Colloquium in Interdisciplinary Health Communication
MEJO/HBEH 826
University of North Carolina at Chapel Hill
Fall 2016
Tuesday 4:40-5:55 pm
Carroll Hall Room 340A
Sakai class site: MEJO826.001FA2016

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*Course Objectives***:**

This is a one and a half credit course required for the UNC Graduate Certificate in Interdisciplinary Health Communication (IHC)* and MA in Mass Communication, IHC track. The course is open only to students enrolled in these IHC programs. Students are required to take the course two semesters (1.5 credit hours each time). The purpose of the course is to foster interactive student/faculty learning about interdisciplinary approaches to health communication. Students manage and promote the blog Upstream (upstreamdownstream.org) as the premier source for up-to-date, stimulating health communication information for students, faculty, practitioners, researchers and any other persons interested in the study of interdisciplinary health communication. We continually probe who is our audience and what is effective engagement.

The course emphasizes student-led discussion about health communication to promote dialogue and lively discussions among blog visitors. Students are responsible for managing an editor position and contributing to planning, writing and evaluating the blog. Each student is required to post at least one substantive blog (minimum of 150 words, maximum of 250 words, can write more if warrants a longer post) and at least one comment to another student's blog per week. In addition to an average 30 minutes weekly for blog management online, students are required to attend a weekly face to face class to plan blog activities and lead a class discussion with a guest speaker.

Managing the blog is a dynamic process and we expect the conversations to be shaped by multiple and different voices. Enjoy finding and sharing yours!

* Sponsored by the School of Media and Journalism, Gillings School of Global Public Health, School of Information and Library Science, and Department of Psychology. See **ihc.unc.edu.**

Course Requirements and Grading

Grades will be based on attendance and active participation as well as completion of the following assignments:

(1) Attend weekly classes to plan blog (5%);

(2) Manage an editor position according to Upstream blog guidelines below and contribute to planning and evaluating the blog (30%);

(3) Write and post at least one substantive blog per week (minimum of 150 words, maximum of 250 words, 14 weekly posts) (35%);

(4) Post at least one comment to another student's blog post per week (14 weekly comments) (20%);

(5) Recruit and lead a class discussion with and write a post about one guest speaker (5%);

(6) Attend two lectures related to interdisciplinary health communication and submit half page summary on each; lectures are selected by students and approved by instructor and may be attended in person or heard via recording or online (5%);

These assignments will not be graded individually but are expected to be completed on time. The blog is a team effort. Students earning an H will complete all assignments at an exceptional level; P students will perform well and on task; L students will complete some but not all assignments; F students will not complete most assignments.

Academic Integrity

All UNC-CH students are expected to adhere to the University's Honor Code, which includes the following re: **Academic Dishonesty:**

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty, including but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.

2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.

3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.

MISSION STATEMENT
Upstream strives to be the premier source for up-to-date, stimulating health communication information for students, faculty, health practitioners and any other persons interested in health communication. The blog promotes dialogue and lively discussions on topics related to health communication among all blog visitors.

DIRECTIONS

Registration and directions for students enrolled in the class are posted on the Sakai website.

RULES

Comments
Comments on all blogs are open to any visitor to the site. However, comments may be edited or deleted on a case-by-case basis.

Main Blog Contributions

MEJO/HBEH 826 Students
Each student will need to post at least one substantive blog per week (minimum of 150 words, maximum of 250 words) on their assigned day. Posts can be entered as drafts ahead of the day assigned and marked to go live on a designated day. Although a student can post other substantive blogs if desired, s/he should not submit more than three per week to avoid becoming a dominant personality on the blog.

In addition, a student should post at least one comment to another student's blog each week—this will help get conversation on the blog flowing. However, students should avoid commenting on the same blog post to ensure that each blog during the week receives at least one comment. In other words, if a student sees that one blog post already has one or two comments, s/he should try commenting on another student's blog post.

Each student can also blog at other times to upload news updates or similar short, informative posts. The number of times a student can post these is unlimited.

