

Graduate School of Public Health
Public Health Communication
PUBHLT 2034 – 2 Credits
Spring 2019
Monday 9:00 – 10:50 a.m. A216 Crabtree Hall
Thursday 1:00 – 2:50 p.m. 3121C Public Health Bldg.

Instructors:

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Thursday by appointment

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Course Description

This course provides hands-on training in the principles and practice of effective communication. The emphasis is on the types of communication used by public health professionals. Students will briefly cover fundamental principles of communication theory, learn to critically analyze examples of communication, and then have the opportunity to practice applying those principles to a wide variety of different types of communication, including health promotion, routine business communication, and scientific communication. Multiple media types will be discussed, including print, web, and video.

CEPH MPH Competencies

This course addresses the three CEPH MPH foundational competencies for communication (ceph.org/assets/2016.Criteria.pdf):

- #18: Select communication strategies for different audiences and sectors.
- #19: Communicate audience-appropriate public health content, both in writing and through oral presentation.
- #20: Describe the importance of cultural competence in communicating public health content.

Learning Objectives

In addition to the three overarching competencies above, upon completion of *Public Health Communication*, you will be able to:

- Discuss and apply basic communication theory and principles.
- Analyze and discuss characteristics of and barriers to effective communication.
- Identify and articulate various audiences for a given situation.
- Identify and articulate appropriate communication objectives for addressing a specific situation, and then develop audience-specific strategies and tactics for achieving your objectives. You also will collaborate with classmates to learn the role of teamwork in creating effective communications.
- Develop audience-specific and appropriate messaging to enable effective communication with professional and lay audiences. You will address issues such as varying levels of literacy and technical expertise, cultural diversity, bias, jargon and information overload.
- Communicate audience-appropriate information in writing and orally to meet your objectives. You will produce a variety of documents.
- Revise your work and the work of colleagues more effectively. In addition to instructor feedback, you will receive and provide feedback on documents written by you and your classmates to develop and improve your editing style and skills. You will collaborate with classmates to improve their writing as well as your own.
- Write with attention to grammar, consistent style, clarity, brevity, objectivity, organization, and structure.
- Discuss how visual design concepts (print or video) enable effective communication.

Required Software

Course content is available on Courseweb.

Required Textbooks

The Elements of Style by William Strunk Jr. and E. B. White

Edition: 4

Publisher: Pearson

ISBN-13: 978-0205309023

ISBN-10: 020530902X

The Associated Press Stylebook 2018 and Briefing on Media Law by Associated Press

Edition: 2018

Publisher: Associated Press

ISBN-13: 978-0917360671

ISBN-10: 0917360672

Assignments

In addition to in-class exercises and discussions, you will produce several written assignments for grading, and complete two exams that measure your understanding of communication theory and principles.

We ask that you submit all written assignments in two formats – the first on Courseweb, and the second as a printed version that you submit in class.

IMPORTANT – Formatting Assignments: Writing assignments, except assignments submitted in PowerPoint, should be typewritten, double-spaced, and printed on one side of the page only. Leave a margin of at least 1 inch to provide room for comments. If your assignment is two or more pages in length, please staple them together. Head the first page with your name, the assignment number, the date and the title of the assignment. If your submission is a rewrite, please indicate so at the top of the paper, and attach the original version to enable the instructor to compare the versions.

Grading

Individual written assignment grades are based on:

Content: Your grade reflects how you fulfill the assignment objectives. Your ability to apply the principles and techniques we discuss to communicate orally and in writing is essential. Writing and speaking style and quality matter. You also must demonstrate that you recognize the context of the assignment, properly organize and present information, and understand the communication objectives, your target audience, and appropriate messaging.

Grammar: Proper grammar, usage, etc. are critical elements of good communication and affect your grade. You must proofread and self-edit. This is a course in professional communication, and requires you to be aware of and meticulous in your application of the rules of grammar, usage and punctuation. Grammatical deductions include:

- Unclear sentence structure
- Improper word usage
- Lack of subject/verb or tense agreement
- Run-on sentences

Punctuation, proofreading and other mechanics: Correct punctuation, spelling and other details also must become your obsession. Each multiple of three of the following will result in a half-grade deduction:

- Improper or missing punctuation
- Spelling or typographical errors
- Inconsistent style

Deadlines: Assignments are due on the date indicated on the syllabus – usually the week following class discussion of the topic. If you will miss class, email your assignment, double-spaced and in Word, to smf11@pitt.edu by 5 p.m. on the due date or bring it to my office – A437 Crabtree Hall. You may submit a late assignment no more than a week past the original deadline and it will be penalized one letter grade. Assignments more than one week late receive a failing grade.

