NALS)
4. Understand the mechanics of literacy assessment
5. Become familiar with the terms describing literacy levels including reading level, grade level, functional literacy, and functional competence .
6. Appreciate the concept of functional literacy and its consequences for low-literate populations

Activity: Brainstorm ramifications of poor literacy for varying populations

REQUIRED READING

Doak CC, Doak, LG, Root, JH. Teaching patients with low literacy skills. Philadelphia, Penn: Lippincott Co., 1996. Pages 1-9; 189-192

Baltimore Sun's Foreign Staff:: Learning to Read—a global goal: Dec 31, 2000 (access through sunspot.com).

RECOMMENDED RESERVE READING

Parikh, N.S. et al. Shame and health literacy: The unspoken connection. Patient Education and Counseling 1996, 27:33-39. (AVAILABLE ONLINE)

Rath, M. In a Word: What it means to be illiterate in the city that reads. City Paper Online: May 11, 1999.

3. Tuesday, January 30, 2001

Health Literacy and its consequences

Become familiar with the measurement of literacy as applied to health

Understand the consequences of limited health literacy on patient health

Activity: Administer REALM and TOFHLA

REQUIRED READING

Doak CC, Doak, LG, Root, JH. Teaching patients with low literacy skills. Philadelphia, Penn:

Lippincott Co., 1996. Pages 27-40; 193-195.

Baker, D. Development of a brief test to measure functional health literacy. Patient Education and Counseling 1999, 38:33-42. (AVAILABLE ONLINE)

RECOMMENDED RESERVE READING

Davis TC, Long SW, Jackson RH et al. Rapid estimate of adult literacy in medicine: A shortened screening instrument. Family Medicine 1993;25:391-395.

Roter, D.L., Rudd, R.E., and Comings, J. Editorial -- Patient literacy: A barrier to quality of care. Journal of General Internal Medicine 1998, 13(12):850-851.

4. Thursday, February 1, 2001

Assessing Suitability of Materials:

Objectives:

1. Become familiar with educational principles for effective adult learning
2. Discuss the relationship between average reading skills and the reading level of common health education materials
3. Learn to apply the SMOG and FRY to assess the reading level of print material
4. Become familiar with replacement word lists
5. Practice simplification of health education texts

Activity: Divide class into small groups for re-writing and evaluation exercise (next class).

REQUIRED READING:

Doak CC, Doak, LG, Root, JH. Teaching patients with low literacy skills. Philadelphia, Penn: Lippincott Co., 1996. Pages 41-60; 61-72; 73-89.

RECOMMENDED RESERVE READING:

Hopkinson, J. Frequency of use and comprehensibility of health related words in health education literature. Patient Education and Counseling, 1993, 21:125-133.

Contreras A, Garcia-Alonso R, Echenique M, Daye-Contreras F. The SOL formulas for converting SMOG readability scores between health education materials written in Spanish, English, and French. Journal of Health Communication. 1999;4:21-29.

Mosenthal PB, Kirsch IS. A new measure for assessing document complexity: The PMOSE/IKIRSCH document readability formula. Journal of Adolescent & Adult Literacy 1998;41:638-657.

Readability testing in cancer communications. DHEW Publication. 1979. No. (NIH) 79-1689.

5. Tuesday, February 6, 2001

CASE STUDIES AND APPLICATIONS: PHOTOVOICE AND OTHER POPULAR CULTURE APPROACHES

Objectives:

1. Present popular culture techniques as health education vehicles
2. Present benefits of participatory materials development
3. Present a case study using photovoice

4. Discuss street theatre, videos, audios, soap operas, and interactive health communication

REQUIRED READING

Doak CC, Doak, LG, Root, JH. Teaching patients with low literacy skills. Philadelphia, Penn: Lippincott Co., 1996. Pages 129-150.

Go to: www.Photovoice.com OR SEARCH PHOTOVOICE on the web.

Read whatever you can about photovoice projects nationally and internationally.

Johns Hopkins Center for Communication Programs. Photonovels and Comic Books for Family Planning. PCS Overview packet 12, 1989.

Population Reports, Lights! Camera! Action!, Promoting family planning with TV, Video, and Film. Series J, number38, December, 1989.

