

**Graduate School of Public Health  
Public Health Communication  
PUBHLT 2034 – 2 Credits  
Fall 2020**

**Section 1010--Monday 10:00 am-11:50am via Zoom  
Section 1030-- Wednesday 10:00am-11:50 am via Zoom**

**Instructor:**

Instructor: Elizabeth Felter, DrPH, MCHES  
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Office hours: By appointment  
Classroom: Fall 2020 will take place virtually via Canvas and Zoom  
Course website: <https://canvas.pitt.edu/courses/60151> (Section 1010)  
<https://canvas.pitt.edu/courses/60159> (Section 1030)

## **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](http://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 theories 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 writing for disadvantaged, underserved, underrepresented and vulnerable populations, audiences with varying levels of literacy and technical expertise, and culturally-diverse audiences. You will learn to identify and reduce, bias, jargon and information overload in written and oral communications.
- 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

*English Grammar & Punctuation (Pamphlet)* by Inc. Bar Charts

Edition: May, 2012      Publisher: QuickStudy      ISBN-13: 978-1423218654

## Assignments

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

***IMPORTANT – Formatting Assignments:*** Written assignments, except assignments submitted in PowerPoint, must be typewritten, double-spaced, and have 1 inch margins. Head the first page with your name, the assignment number, the date and the title of the assignment.

***Please be sure to include your name and the assignment number on page 1 of each assignment, and not just in the file name!***

## 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/or 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:** Standard 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 it 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
- Excessive use of passive voice sentence structure

**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 or incorrect 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, post your assignment on Courseweb, double-spaced and in Word, by class time the due date or bring it to my office. Late assignments will be penalized 1 point per day.

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

Participation comprises 10 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. The Zoom Meeting portion of class may be recorded—I will announce at the beginning of class if I am doing so.

### **Course Grade & Weighting**

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

- Assignments 1a-5a – first draft: 4% each.
- Assignments 1b-5b – rewrites/revisions: 8% each
- Mid-term exam: 15%
- Final exam: 15%
- Class attendance, preparedness & participation: 10%

### **Grade Scale**

97-100=A+	93-96.9=A	90-92.9=A-
87-89.9=B+	83-86.9=B	80-82.9=B-
77-79.9=C+	73-76.9=C	70-72.9=C-
69.9 and below =D		

### **Assignments, Exams, and Competency Assessments**

The course includes 5 written and/or oral assignments (1a-5a) based on four cases we will utilize for this course, plus a revision of each assignment (1b-5b). You may choose which case to use for each assignment and need not use the same case throughout the semester. You also will complete written midterm and final exams. Exams will be distributed via Courseweb and submitted in Microsoft Word.

You will work on the 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 1a/b:** Write two initial audience contact e-mails for your chosen case. Base each version on different assumptions about your relationship with the recipient. (See the case and assignment descriptions.)

- **Assignment 2a/b:** Prepare a 60-second, semi-formal oral presentation for a first group meeting with the individual collaborator for your chosen case. You will deliver your presentation and it will be critiqued in class (2a), but for the revision (2b) you must turn in a final presentation on video or audio clip or turn in a script. For both, you will need to write and present 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 a/b:** Write the executive summary of the grant proposal for the project in your chosen case.
- **Assignment 4 a/b** Based on your grant proposal, write one of the communications that are part of the program implementation. (See the case and assignment descriptions.) For this exercise, you and other students will work in groups for each case, and each of you will write a different, but coordinated component.
- **Assignment 5 a/b:** Write a two-page segment of the final assessment report for your project (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, focusing primarily 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 targets that audience, and suggest changes to increase the cultural competence. A sample exam will be discussed in class.
- **Final Exam:** This exam will assess the three CEPH competencies, primarily focusing primarily 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