Attendance, Participation & Quality of Contributions to In-class Discussions

Participation comprises 15 percent of your course grade. I define participation as being active in class discussions and critiques, and being prepared for class including having read assigned handouts and readings. Participation also includes attendance, which is mandatory and recorded. If you will miss a class, please let me know in advance and

submit that week's assignment on or before the deadline, or give it to a classmate to bring to that day's class meeting. You may use cell phones and laptops/tablets to access slides, take notes, complete exercises, etc., but please do not use them during class time for non-class purposes.

Course Grade & Weighting

I will use the following percentages to calculate and assign letter grades:

- Assignments 1-5 – first draft: 5% each
- Assignments 1-5 – rewrites/revisions: 6% each
- Mid-term exam: 15%
- Final exam: 15%
- Class attendance, preparedness & participation: 15%

Assignments, Exams, and Competency Assessments

The course includes 5 written and/or oral assignments based on four cases we will utilize for this course, plus a revision of each assignment. You may choose which case to use for each assignment and need not use the same case throughout the semester. There are also two written exams. Exams will be distributed via Courseweb and submitted in Microsoft Word.

You will work on all three CEPH competencies throughout the course during class time and in all assignments. Competencies #18 and #20 will be assessed in the midterm exam. Competency #19 will be assessed in the final exam (written) and in the presentation or assignment #2 (oral).

The written/oral assignments you will submit are as follows. They are described in more detail, along with the cases, at the end of the syllabus.

- **Assignment 1:** Write two initial contact e-mails for your chosen case. Base each version on different assumptions about your relationship with the recipient. (See case description and assignment description).
- **Assignment 2:** Prepare a 60-second, semi-formal oral presentation for a first group meeting with the collaborator for your chosen case. You will deliver your presentation and it will be critiqued in class, but you also must turn in a final presentation on video (or turn in a script). Include a paragraph describing your assumptions about your audience and how you might do things differently under different assumptions or with a different audience. (See the assignment description).
- **Assignment 3:** Write the executive summary of the grant proposal for the project in your chosen case.
- **Assignment 4:** Based on your grant proposal, write one of the communications that are part of the program implementation. (See case description and assignment description). For this exercise, you and other students will be assigned to groups for each case, and each of you will write a different component.
- **Assignment 5:** Write a two-page segment of the final report on your project assessment (or an alternative data report) for your chosen case. The report will include relevant data, analysis and visual support.

The two written exams, administered via Courseweb, are as follows.

- **Mid-term Exam:** This exam will assess the three CEPH competencies, primarily focusing on competencies #18 and #20. It will consist of short-answer questions on audience analysis, cultural competence, and choosing a communication strategy based on the audience. For example, you may be asked to look at a health-related web page, identify the audience, describe how the page is targeted to that audience, and suggest changes to increase the cultural competence. A sample exam will be provided in advance.
- **Final Exam:** This exam will assess the three CEPH competencies, primarily focusing on competency #19 (written communication portion). You will critique communication examples and write or re-write several short examples of your own.