Stephens T, Braithwaite RL, Taylor SE. Model for using hip-hop music for small group HIV/AIDS prevention counseling with African American adolescents and young adults. Patient Education and Counseling 1998;35:127-137. (AVAILABLE ON LINE)

RECOMMENDED RESERVE READING

Wang, C., Burris, M.A. Empowerment through photonovella: Portraits of participation. Health Education Quarterly, 1994, 21:171-186.

Wang C, Yuan YL, Feng ML. Photovoice as a tool for participatory evaluation. J of Contemporary Health 4:47-49, 1996

6. Thursday, February 8, 2001

Case studies and applications in the development of materials for low-literate learners:

Photonovela

Objectives:

Present a case study using participatory photonovels

REQUIRED READING:

Doak CC, Doak, LG, Root, JH. Teaching patients with low literacy skills. Philadelphia, Penn: Lippincott Co., 1996. Pages 91-128; 151-165.

Roter, D.L., Rudd R., Keogh, J., Robinson, B. Worker Produced Health Education Materials for the Construction Trades. International Quarterly of Community Health Education, 1987, 7:109-121. (available on reserve)

RECOMMENDED RESERVE READING:

Rudd, R.E., Comings, J. Learner Developed Materials: An empowering product. Health Education Quarterly, 1994, 21:313-328.

Sabogal, F., Otero-Sabogal, R., Pasick, R.J., Jenkins, C.N.H., Perez-Stable, E.J. Printed health education materials for diverse communities: suggestions learned from the field. Health Education Quarterly, 1996, 23(supplement):S122-S141.

Rudd, R.E., Kichen J.M., Joslin, I.D. Student produced health education material: The photonovela. A how-to manual. Lifeways/Health Promotion Resource Center, Easthampton, MA.

7. Tuesday, February 13, 2001

Focus Groups: Use in generating themes and pretesting materials

Objectives:

1. Understand the nature of focus groups and their usefulness as a qualitative tool for health education.
2. Explore the characteristics and dynamics of focus groups – how the groups work and why.
3. Become familiar with focus group guides
4. Appreciate characteristics associated with good focus group facilitation skills

Activity: Divide class into small groups for focus group guide writing exercise (to be used in the next class).

REQUIRED READINGS

Debus M. The Handbook for Excellence in Focus Group Research. AED: Washington, DC, 1995. (available on reserve).

RECOMMENDED RESERVE READING:

Basch, C.E. Focus Group Interview: An underutilized research technique for improving theory and practice in health education. Health Education Quarterly. 1987, 14(4)

8. Thursday, February 15, 2001

Participation in a focus group discussion.

Objectives:

Provide students with the opportunity to participate in or lead a focus group designed to pretest print materials

HANDS ON ACTIVITY! USING WHAT YOU'VE LEARNED FROM PREVIOUS CLASSES, CHOOSE A PRINT MATERIAL AND TRANSFORM IT INTO A VISUALLY-ENHANCED EDUCATIONAL AID; We will conduct small focus groups in class to test/evaluate health education materials.

REQUIRED READINGS

Doak CC, Doak, LG, Root, JH. Teaching patients with low literacy skills. Philadelphia, Penn: Lippincott Co., 1996. Pages 167-188.

9. Tuesday, February 20, 2001

Community Advocacy and Empowerment

Guest Speakers: Cameron Wolf of OUTFRONT

Ms Mary Roary and Mr. Dwayne Monroe, community health workers

Objectives:

1. Become familiar with community based education efforts using volunteers to promote participation and empowerment
2. Understand the role of lay health advisors in health education
3. Identify strengths and weaknesses of the lay health advisor model

REQUIRED READING:

Wallack, L, Woodruff K, Dorfman L, Diaz I. News for a Change: An advocate's guide to working with the media. Sage Publication; Thousand Oaks, CA., 1999, Pages 1 – 52.
Doak CC, Doak, LG, Root, JH. Teaching patients with low literacy skills. Philadelphia, Penn: Lippincott Co., 1996. Pages 11-26.

RECOMMENDED RESERVE READING

McFarlane, J., Fehir, J., DeMadres a Madres. A community, primary health care program based on empowerment. Health Education Quarterly, 1994, 21:381-394.
Lugo, N.R. Empowerment education: A case study of the resource sisters/companeras program. Health Education Quarterly, 1996, 23:281-289.