In the instance that more than 7 students take IHC Colloquium one semester (more than one designated student blogger per day), then two or more students may be assigned to blog for one day. In the instance that fewer than 7 students take the IHC Colloquium one semester, assigned days will be spread out to maximize the blog's presence over the week.

Guest Bloggers
At the beginning of the semester, students will create a list of potential guest bloggers to invite to post on the site. These people will be contacted about their interest to contribute and their availability and

a calendar of guest blogging assignments will be created. Suggested wording for email invitations are posted on the Sakai class site.

Guest bloggers can be other students interested in contributing.

When they are ready to create a blog post, they can go to upstreamdownstream.org and select "Login" in the bottom right hand corner. They can then select "register" and it will email them a password to use temporarily. They will then login, select "Profile" on the left side to include their name, and change the display name to their First and Last name. After that, they just need to choose "Post" on the left sidebar and start their post.

Their permissions will require that someone else edits and approves their stories.

Blog Content

Each week, students will determine what they would like to blog about for the week. Topics could be focused on (1) theories and methods in the study of health communication; or on (2) communicating ABOUT health. Topics can vary from week to week. These blog topics could be determined by recent health communication news, word of mouth, class discussions, etc. In the instance that a student cannot think of a topic to write about, s/he should consult the Assignments Editor for ideas.

All blogs should be tagged with relevant keywords.

All outside blogs (from bloggers other than IHC students) will go through the Guest Blogger Editor, who will upload the blog in proper format. Blogs may be edited for grammatical errors and length.

Editors

At the beginning of the semester, students will rank, in order, their preferences for the following editor positions. Dr. Cates, who fills the role of Editor-in-Chief, will designate editor roles to students who she sees fit the position best. Editor roles can be shared depending on difficulty.

Assignments Editor: assigns blog topics as needed; provides relevant and timely topic ideas to other bloggers during meetings, through email, or on Sakai as appropriate; maintains a calendar of health events (awareness days/weeks, etc), and alerts bloggers when an event should be acknowledged in a post or series of posts.

Content Editor: checks content of blog regularly, fixes any issues as they arise (such as grammar and formatting issues), makes sure format of blog is maintained.

Multimedia Editor: assists bloggers with finding appropriate media (including still images, video & animations) for their posts and how to upload properly.

Technical Editor: maintains the technical side of the blog, including managing plugins, widgets and templates, coordinates with MEJO IT technical support (help@help.MEJO.unc.edu) as needed.

Analytics Editor: monitors and reports weekly on blog's Google Analytics for website, Facebook and Twitter; looks at metrics on bitly for the number of times a link was clicked on in a social media post.

Outreach Editor: promotes traffic to the blog; identifies health communication-related events and conferences; updates the resources and blog section and contacts other health communication blog owners to request having Upstream placed on their blogs as well; visits other health communication blogs and comments on the entries (using a link to Upstream).

Social Media Editor: maintains the Upstream Facebook Fan page; monitors and contributes to IHC Twitter communication; shortens links using bitly.

Guest Bloggers Editor: recruits guest bloggers to blog for the site; contacts the guest blogger with timeline requirements and reminder emails; receives and uploads blog content from guest bloggers.

Comments Moderator: monitors comments on posts to eliminate spam and promote civil discourse; also for the weekly class takes notes on decisions made and actions to take (if any) and sends to class.

There may be other editor positions created as the student team determines necessary during the semester.

Blog assignment days for Fall 2016

Monday -
Tuesday -
Wednesday -
Thursday -
Friday -
Saturday -
Sunday –

	Semester Schedule	
Tuesday	**Colloquia Topics** **Guest speakers TBD**	**Discussion leader**
Aug 23	Organizing class, decide on editor positions, days to blog, semester overview	Cates
Aug 30	Plans to unveil and promote new design of *Upstream*	
Sep 6	Review Google analytics and descriptive profile of primary audience(s)gleaned from Fall 2015 and earlier classes	
Sep 13	Present Facebook and Twitter process and analytics	
Sep 20		
Sep 27		
Oct 4		
Oct 11		
Oct 18		
Oct 26		
Nov 1		
Nov 8		
Nov 15		
Nov 22		
Nov 29		
Dec 6	Last class	
Dec 13	All assignments due by 5:00 pm	