Class Topic & Assignment Schedule

| Class Date | Topic | Assignment | CEPH Competencies |
|-------------------|---|---|--------------------------|
| 1 – 1/7 & 1/10 | Principles of communication theory & practice Analyzing and targeting an audience Cultural competence Plain language Introduce case studies | Discuss assignment #1 | 18, 20 |
| 2 – 1/14 & 1/17 | Mechanics, style, editing & proofreading Peer editing of assignment #1 Language choice & cultural sensitivity Communicating to a lay audience Message development | Draft of assignment #1 due Workshop assignment #1 | 19 oral and written |
| 3 – 1/28 & 1/31 | Oral presentation basics Discuss assignment #2 goals, audience, etc. Group work on plain language examples | Discuss assignment #2 | 18, 19, 20 |
| 4 – 2/4 & 2/7 | Oral presentations and critiques (assignment #2) in class | Draft assignment #2 due | 19 (oral) assessed |
| 5 – 2/11 & 2/14 | Grant writing Discussion of assignment #3 goals, audience, etc. Selected presentations of revised assignment #2 | Revised assignment #1 due Discuss assignment #3 | 18, 19, 20 |
| 6 – 2/18 & 2/21 | Graphic design principles & practice Crisis planning & communication | Revised assignment #2 due | 18, 19, 20 |
| 7 – 2/25 & 2/28 | Peer editing of assignment #3 and grant writing examples | Draft assignment #3 due Workshop assignment #3 | 18, 19, 20 |
| 8 – 3/4 & 3/7 | Mid-term exam review | None | 18, 20 assessed |
| 9 – 3/18 & 3/21 | Communication programming – planning & execution Group discussion of assignment #4 Discussion of midterm exam examples | Mid-term exam due before class Discuss assignment #4 | 18, 19, 20 |
| 10 – 3/25 & 3/28 | Data analysis & reporting Technical/scientific writing Data graphics Discussion of assignment #5 goals, audience, etc. | Draft assignment #4 due Discuss assignment #5 | 18, 19, 20 |
| 11 – 4/1 & 4/4 | Video & podcasts | Draft assignment #5 due | 18, 19, 20 |
| 12 – 4/8 & 4/11 | Digital communication – social media & blogs | Revised assignment #4 due | 18, 19, 20 |
| 13 – 4/15 & 4/18 | Media training - interview strategies, techniques & tactics | Revised assignment #5 due | 18, 19, 20 |
| 14 – 4/22 & 4/25 | No class | Final exam due | 19 (written) assessed |

Accommodation for Students with Disabilities

If you have any disability for which you may require accommodation, you are encouraged to notify both me and the Office of Disability Resources and Services (DRS), 140 William Pitt Union (voice or TTD 412-648-7890 or at www.studentaffairs.pitt.edu/drs, or by email at drsrecep@pitt.edu as early as possible in the term.

Diversity & Academic Civility

The University of Pittsburgh Graduate School of Public Health considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. Pitt Public Health is committed to creating and fostering inclusive learning environments that value human dignity and equity. Every member of our community is expected to be respectful of the individual perspectives, experiences, behaviors, worldviews, and backgrounds of others. While intellectual disagreement may be constructive, no derogatory statements, or demeaning or discriminatory behavior will be permitted.

If you feel uncomfortable or would like to discuss a situation, please contact any of the following:

- The course instructor;
- The Pitt Public Health Associate Dean for Diversity at 412-624-3506 or nam137@pitt.edu;
- The University's Office of Diversity and Inclusion at 412-648-7860 or <https://www.diversity.pitt.edu/make-report/report-form> (anonymous reporting form).

Sexual Misconduct, Required Reporting, and Title IX

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware:

- A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found at: www.titleix.pitt.edu/report/confidentiality.
- An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121. Other reporting information is available here: www.titleix.pitt.edu/report-0.

Classroom Recording Policy

To ensure free and open discussion of ideas, you may not record classroom activities without my advance permission. Any such recording, properly approved in advance, may be used only for your private use or for all other students enrolled in this class, but you may not copy, distribute, publish or otherwise use the recording for any other purpose without the express written consent of me or any other course instructors. Any student who records a class session must provide a copy of the recording to me or the instructors if requested to do so.

Academic Integrity Statement

I encourage you and your fellow students to work together and discuss all assignments (indeed that is a requirement of the course), but any final work you submit must be original and your own. All students are expected to adhere to the school's standards of academic honesty. Cheating/plagiarism will not be tolerated. The Graduate School of Public Health's policy on academic integrity, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook www.publichealth.pitt.edu/home/academics/academic-requirements. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Email Communication

We will use your authorized University of Pittsburgh email address (username@pitt.edu) to communicate about assignments and other class business, either directly or via Courseweb. For your convenience, please check your Pitt email account daily, and prior to coming to class, in case I must cancel a class meeting.

The Writing Center

Having difficulty with writing requirements and assignments? Pitt's Writing Center is a place for you to work on your writing. Center staff members are experienced, trained writing consultants and services are free to all University of Pittsburgh students. Learn more at www.writingcenter.pitt.edu or call the center at 412-634-6556.

