

COM 460 Proposed Course Cover Sheet for Connecting Courses to Programs

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Proposed Course: COM 460: Global Health, Communication, and Social Change

I. Learning Goals

“Explain how the content and performance goals in this course relate to the overall program goals”

Core competencies of writing and addressing real-world health and health policy issues are imbedded throughout the course, for example, in:

A. Selection of critical global health issues by students themselves, working in groups of three or four, for example: Concussions (surfacing not only in US football, but also worldwide in soccer and rugby); “Corrective” Rape (used in South Africa to justify efforts to transform lesbians into heterosexuals); HIV/AIDS Transmission and Prevention; Modern Healer/Traditional Healer (shaman) Relations (Some level of cooperation and mutual understanding is necessary to maximize patient compliance.); Pediatric Vaccination, in particular for Polio (especially in Pakistan); the Zika Virus.

B. Working in groups, writing two drafts of annotated bibliographies on key literatures on efforts to address each group’s issue.

C. Writing at least two drafts of a step-by-step analysis of the issue and concrete recommendations for action, following a time-honored framework called the Johns Hopkins P-Process, used throughout the world to address critical diseases and conditions.

D. Student teams study the benefits and shortcomings of the core problem-solving procedures and methods employed by previous government and non-profit (NGO) efforts, and after careful analysis, teams are required to propose their own “better” solutions or policy recommendations, including creating their own Non-Governmental Organizations, to overcome challenges left by previous endeavors.

E. To prepare students for future planned learning experiences a specific “deliverable” outcome is required: a “policy paper” or “white paper” from each student team that resembles what professionals at the Gates Foundation, USAID, WHO, or Johns Hopkins itself might be expected to analyze and write. These policy papers prepare students for the real worlds of graduate work in public health or health communication, as well as for policy-making or policy advising positions in leading public health organizations.

F. The previous activities emphasizing critical literature reviews, careful professional writing that is edited and redrafted, serious analysis of previous policy work, creative construction of

new types of organizations to address critical health issues, and robust creative public relations or advertising materials – all are linked to program efforts to encourage students to: write well, sharpen their analytical skills, and harness their creative energy to create original communication messages that are effective at convincing recipients to change risky behavior or adopt healthier behavior.

## II. Student Assessment

“Explain how the methods and feedback will assist in student learning. Explain how the assessment plan for this course relates to the assessment plan for the program.”

A. COM 460: Global Health, Communication, and Social Change offers several types of assessment:

- 1) review of appropriate literature in the form of annotated bibliographies;
- 2) writing that expects students to review existing health communication programs, evaluating the most and least successful elements of each, as preparation for next steps;
- 3) writing requiring that several critical theories be compared, selecting one as superior for a particular topic;
- 4) writing requiring the identification and elaboration of very specific goals and objectives for an original education-entertainment program;
- 5) writing that “positions” the newly-created health communication program most effectively for successful implementation;
- 6) fashioning original public relations or advertising materials to rollout the new health communication program;
- 7) at least one oral report from each student on one of the assigned chapters; and
- 8) a group oral report, using PowerPoint, to offer visual persuasive materials to explain the entire project, which is based on the legendary Johns Hopkins “P-Process”.

The eight types of activities are assessed using the two rubrics, one for writing, the other for oral reports, found in the syllabus.

B. Regarding links between these activities and the program of the Dept. of Communication Studies:

1. Improvement in “written” communication is a major goal of the Dept. of Communication studies, as the word “communication” implies.
2. Improvement in “spoken” communication is also a major goal of the Dept. of Communication, again contained in the concept of “communication”.

3. Improvement in “visual” communication, measured through the quality of the advertising materials/brochures and the quality of the PowerPoint presentation, is a further goal of the Dept. of Communication studies, once again inherent in the concept of “communication”.

### III. Learning Activities

“Explain how the learning activities in this course relate to the other planned learning experiences in the program.”

- A. The experiences in different types of writing are designed to prepare students for a variety of career and graduate and professional school options.
  1. Writing annotated bibliographies complements the literature reviews required in COM 390: Communication Research Methods, both types of writing activities useful in graduate school or professional school. Several alumni who have pursued graduate/professional school programs at leading institutions of higher learning (e.g., Johns Hopkins, GW, Maxwell School at Syracuse, Newhouse School at Syracuse, Penn State, Columbia (law, public health, social work, speech pathology), UPenn (law, social work, communication studies) have reported back that undergraduate annotated bibliography and literature review training have helped them substantially in graduate programs.
  2. Writing elaborate projects with multiple parts, handing in different parts at different times, then redrafting each part after the instructor carefully edits all material line-by-line, is a sometimes difficult experience when encountered for the first time by an undergraduate, but the experience is invaluable, as any number of alumni can attest, in writing better reports and papers in occupations or graduate schools.
- B. Oral Presentations
  1. Oral presentations reviewing chapters, posing at least two provocative questions for the class, helps students improve critical thinking as well as oral expression skills.
  2. PowerPoint presentations of the complete project improve student skills in visual communication as well as oral presentation skills, all useful in occupations or graduate work.
  3. Visual campaign materials such as brochures and ads, together with presentations explaining the rationale for each and their uses, all help hone visual communication and oral presentation skills.