10. Thursday, February 22, 2001

Media Advocacy and Behavioral Journalism

Objectives:

1. Understand the aims of media advocacy
2. Understand the strengths and weaknesses
3. Become familiar with the documentary journalism approach
4. Understand the role of network news in dissemination of health information
5. Consider and evaluate the entertainment/news alliance

Visual Aid:

“Following ER” video; Alzheimer’s news video; Christopher Reeve Lobbies Congress News
Drunk Driving Vigil News

REQUIRED READING:

Wallack, L, Woodruff K, Dorfman L, Diaz I. News for a Change: An advocate's guide to working with the media. Sage Publication; Thousand Oaks, CA., 1999, pages 53 - 117.
Purvis-Cooper C, Roter DL, Langlieb AM. (2000). Using Entertainment Television to Build a Context for Prevention News Stories. Preventive Medicine 31:225-231 (available on reserve).
Purvis-Cooper C, Roter DL. (2000). If it bleeds it leads, but should it? Attributes of TV Health news stories that drive viewer attention. Public Health Reports 115:331-338. (available on reserve).

RECOMMENDED RESERVE READING:

McAlister, A. Behavioral journalism: Beyond the marketing model for health communication. American Journal of Health Promotion, 1995, 9(6):417-420.
Pertschuk, M., Wilbur, P. Media Advocacy: Reframing Public Debate. Washington, D.C.: Benton Foundation and the Center for Strategic Communications, 1991.
Montgomery, K. The Harvard Alcohol Project: Promoting the designated driver on television, in Backer, T.E., Rogers, E.M. (eds.): Organizational Aspects of Health Communication Campaigns: What Works? Newbury Park, CA, Sage, 1993.
Ramirez, A.G., McAlister, A.L. Mass media campaign-a su salud. Preventive Medicine, 1988, 17:608-621.

11. Tuesday, February 27, 2001

Case Study: Maryland's Sexual Abstinence Campaign: "Virgin is not a dirty word"

Objectives:

Appreciate the complexity of a broad public health media campaign in terms of process of development, product production, and impact

GUEST SPEAKER: Hal Donofrio

Richardson, Myers and Donofrio Advertising Agency

REQUIRED READING:

Wallack, L, Woodruff K, Dorfman L, Diaz I. News for a Change: An advocate's guide to working with the media. Sage Publication; Thousand Oaks, CA., 1999, pages 91 –139.

12. Thursday, March 1, 2001

Entertainment Education: Use of primetime TV to educate the public

Objectives:

1. Become familiar with growing trends toward integration of health material into entertainment media
2. Review the impact of entertainment education on adults' health perceptions and understanding

Visual Aid:

"King of the Hill" smoking cessation episode

Barney Video

Bill Nye the Science Guy

REQUIRED READING:

Diem, S.J., Lantos, J.D., Tulskey, J.A. Cardiopulmonary resuscitation on television. Miracles and misinformation. *NEJM*. 1996, 334:1578-1582. (AVAILABLE ON LINE)

Baer, N.A. Cardiopulmonary resuscitation on television. Exaggerations and accusations. *NEJM*. 1996, 334:1604-1605. (AVAILABLE ON LINE)

RECOMMENDED RESERVE READING

Larson, M.S. Health-related messages embedded in primetime television entertainment. *Health Communication*, 1991, 3(3):175-184.

Prabhu, N.P., Duffy, L.C., Stapleton, F.B. Content analysis of prime-time television medical news. A pediatric perspective. *Arch. Pediatr. Adolesc. Med.*, 1996, 150:46-49.

Turow, J. Television entertainment and the US health-care debate. *Lancet*, 1996, 347:1240-1243.

Montgomery, K.C. Promoting health through entertainment television. In C. Akin and L. Wallack (Eds.), In C. Akin and L. Wallack, (Eds.), *Mass Communication and Public Health*. Newbury Park, CA: Sage, pp. 114-128, 1990.

13. Tuesday, March 6, 2001

The Internet and interactive health communication.

Science panel on interactive communication and health. Wired for Health and Well-being: The emergence of interactive health communication. Eng TR, Gustafson DH, editors. Washington, DC: USDHHS, US. Government Printing Office, April 1999.

On reserve.

14. Thursday, March 8, 2001

STUDENT PRESENTATIONS

15. Tuesday, March 13, 2001

STUDENT PRESENTATIONS

16. Thursday, March 15, 2001

STUDENT PRESENTATIONS