Cases & Assignments

(For In-class Discussion) – Weekend Food Backpack Distribution Program: You are a program director at a food bank or food distribution organization. The state department of education issues a request for applications (RFA) for a program to distribute supplemental weekend food for schoolkids to take home (e.g., a bag of healthy food kids would receive on Friday as they leave school, so students are at least somewhat fed over the weekend and don't return to school hungry). You want to reach out to someone in a local primary school, and determine if they are interested in collaborating on a proposal to get funding and implement such a program.

Case 1 - Improved Meningitis Vaccine Surveillance & Promotion: You are in charge of the vaccination programs at the local health department. Department programs include outreach campaigns through doctors, clinics and schools, and direct-to-consumer promotion of vaccinations on your web site and social media accounts. Programs also include data collection and analysis on vaccination rates in schools. A new meningitis vaccine is available that protects against several new strains, and you want to add it to all programs, including outreach, data collection, and other promotional efforts. The addition requires you to update your promotional materials and other content, conduct outreach to local doctors, clinics, school districts and school nurses, and other organizations to inform them of the new vaccine and enlist their help in promoting it, and to work with schools to collect the required data on vaccine compliance. Financial support is available from the state department of health, which has issued a request for applications (RFA) for funding these informational/promotional efforts.

Case 2 – Tobacco Point of Sale (POS) Data Collection Program: You are a tobacco epidemiologist at the local health department. There is a state-sponsored RFA for programs to study and quantify point-of-sale tobacco marketing to teenagers. You want to do something very unusual for this program – engage teenagers to collect the data by having them visit stores, observe merchandise displays, their positioning within the store and their imagery and language, and then record information about the tobacco products displays such as their proximity to candy displays, tobacco product displays located at children's eye level, etc. Utilizing teens would involve coordinating with the adolescent health promotion (AHP) team, which is not part of the epidemiology division. The AHP team works closely with local teens, and is very protective of them. The information your program collects will be used to quantify and qualify the ways tobacco product marketing targets teens, help guide public outreach efforts, and inform policymakers and others involved in the effort to curb tobacco use. In addition, using teens to collect the data will help make the teenage participants in your project more aware of the ways tobacco manufacturers target and attempt to entice them.

Case 3 - Health Promotion for Family Emergency Housing Program: You are the pre-natal health promotion team leader at the local health department. There is a state RFA to run health promotion programs within homeless shelters. You know that another social services agency that operates homeless shelters also will seek funding through this RFA and is writing a proposal for a larger, general program. You would like to write a small grant that will enable you to work with the larger agency and do some outreach to pregnant women in that agency's family shelter. Your goal is to collaborate with this agency on the grant proposal and fold your program into their larger proposal, and then act as a sub-contractor to provide the pre-natal health promotion and education component of the larger program. Your program will bring pre-natal education and other services on-site and make them more accessible to pregnant women housed at the shelter. Your promotional effort will complement and add value to the other agency's efforts and enable them to provide more comprehensive service to this segment of their population.

Case 4 – Expanded Genetic Testing Pilot Program: You are the director of the testing lab in a large hospital. Your state requires a standard panel of genetic screening tests for every newborn child. Early identification of these disorders enables early intervention to prevent sometimes-serious consequences. Your state’s health department has issued a request for applications (RFA) to fund pilot projects to expand routine genetic screening to include 20 additional disorders. Funding is available for selected hospitals located in several areas of the state including your community. You want to apply for the state funds and implement this pilot program in your hospital. You will need to partner with your hospital’s Ob/Gyn department to develop your proposal and, if you secure state funding, conduct the pilot program. Your lab would do the testing, and the hospital’s Ob/Gyn physicians would talk with women and obtain their consent for testing. The hospital’s genetic counselors also need to be prepared to talk to parents of any babies who test positive for any disorders that these new tests detect.

Assignments

IMPORTANT: You also can find these cases and prompts in the Assignment Master List document stored in the Assignments folder on Courseweb.

Use one of the case scenarios above to complete each assignment. Reference the syllabus for specific weekly topics, assignments and due dates.

Assignment 1

Initial Outreach/Contact with Target Audience

Your objective for this assignment is to:

- Make contact with your target audience to introduce yourself, your program or activity, or both.
- Provide background information that helps them make informed decisions.
- Solicit your audience's support or consent for your program or proposal.

