

'Say What?!' Health Communication in a Complex World
Arts and Science 138
2 credit hours

Instructors

Sandra Cornett, Ph.D., R.N.
Director, OSU Health Literacy Program
Office of Health Sciences
206E Atwell Hall
453 W. 10th Ave.
293-7396 (T & R)
sandy.cornett@osumc.edu

Randi Love, Ph.D., CHES
Clinical Associate Professor
School of Public Health
Division of Health Behavior/Health Promotion
448 Cunz Hall
292-4647 (OSU); 645-6940 (CHD)
love.45@osu.edu

Rationale:

The environment for communicating health information has changed dramatically in recent years. There are numerous ways in which health information is communicated, increasing consumer demand for better quality health information and more sophisticated marketing and sales techniques. It is clear that effective health promotion and communication initiatives should be audience-centered, meaning that these activities need to reflect the realities of people's everyday lives and their current practices, attitudes and beliefs and lifestyles. Relevant audience characteristics include gender, age, literacy level, income level, ethnicity, cultural beliefs and values, and primary language(s). As our population becomes more diverse, a one-dimensional approach to communicate health information clearly falls short in reaching different audiences about complex health concerns. Multiple communication channels are needed. Effective health communication can raise awareness of health risks and provide the motivation and skills needed to reduce these risks by making the needed information available to assist the individual in making complex choices. Students enrolled in this seminar will explore evidence-based communication strategies that lead to increased awareness and access to reliable health information, and ultimately to increased well-being.

Faculty Biographies

Sandra Cornett, Ph.D., is an adjunct / auxiliary assistant professor in the OSU College of Nursing and in the School of Allied Medical Professions. She has taught at the undergraduate and graduate levels at The Ohio State University, Otterbein College and University of North Carolina. Dr. Cornett has taught in academia or in professional staff development for over 35 years. For 21 years, she served as Program Manager for Consumer Health Education at OSU Medical Center, where she was responsible for the

development of 3,000 titles of patient education materials for the medical center's intranet and internet. After retirement in 2001, she established the position as Director of the OSU / AHEC Health Literacy Program through the OSU Office of Health Sciences. In this part-time position, she is developing and implementing a statewide initiative, through the 7 regional Ohio AHECs, for training health professionals and students in the health professions about low health literacy. Currently, she teaches courses on nursing administration to Otterbein masters students, an undergraduate course for seniors in the health & wellness program in Allied Medicine on "Individual Differences for Patient/Client Populations, and a course in the spring on Interprofessional Collaboration in Urban Settings to graduate students in nursing and other helping professions. Dr. Cornett has been on the board of numerous agencies and professional organizations, where she has received a number of awards for service. In the last several years she has received a grant for meeting health education needs of the Somali population, re-writing materials for Ross Labs, and a Pfizer Health Literacy grant.

Randi Love, Ph.D. is a clinical associate professor in the School of Public Health, Division of Health Behavior/Health Promotion. She splits her time between OSU and the Columbus Health Department where she is involved in workforce development and emergency preparedness. At OSU, she teaches a variety of health behavior courses for Master's students. She was the recipient of the School's Excellence in Teaching Award in 2002 and the Larry Williamson Jr. Service Award for Outstanding Faculty Member in 2004. She also lectures in the College of Social Work and for the Franklin University MBA program. She serves on the boards of several community-based agencies including Amethyst, Inc., Columbus AIDS Task Force, the Interprofessional Council, First Love, Inc., and the United Way Health Vision Council.

Learning Objectives:

By the end of the seminar, students will be able to

1. Distinguish between targeted and tailored communication strategies
2. Describe the importance of health communication on health outcomes
3. Discuss the use of scare tactics and risk in health communication
4. Describe the elements of social marketing concepts and its impact on health communication
5. Analyze health information on the web
6. Analyze how a health professional uses communication techniques/skills when working with clients
7. Discuss the importance of cross-cultural communication
8. Discuss how to communicate health information for people with different stages of readiness to change behaviors
9. Analyze a piece of health information, using criteria for easy-to-read materials
10. Create a health brochure for the client with low literacy skills

Class Policies:

- Assigned readings should be completed before class
- Attendance and participation is expected
- You are responsible for all material covered in class

- Papers will be typed, double-spaced and stapled
- Late assignments will not be accepted unless there has been a death in the family or for reasons of personal illness. Instructor must be notified within 24 hours of the due date of the assignment.
- Any evidence of academic misconduct shall be treated in accordance with Faculty Rule 33355-54.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term ‘academic misconduct’ includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic to the committee (Faculty Rule 3335-5-487). For additional information, see the http://studentaffairs.osu.edu/info_for_students/csc.asp.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave.; telephone 292-3307, TDD 292-0901: <http://www.ods.ohio-state.edu/>

Grading

Grades will be S/U

Below a total of 70 points in the assignments will be considered unsatisfactory (U).

Grading of Assignments

Attendance and participation		10 pts.
Ad using fear as a motivator (oral)	due week 2	10 pts.
Ad with suspicious health claims (oral)	due week 4	10 pts.
Health professional interview (oral)	due week 4	20 pts.
Reaction paper on cross cultural communication (written)	due week 7	20 pts.
Brochure for client with low literacy (written) / Analysis	due week 10	<u>30 pts.</u>
Total points		100 pts.

Tentative Agenda

Week One

- Introduction
- Importance of health communication/health literacy; impact on health outcomes
- Determine interview questions for assignment due week 4.