<b>Class Meeting: Date</b>	<b>Topic</b>	<b>Class Activities</b>	<b>In-Class Workshop</b>	<b>Assignment Due</b>	<b>Assignment Due</b>
Week 1: 8/24 8/26	Principles of communication theory & practice; cultural competence; introduction to PH case studies	1. Overview of class 2. Lecture and discussion 3. Review of PH case studies. 4. Discuss assignment #1			
Week 2: 8/31 9/2	Mechanics, style, editing & proofreading. Communicating to a lay audience Language choice & cultural sensitivity Message development	1. Lecture and discussion 2. Peer edit assignment #1	Bring Assignment #1 draft to class	Assignment #1a due by 11:59 p.m.	
Week 3: 9/7 9/9	Oral presentation basics; How to give constructive feedback	1. Lecture and discussion 2. Discuss assignment #2 3. Group work on plain language examples			
Week 4: 9/14 9/16	Oral presentations and critiques (assignment #2) in class	1. Individual presentations 2. Supportive feedback		Assignment 1b due at start of class  Assignment 2a presented orally in class	
Week 5: 9/21 9/23	Grant writing	1. Lecture and discussion 2. Discussion of assignment #3 goals, audience, etc. 3. Small group work to draft grant		Assignment 2b due at start of class	
Week 6: 9/28 9/30	Peer editing of assignment #3 and grant writing examples	1. Workshop assignment #3 draft	Assignment 3 draft to class		

Week 7: 10/5 10/7	Graphic design principles & practice	1. Lecture and discussion 2. In-class exercises		Assignment 3a due at start of class	
Week 8: 10/12 10/14— Day off/please attend 10/12 or view recording	Mid-term exam review	1. Mid-term exam review		Mid-term exam link available after 4 pm 10/15	
Week 9: 10/19 10/22	Communication programming – planning & execution Group discussion of assignment #4	1. Lecture and discussion 2. In-class exercises 3. Discuss assignment #4		Mid-term exam due 10/18 before 11:59pm  Assignment 3b due at start of class	
Week 10: 10/26 10/28	Data analysis & reporting Technical/scientific writing Data graphics	1. Lecture and discussion of assignment #5 by Eleanor Feingold 3/16. Please try attend that day—a video will be available for those who can't.		Assignment 4a due at start of class	
Week 11: 11/2 11/4	Digital communication – social media & blogs	1. Lecture and discussion 2. Social media exercise		Assignment 5a due at start of class	
Week 12: 11/9 11/11	Media training - interview strategies, techniques & tactics	1. Lecture and discussion 2. Interview exercise 3. Final Exam review		Assignment 4b at start of class Final exam link becomes available after 4 pm 11/12	
Week 13: 11/16 11/18	Final Exam			Assignment 5b at start of class Final exam DUE before 11:59 pm 11/20	

### **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](http://www.studentaffairs.pitt.edu/drs), or by email at [drsrecep@pitt.edu](mailto: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](mailto: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](http://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](http://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](http://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**

I will use your authorized University of Pittsburgh email address ([username@pitt.edu](mailto: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](http://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 (Men X) is available for teenagers that protects against all strains including several new strains (replacing the current MenACWY and Men B vaccines) in one shot, to be administered between the ages of 11-12. You will use the new vaccine as will other local clinics and other providers, and you want to include the vaccine in 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. The state department of health issued an RFA to fund 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 including 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 your health department's 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 fund 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 your staff to work with the larger agency and deliver prenatal education, prenatal vitamins, and connections to care for pregnant residents 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 funding application, 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 the pre-natal education, vitamins, and provide connection to care 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 larger 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 discuss testing options 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.

Any student who earns full credit (a '4' on an 'a' assignment will automatically be awarded an '8' on the 'b' assignment. The 'b' assignment does not need to be resubmitted.

### Assignment 1 a/b

#### 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 that the vaccine has changed to Men X, 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 two different emails) about your relationship with this individual-- 1) you've never met before, 2) you've 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 two different emails) about your relationship with this individual—1) you've met professionally but never worked together, 2) they know you and your organization from past collaborations.

**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 two different emails) about your relationship with this individual—1) you've met professionally but never worked together, or 2) you work together regularly.

Goals:

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. Write succinctly, and use active voice and simpler, declarative sentence structures.

Please place your email in “email format” including To/From/Subject lines.

# # #

## 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. Assume the person to whom you wrote your email will be there along with other stakeholders in the organization (with varying levels of knowledge and engagement in the topic). 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.

- For Assignment 2a you will read the paragraph assumptions part of your paragraph before giving the presentation and note what you might do differently after your presentation.
- For Assignment 2b turn the entire paragraph in with the video, audio, or written script.

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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 (**there is a 2-page limit**):

- 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 (see class lecture notes) 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. (Must be substantive information—a flyer announcing the date/time of a training session is not sufficient.)
- (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 (must be more than just a meme—think multiple FB posts with graphics and accompanying text, Twitter thread.)
- 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 complementary.

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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.

###