Your choice of document type, your tone, the level of formality, etc., depend on several factors:

- Your familiarity with the person and their position. Do they require a personal or formal tone? Are they a friend or colleague? A supervisor? A current or former mentor or client? Do they know anything about you or your organization, and what do they know?
- Your method of contact – for example, is an email sufficient, or would a face-to-face meeting be more effective and appropriate?

Based on these considerations, and the messaging discussed in class, pick one of the following scenarios and complete the assignment for it:

Case 1 (Improved Meningitis Vaccine): You are a health department employee. Contact the head of the health department to make them aware of the new vaccine, solicit support for adding it to your vaccination programs and increasing funding for any added expense required for additional marketing, outreach, data collection and other activity, and inform them of the funding opportunity through the state-sponsored RFA. Describe the new vaccine and its benefits, provide a high-level description of program changes or other requirements, and ask for a specific action from the reader. Write this initial e-mail under two different assumptions (write two different emails) about your relationship with this individual – 1) they know you and you work together regularly, and 2) you are new to the department and they do not know you well.

Case 2 (Tobacco POS Data Collection): Contact the head of the adolescent health promotion team to provide background on your project idea and request their collaboration on a grant proposal. Write this initial e-mail under two different assumptions (write only two different emails) about your relationship with this individual. For example, 1) they know you and you've worked together previously, 2) you've met but never worked together, 3) you never worked together but they're an old friend from graduate school.

Case 3 - Health Promotion for Family Emergency Housing Program: Contact the head of the other social services agency to propose a joint (or complementary) program and that you work together on the grant application. Write this initial e-mail under two different assumptions (write only two different emails) about your relationship with this individual. For example, 1) they know you and your organization, 2) you've met professionally but never worked together, 3) you work together regularly, or 4) you never worked together but they're an old friend from graduate school.

Case 4 – Expanded Genetic Testing Pilot Program: Contact the director of your hospital's Ob/Gyn department to inform them of the added screens and to propose that you work together on the grant

application and the pilot program. Write this initial e-mail under two different assumptions (write only two different emails) about your relationship with this individual. For example, 1) they know you and your department, 2) you've met professionally but never worked together, 3) you work together regularly, or 4) you never worked together but they're an old friend from school.

No matter which scenario you select, you will write two different emails based on the slight changes in assumptions. Your communication should reflect your goals, which may include:

- Informing your reader about the program or activity and its benefits to them, their organization and the people they serve.
- Securing a specific action from the reader such as a meeting, their participation, or their approval for you to proceed with your activity.
- Clarifying next steps such as a meeting or an introduction to others within the reader's organization.

Perhaps most important, be concise while also being as complete as necessary to accomplish your objectives. This requires you to be succinct, write in active voice and use simpler, declarative sentence structures.

Please double-space your document and print only on one side of the page. If your document is two or more pages long, please staple them.

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Assignment 2

Oral Presentation

For this assignment, you must prepare a 60-second semi-formal oral presentation for the first group meeting with your case's chosen audience, and then present it in class. Your presentation will be critiqued in class, and you also must turn in a final version on video, as a sound track, or as a written script.

Your 60-second presentation should include some or all of the following:

- Briefly introduce yourself and/or your organization and describe your proposed project.
- Summarize the project's goals and the benefits to your audience and others.
- Tell the audience what you want from them – next steps in this case, financial or other support, participation on the grant writing team, etc.
- Ask for a decision or action from them.

Include a paragraph describing your assumptions about your audience and how you might do things differently under different assumptions or with a different audience.

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Assignment 3

Grant Proposal

Your assignment is to write the executive summary portion of a grant proposal.

For the purposes of this assignment, assume that the grant proposal format requires you to include an executive summary. Remember that this is the executive summary that prefaces or summarizes the longer, more detailed report. This section is, by definition, higher-level and less detailed. Use this section to frame the rest of the report for your reader. You will cover more extensive details about logistics, responsibilities for deliverables, etc. in other sections within the body of your proposal such as the work plan, so you need not include them here in the summary.

Your summary should include the following elements – each about one paragraph long:

- A synopsis of the problem. (Be very brief. You are responding to an RFA, and the organization that issued the RFA already stated the problem in that document.)
- An overview of your organization), its experience and its credentials for addressing the problem.
- An overview of your proposed approach/solution/plan, including if appropriate your philosophy or rationale for your approach.
- Specifics of your plan. What will you do? What will the deliverables be?
- Outcomes and assessment. What benefits will you create? How will you measure whether you are successful?