Readings:

- Center for Health Care Strategies, *Fact Sheets 1-4*.
http://www.chcs.org/publications3960/publications_show.htm?doc_id=291711

- Agency for Healthcare Research & Quality, *Literacy and Health Outcomes* (summary), January 2004, <http://www.ahrq.gov/clinic/epcsums/litsum.htm>
- Healthy People 2010 *Chapter 11: Health Communication*.
<http://www.healthypeople.gov/document/HTML/Volume1/11HealthCom.htm>

Assignment:

- 1) Search for a print advertisement that uses fear to motivate a behavior. Be prepared to share the information in class. **Assignment due week 2.**
- 2) Interview a health professional regarding how they use health communication in the clinical encounter. Specific questions will be generated in class. You will be assisted in accessing health professionals to interview. Be prepared to present. **Assignment due week 4.**

Week Two

- Review advertisement assignment
- Use of scare tactics in health communication

Readings:

- Center for Alcohol Marketing and Youth. (February 2006), *Alcohol Advertising and Youth*, <http://camy.org/factsheets/index.php?FactsheetID=1>
- Center for Alcohol Marketing and Youth (February 2006), *Alcohol Advertising on Television*,
<http://camy.org/tvtool2004/index.php?MarketID=21&ProgramID=374663> (try it!!)
- Center for Alcohol Marketing and Youth (February 2006), *New Research Underscores Need to Reduce Youth Exposure to Alcohol Ads*,
<http://camy.org/press/release.php?ReleaseID=33>

Assignment: Determine what criteria to use to determine “good health information” on the web.

Week Three

- Social marketing
- Alcohol and tobacco industry vs. Public Health
- Finding good health information on the web

Readings:

- Grier S. & Bryant CA, (2005). *Social Marketing in Public Health*, Annual Review of Public Health, 26(1). 319-339.

Assignment: Find a website where the content makes you ‘suspicious’ about the health claims. Be prepared to share the information with the class. **Assignment due week 4.**

Week Four

- Share website information

- Present health professional interview findings

Week Five

- Risk Communication

Readings:

- Edwards A., and Elwyn G. *Presenting Risk Information – A Review of the Effects of “Framing” and other Manipulations on Patient Outcomes*. Journal of Health Communication, 2001 (6): 61-82

Week Six

- The importance of culture in communication
- Class activity

Readings:

- Center for Health Care Strategies, *Fact Sheet 5 & 8*.
- Kreuter MW & McClure SM. (2004). The Role of Culture in Health Communication. Annual Review of Public Health, 25(1), 439-455.
- Freeman KS. Latino Culture and Health Communication, University of Washington, Seattle, WA. <http://staff.washington.edu/kfreeman/Freeman-STC2002-Latinohealthcom.PDF>
- Management Sciences for Health. *The Provider’s Guide to Quality & Culture*. <http://erc.msh.org/mainpage.cfm?file-1.0.htm&module=provider&language=English>

Assignment: 2 page, double- spaced paper on your reaction to the exercise. How does it relate to cross-cultural health communication? Describe any personal experiences you have had in trying to communicate across cultures. How did you manage? What feelings/thoughts did you have as you tried to communicate in a culture much different than your own? **Assignment due week 7.**

Week Seven

- Share personal experiences communicating with those from other cultures
- How people change (Trans-theoretical Model/Stages of Change)
- Communication across the Stages of Change

Readings:

- Prochaska JO, Velicer WF. (1997). *The Transtheoretical Model of Health Behavior Change*, Am J Health Promot. Sep-Oct; 12(1):38-48
- Lach HW, Everard KM, Highstein G, Brownsonm, CA. (2004). *Application of the Transtheoretical Model to Health Education for Older Adults*. Health Promotion Practice, 5(1):88-93.

Assignment: Case studies on cross-cultural communication and on stages of change. Come prepared to discuss case studies in class week 8.

Week Eight

- Case studies
 - Cross-cultural communication
 - Stages of change
- Analysis of written materials

Readings:

- Doak CC, Doak, LG, Root JH. *Teaching Patients with Low Literacy Skills*. 2nd Ed. (1996), Chapter 4: Assessing Suitability of Materials. (pp. 41-60). Philadelphia: JB Lippincott Company.
- Cornett S. OSU / AHEC Health Literacy Program. *Plain Language Checklist*. (2005)
- Center for Health Care Strategies, Inc. *Fact Sheet 8*

Assignment: Use criteria for easy-to-read material and do an analysis of the material including a SMOG test. **Assignment due week 9.**

Week Nine

- Developing materials for the client with low literacy skills
- Class exercise on writing materials

Readings:

- U.S. National Library of Medicine – Medline Plus, *How to Write Easy to Read Health Materials*. (Nov. 2005). <http://www.nlm.nih.gov/medlineplus/etr.html>
- Executive Secretariat – National Institutes of Health. (March 2003), *Clear and to the Point: Guidelines for Using Plain Language at the NIH*, <http://execsec.od.nih.gov/plainlang/guidelines/index.html>
- The Pfizer Principles for Clear Health Communication Handbook (2005) <http://www.pfizerhealthliteracy.com/improving.html>
- Center for Health Care Strategies, Inc. *Fact Sheet 7*

Assignment: Choose a health topic and develop a one-fold brochure for use in a community-based clinic. Be prepared to share your brochure with the class. **Assignment due week 10.**

Week Ten

Student presentation of brochures. Analysis of brochures by class members.