The MEJO/HBEH 826 curriculum in the spring of 2016 included an exciting opportunity to collaborate with students in Professor Laura Ruel's multimedia design class. Laura is Hugh Morton Distinguished Professor and director of the online Master of Arts in Technology and Communication program in MJ. Her students worked with us on design features for the *Upstream* blog that will be responsive to our audience(s) and foster effective engagement. Two MEJO master's IHC track students, Jessica Pikowski and Deanna Puglia, and IT volunteer Martin Porras, edited the blog site over the summer of 2016 according to the design students' recommendations. The Fall 2016 826 class will have the opportunity to unveil the new site and measure usage and feedback.

Readings (online)

(1) Centers for Disease Control and Prevention - Gateway to health communication and social marketing practice
http://www.cdc.gov/healthcommunication/

(2) The Health Communicator's Social Media Tool Kit, CDC, July, 2011 at
http://www.cdc.gov/socialmedia/Tools/guidelines/pdf/SocialMediaToolkit_BM.pdf

CDC states the purpose of this practical "how to" toolkit: "*A guide to using social media to improve reach of health messages, increase access to your content, further participation with audiences and advance transparency to improve health communication efforts.*"

This as a basic guide to plan and evaluate effective interdisciplinary approaches to health communication.

(3) MEJO Park Library

http://parklibrary.MEJO.unc.edu

The Park Library has links to resources on understanding and measuring the impact of social media and related health topics.

(4) Centers for Disease Control and Prevention

http://www.cdc.gov/healthcommunication/ScienceDigest/index.html

This is a monthly digest of health communication articles assembled by CDC.

(5) 1) Carter Center: The resource guide aims to increase accurate reporting of behavioral health issues, decrease stereotypes, and help journalists better understand mental health and substance use issues and access expert resources.

https://www.cartercenter.org/resources/pdfs/health/mental_health/2015-journalism-resource-guide-on-behavioral-health.pdf

THE CARTER CENTER

www.cartercenter.org

The Carter Center, in partnership with Emory University, is guided by a fundamental commitment to human rights and the alleviation of human suffering.

2) USC Annenberg's Center for Health Journalism

http://www.centerforhealthjournalism.org

[Center for Health Journalism | Center for Health Journalism](www.centerforhealthjournalism.org)

www.centerforhealthjournalism.org

Center for Health Journalism is a place where journalists, bloggers and health policy thinkers can share ideas on health reporting, health journalism, health …

3) Social Issues Research Center—guidelines on science and health communication

http://www.sirc.org/publik/revised_guidelines.shtml

[Guidelines on Science and Health Communication](www.sirc.org)

www.sirc.org

Guidelines on science and health communication. Prepared by the Social Issues Research Centre in partnership with the Royal Society and the Royal Institution of Great …

Seeking Help:
If you need individual assistance, it's your responsibility to meet with the instructor. If you are serious about wanting to improve your performance in the course, the time to seek help is as soon as you are aware of the problem – whether the problem is difficulty with course material, a disability, or an illness.

Diversity:
The University's policy on Prohibiting Harassment and Discrimination is outlined in the 2011-2012 Undergraduate Bulletin http://www.unc.edu/ugradbulletin/. UNC is committed to providing an inclusive and welcoming environment for all members of our community and does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression.

Special Accommodations:
If you require special accommodations to attend or participate in this course, please let the instructor know as soon as possible. If you need information, visit the Department of Accessibility Services website at https://accessibility.unc.edu/

ACCREDITATION
The School of Media and Journalism's accrediting body outlines a number of values you should be aware of and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here:
http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will address a number of the values and competencies, with special emphasis on the last six bullet dots under "Professional values and competencies" in the link above.

- think critically, creatively and independently;

- conduct research and evaluate information by methods appropriate to the communications professions in which they work;

- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

- apply basic numerical and statistical concepts;

- apply tools and technologies appropriate for the communications professions in which they work.