

City University of Hong Kong
Course Syllabus

offered by Department of Media and Communication
with effect from Semester A 2022/23

Part I Course Overview

Health Communication

Course Title:

COM2120

Course Code:

One semester

Course Duration:

3

Credit Units:

B2

Level:

☐ Arts and Humanities

Proposed Area:
(for GE courses only)

☐ Study of Societies, Social and Business Organisations

☐ Science and Technology

English

Medium of Instruction:

English

Medium of Assessment:

None

Prerequisites:
(Course Code and Title)

None

Precursors:
(Course Code and Title)

None

Equivalent Courses:
(Course Code and Title)

GE1223 Public Health Communication

Exclusive Courses:
(Course Code and Title)

GE2266 Health Communication

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces the theories and practices behind the communication of health-related behaviors. Topics will include history and scope of health communication, health communication processes and theories, interpersonal and organizational communication involved in public health care, media campaign design and evaluation, health situation analysis, e-health and mobile technologies, and cultural and ethical concerns in health communication. This course is designed for students with varying interests: those who wish to work in public or non-profit health organizations that strive to enhance healthcare, media institutions that report and disseminate health and medical information, or other organizations related to disease control, health management, public recreations and fitness programs, and etc. The teaching and learning will pay particular attention to significant health issues and application examples in Hong Kong, such as infectious diseases, food safety, smoking, nutrition, obesity, and drug use. At the course's completion, students will have clear ideas about principles and practices for delivering health information through various communication means.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the processes and effects of health communication and identify key issues on health beliefs and behaviors				√
2.	Discuss how communication theories and models can explain, predict and change health-related beliefs and behaviors			√	√
3.	Critically evaluate the effectiveness of real-life health campaigns or case studies		√	√	√
4.	Apply theories into practice by developing innovative health campaigns or designing tailored messages		√	√	√

* If weighting is assigned to CILOs, they should add up to 100%.

100%

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Lectures	Key concepts, theories, perspectives, and case studies	√	√	√		1.5 hours for 12 weeks
Class participation	Discussions, presentations, and use of Internet to search for materials and real-world cases related to health beliefs and behaviors	√	√	√		1.5 hours for 12 weeks
Group projects	In-depth case studies of health communication; develop health campaigns with a range of media applications		√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Class participation	√	√	√	√			10%	Assessment will be based on participation in small group discussion and in-class activities
Two individual assignments (health behavior/message analysis; theory application; 1,000-1,500 words each)	√	√	√				30% (15% for each assignment)	Assessment will be based on critiques and comments about lecture notes, readings and other class materials
One In-class quiz	√	√	√				30%	Assessment will be based on students' knowledge of key concepts, theories, examples and perspectives
Group project (presentation + final report)		√	√	√			30%	Assessment will be based on how students can work together to a) identify a real life health issue, b) apply relevant concepts and principles to analyze the target, c) propose effective educational or communication solutions, and d) present the results to class.
Examination: % (duration:								

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. One In-class Quiz	KNOWLEDGE of health theories and communication theories	Comprehensive understandings of knowledge and theories	Sufficient understandings of knowledge and theories	Moderate understandings of knowledge and theories	Basic understandings of knowledge and theories	Not even reaching marginal levels
2. Two Individual assignments	CAPACITY for analyzing health behaviors/messages	High capacity in analyzing health behaviors/messages	Significant capacity in analyzing health behaviors/messages	Moderate capacity in analyzing health behaviors/messages	Basic capacity in analyzing health behaviors/messages	Not even reaching marginal levels
3. Group project (presentation + final report)	CAPACITY for SELF-DIRECTED LEARNING to understand health communication and identify key health issues	High capacity in self-directed learning	Significant capacity in self-directed learning	Moderate capacity in self-directed learning	Basic capacity in self-directed learning	Not even reaching marginal levels
4. Class participation	ATTITUDE for active learning and participation	High engagement in active learning and participation	Significant engagement in active learning and participation	Moderate engagement in active learning and participation	Basic engagement in active learning and participation	Not even reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Public health, health campaign design, health behavioural intervention, persuasion, cognitive and social models, behavior change theory, health belief system, e-health/m-health, tailored message design, situation analysis, health communication planning, health narratives, disease prevention, risk assessment, infotainment, infodemic, community-based intervention, infectious diseases, food safety, smoking, nutrition, obesity, drug use, recreations and fitness programs

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Schiavo, R. (2013). <i>Health communication: From theory to practice</i> (2 nd). New York, NY: Jossey-Bass.
2.	Thompson, T. L. & Schulz, P. J. (2021). <i>Health Communication Theory</i> . Wiley-Blackwell
3.	
...	

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	National Cancer Institute. (2005). <i>Theory at a glance: A guide for health promotion practice</i> (2nd ed.). U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute
2.	<i>Making health communication programs work: a planner's guide</i> . (2002). [Bethesda, Md.] : U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, [Office of Cancer Communications, National Cancer Institute]