Remember that this is the executive summary for a longer, more detailed grant application. Focus on a high-level, more general description of your program and what it will attempt to accomplish, its goals and components, measuring outcomes, etc. Use the messages we developed for this case to address benefits and potential issues. Be concise while also being as complete as necessary to accomplish your objectives. This requires you to be succinct, write in active voice and use simpler, declarative sentence structures.

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Assignment 4

Promotional Communication

Your assignment is to produce one of the communications that will be part of the program implementation for your chosen case scenario.

The communications can take any of a variety of forms including, but not limited to:

- (For the testing pilot program), a plain-language pamphlet describing genetic testing and its benefits to newborns and parents, or an information sheet for Ob/Gyns that addresses questions about the added tests and the benefits of genetic testing.
- (For the vaccine program) An email or press release announcing the program, or an announcement that would be posted on the local health department's web site, or a memo to school nurses about the new data reporting requirements.
- A poster or a print advertisement – for example, a poster with infographics about healthy foods aimed at expectant mothers.
- (For the tobacco POS initiative) An infographic that conveys relevant information about underage smoking and its detrimental effects, or a letter to the parents of the teens explaining the program.
- A brief brochure about the health benefits of prenatal care or healthy diet during pregnancy, the safety of meningitis vaccinations, benefits of genetic testing, or the importance of preventing tobacco sales to minors, written for a lay audience.
- (For the shelter program) An information sheet or orientation guide that can be used to train and inform shelter workers.
- A blog entry or other social media content.
- A script for a brief informational video that will be posted on YouTube.

The above examples are primarily public-facing. You also are encouraged to consider and create communications vehicles for professional/peer audiences.

Students will be assigned to groups for each case. Different group members will write different components. Consult with one another, and share drafts so information and messaging are consistent and the group's work is complementary and work in a coordinated way toward a common objective.

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Assignment 5

Data Report

For this assignment, produce an excerpt of a final report on the project assessment for your chosen case. The report segment should be two pages in length and include tables and other relevant graphics. Based on your chosen case and scenario, the report can include:

- Milestone reached/goals achieved – for example, the number of vaccinations administered and both statistical and/or anecdotal information on the benefits to participants.
- Issues encountered, and how they were addressed or will be addressed. For example, how did the program deal with unsubstantiated claims about the health risks of vaccinations, or that the tobacco POS program was teaching minors how to acquire and use tobacco products. Or if recruitment for a program fell short, what was the reason and what corrective steps will you take to increase the number of participants or volunteers.
- What program changes or adjustments do the data suggest?

While we discussed reports for both technical and lay audiences in class, this report should target a technical audience, and include both an appropriate level of detail along with charts, graphs, tables, etc. containing information that also would be appropriate for and useful to this audience.

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Assignment 6

Video Script

NOTE: We will not complete this assignment, but the following may be useful in completing assignment #4.

For this assignment, create and write a 60- to 90-second script that includes both narrative and visual cues that will enable a film crew and editor to block out and shoot the appropriate footage and other visual support required to produce a finished video. The video should be of use in one of our case scenarios, for example:

- A discussion of the importance of proper vaccination in preventing disease and the vaccination's safety, told from the perspective of a student or a parent.
- A health department official, speaking to a lay audience, to counter exaggerated claims of health risks from vaccinations.
- Students speaking to other students about the real risks and other negative effects of tobacco use, and enlisting their participation in the POS program.
- A video that speaks to a cultural nuance related to one of the scenarios.
- A video that targets young children, discusses the importance and benefits of proper nutrition, and encourages them to ask parents to sign up for the backpack program.
- A video that describes the importance and impact of a stable and secure housing situation on a child's long-term intellectual and emotional development.
- Any other topic with a logical connection to one of the cases.

The video need not be all encompassing. For example, it can focus on a single aspect of the topic – such as countering false claims about vaccinations by providing 4-5 concisely phrased facts from a recognized and source such as the CDC to make the argument that the greater danger to a child is to not get the vaccination.

Format your script using the template(s) provided, so there are clear connections between each visual and the accompanying narration. Where appropriate, use and describe the video footage of people or locations, graphs, word overlays (chyrons), animation and other visuals so they are clear to the reader.

Include sufficient visual support for the script length, use visuals that complement and support the narrative and your messages, and vary their length and variety to sustain viewer interest.

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