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| Programme | B.S. (4-years), Communication Studies | Course Code | BSCS-407 | Credit Hours | 3 |
| Course Title | Health Communication | | | | |
| Course Introduction | | | | | |
| The core objectives of this course are to: <ul style="list-style-type: none"> • Enable the students to analyse and describe socio-historical, social, political, and cultural factors that affect health communication and healthcare • Familiarize the students with articulate ways in which different models of healthcare affect and reflect health communication | | | | | |
| Learning Outcomes | | | | | |
| After studying this course, the students will be able to: <ul style="list-style-type: none"> • Explore, analyse, and synthesize research and Personal Experience on Narrative making sense of illness • Analyse the Health Communication Case Studies in Pakistan including Dengue, Covid-19, TB, Diabetes etc. • Develop Practical Health Communication skills by contriving Health Campaigns on Contemporary diseases and Health Issues | | | | | |
| Course Content | | | | | |
| Week 1 | 1. | Communication, Media and Public Health, various dimensions of Public Health | | | |
| Week 2 | and | their relationship with other areas of Social Sector | | | |
| Week 3 | 2. | Public Health Institutions of Pakistan | | | |
| Week 4 | | | | | |
| Week 5 | 3. | Health Literacy, Communication tools and Media | | | |
| Week 6 | | | | | |
| Week 7 | 4. | Role of Communication in promotion of National Health | | | |
| Week 8 | | | | | |
| Week 9 | 5. | Health Communication Models: P-Process, KAP/KAB Model | | | |
| Week 10 | 6. | Communication Planning and Strategies for Public Health | | | |
| Week 11 | 7. | Conditions of Public Health in Pakistan | | | |
| Week 12 | 8. | Role of Pakistani Media towards Health Issues | | | |
| Week 13 | 9. | Role of WHO and other International Organizations | | | |
| Week 14 | 10. | Health Reporting in Pakistan: Practice and Issues | | | |
| Week 15 | 11. | Health Communication case studies of Dengue, Covid-19, Breast Cancer, population welfare, TB, Diabetes, Calcium intake | | | |
| Week 16 | 12. | Developing Health Communication Campaigns | | | |
| Textbooks and Reading Material | | | | | |
| Phyllis Tilson Piotrow, Health Communication, Praeger: | | | | | |
| Clive Seale, Media & Health, SAGE: | | | | | |
| Charles Atkin Laurence Wallack, Mass Communication & Public Health, SAGE: | | | | | |
| Thomas E. Backer, Designing Health Communication Campaigns, SAGE: | | | | | |

| Teaching Learning Strategies | | | |
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| <ol style="list-style-type: none"> 1. Lectures 2. In-Class Activities 3. Written Assignments | | | |
| Assignments: Types and Number with Calendar | | | |
| <ol style="list-style-type: none"> 1. Class Participation 2. Attendance 3. Presentations 4. Attitude & Behavior 5. Hands-on Activities 6. Short Tests 7. Quizzes | | | |
| Assessment | | | |
| Sr. No. | Elements | Weightage | Details |
| 1. | Midterm Assessment | 35% | Written Assessment at the mid-point of the semester. |
| 2. | Formative Assessment | 25% | Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc. |
| 3. | Final Assessment | 40% | Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc. |