

RUTGERS

School of Communication
and Information

Integrating Real-World Experience Into Health Communication Pedagogy

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Rutgers – SC&I

Three Intersecting Fields, One Community



Communication

We are dedicated to the advancement of communication theory and practice through



Journalism and Media
Studies



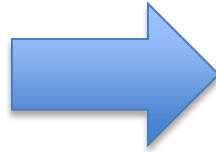
Library and Information
Science

- Rutgers is a large, public research university composed of 18 schools and colleges, including a medical school and a school of public health
- School of Communication and Information (SC&I) is a professional school with health and wellness being one of several interdisciplinary themes that cut across the three fields of study (Communication, Journalism & Media Studies, and Library & Information Science)
- The communication department's curriculum is focused on communication systems, processes, and behavior as well as communication skills; Health is an applied context for studying communication

Health Communication in the Curriculum

- **Undergraduate Specialization:**

- Persuasive Communication
- Health Communication
- Health Messages & Campaigns
- Communication and Social Change (Social Marketing)
- Advanced Health Communication
- Health Literacy
- Patient-Provider Communication
- Independent Study / Research in Communication



- **Graduate Curriculum:**

- Persuasion & Advocacy
- e-Public Health
- Community-based organizing
- Interpersonal health Communication
- Health Campaigns
- Health informatics

Research

Theory



Pedagogical Approach

Competencies (move students progressively toward deeper understanding, better skills, and competent performance – i.e., scaffolding):

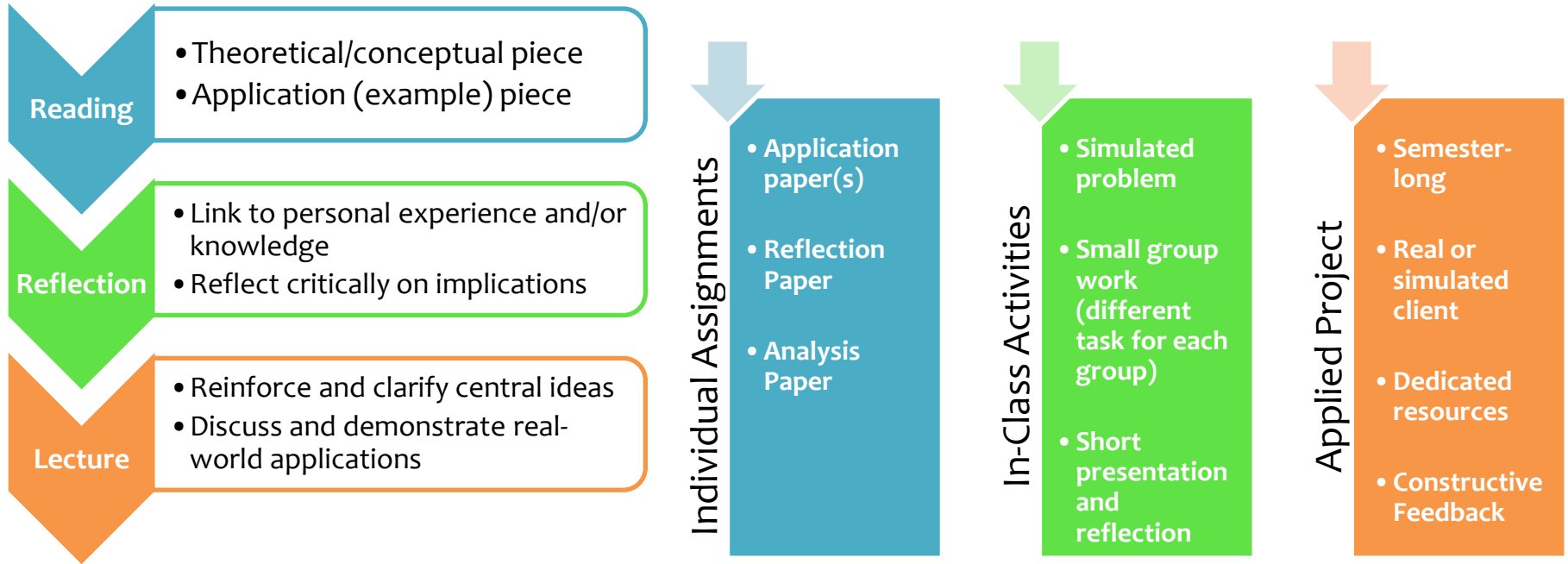
- **Conceptual knowledge** (know and comprehend major constructs/theories)
- **Problem-solving skills** (analyze problems, research solutions, develop plans)
- **Critical thinking** (evaluate, critique, and reflect on self and others' experiences)
- **Procedural knowledge** (how to design, implement, and evaluate health communication programs)

Learning (use a wide variety of teaching techniques to engage students – i.e., differentiation):

- Readings
- Lectures & class discussions
- In-class simulations & small group activities
- Case study analysis
- Applied Project (individual or group project)

IT'S NOT THE DESTINATION
IT'S THE JOURNEY

Structuring the Learning Experience



The Practicum Experience



- Research practicum opportunities (work with individual faculty or research teams on existing projects) – emphasis on **promoting change**
- Engaged scholarship opportunities (work with community partners to solve health-related problems in the community) – emphasis on **coaching change** or community capacity-building strategies (e.g., needs assessment, community asset mapping, community organizing & mobilization, media advocacy / stakeholder communication)

Assessment

- Rubrics (a guide listing specific criteria for grading or scoring papers, projects, and group activities) – should be sufficiently detailed, task-specific, and shared with students in advance; should also use identical scaling to permit evaluation of student’s progress
- Client or independent expert feedback
- Student feedback (e.g., instructional rating surveys)

Career Paths

- Academic (doctoral studies / research/teaching faculty positions)
- Non-profit sector (e.g., health educator, communication specialist, project manager)
- Corporate/industry (e.g., community outreach or corporate social responsibility officers)
- Government (policy, research)



Thank you!

- Questions? Comments? Suggestions?
- Email: itzhak@rutgers.edu

