



## **Course Tag Reflection Exemplar** **Communication Skills**

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**PHP 448/648: Global Health Communication and Advocacy**

**Identify the course learning objectives in the syllabus that are clearly aligned to Communication Skills and respective assignment(s).**

Three course learning objectives aligns to the Communication Skills SU Shared Competency

1. Analyze how sociohistorical, social, political, and cultural factors affect health communication
2. Situate health communication and advocacy within a framework of health equity
3. Demonstrate concepts of public health-related communication and advocacy

Alignment, Assignments: Students will work in small groups to create an advocacy plan for a global health issue of their choice, offering them the opportunity to include elements such as key messages to be used in the advocacy plan. Also, each student will create an audio or audiovisual product of about 1 minute on the global health issue discussed in the advocacy plan by focusing on a priority audience including a policymaker, media professional, or the lay public.

Alignment, Competency: individual, interpersonal, and collaborative presentation and development of ideas through oral (audio or audiovisual) or written (advocacy plan) to inform (the audience of health equity & social justice challenges) and persuade (advocacy messages to address the challenge)

**Explain the connection between specific assignment(s) and Communication Skills. At least 30% of the course grade must engage students in the selected competency for the course to be tagged.**

1. Advocacy Plan (40%). Small groups of students (3-5) produce an advocacy plan. As part of the advocacy plan, students are expected to indicate key issues such as the priority audiences or stakeholders, message content, message format (eg. Twitter, briefing paper, face-to-face meeting, newspaper op-ed, etc), and time and place for delivery.
2. Multimedia product (10%). Each student will create an audio or audiovisual product of about 1 minute on the global health issue discussed in the advocacy plan.

50% of the course grade relates to this competency.

**Describe in detail the instructional strategies faculty use to intentionally teach Communication Skills in the course.**

1. Lecture: Faculty lectures students on key global health communication topics such as how to create advocacy plans, and how to create effective advocacy messages for key audiences.
2. In-Class Case Study analyses discussion & completion of analysis worksheets, weeks 8, 10, 11, & 13
3. Detailed written instructions. Faculty provides detailed written instructions on how to create Advocacy Plans for addressing a global health issue.
4. Grading Rubric: Faculty provides rubric to students alongside the detailed instructions before beginning the assignment. The rubric enables the students to become familiar with expectations of the assignment. The rubric also aids grading of the assignment.

**Describe the feedback tool(s) faculty use to support students' competency development on Communication Skills.**

1. Faculty gives direct verbal feedback on students engagement during class time dedicated to writing Advocacy Plans.
2. Peer-review form, meeting attendance sheets, and brief personal reflections from each student enable faculty to assess individual and group efforts in producing the Advocacy Plans
3. A detailed grading rubric for the multimedia product and advocacy plan serves as feedback to student groups.