STUDENT/PARTNER
PUBLIC HEALTH COMMUNICATION PROJECT OVERVIEW AND APPLICATION

VTPEH 6184

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&

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HOW THESE PRODUCTS CAN HELP IN PROBLEM SOLVING

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1. Be a good way to think through a public health communication challenge with students receiving training in
   - audience analysis
   - multilevel influences on health
   - behavior change theory + motivation
   - best practices in design
   - strategic ways to reach an audience
   - Trusted messengers

2. Advance materials that
   - can be put into use right away
   - show creative options as part of brainstorming
   - serve as draft to respond to for further development
   - outline necessary steps for a successful campaign

3. Provide partner access to material(s) that can often be further adapted as needed.

4. For partners who have students working on multiple versions of the same product, Partners can select option that best fits their needs or create a composite.

STUDENT/PARTNER PROJECT OVERVIEW

1. **Goal:** Via an engaged Public Health Communication course, MPH students provide support to external partners needing assistance with public health communication projects.

2. **These public health communication projects must:**

   - be for a specific audience
   - address a specific public health goal or problem
   - be clearly defined
   - use best practices from the course (i.e., theories on behavior change, design strategy, literacy considerations, reaching the audience)
   - be doable in about 10 weeks

3. **Examples include:** podcasts, comics, videos, websites, books, trainings, curricula, reworking existing material…

4. **Structure of partnership:** (details on slide 5)

   - Students are responsible for managing partnership, establishing expectations, and product creation.
   - Partner needs to be available to have consults with the student 4-5x during fall term and provide necessary material based on mutually agreed upon timelines, in line with course deadlines.
   - Partners agree to have brief check ins (5 minute phone calls, brief email) with partnership manager, about 3x during fall
   - Teaching team mentors will advise the student via the proposal (created with partner), workshops and final evaluation.

5. **Timeline:** (additional detail slides 2-5)

   - Partner submits project ideas by August 1st (see slide 3 for instructions on how to submit)
   - If selected, student starts project by mid-September 2023
   - Student completes project early December 2023 (not earlier)

SNAPSHOT OF STEPS

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1. Partner submits details of desired project by August deadline via survey (see next slide)

2. Dr. Safi and teaching team review projects for appropriateness and fit, then responds with one of the following:
   - Acceptance
   - Request for additional clarifying details
   - Decline for course, but refer for a practicum or capstone project
   - Decline for this year

3. If partner project is accepted for the course, Dr. Safi will share list of all projects and requirements with students when the course begins in late August

4. **Interested students** apply for projects at end of August/early September

5. **If there is a match between student(s) and a project**, the partner will be connected with student(s) via email late August to mid-September and take steps for a strong working relationship
   - Partner and student review and sign the AGREEMENT document (slide 6) that stipulates expectations
   - Students have a class period dedicated to project management; all partners will have an initial check in call with partnership manager

6. Student(s) and partner work together over term in accordance with the terms laid out in the AGREEMENT

7. Student submits final product to partner around December 5th

APPLICATION PROCESS

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To submit a project for consideration, please complete <u>this survey</u>* by Tuesday, August 1st. Please have the following details ready (bullet points are fine):

1. Main project partner contact (responsible for working with student)
2. The communication need (what problem do you want to solve?)
3. Details about the audience (who they are, current practices, literacy level, language, etc)
4. Progress to date, if any, and links to any relevant materials
5. Desired communication product, if known
6. Funds available, if any (i.e., for design software or payment to student)
7. Required/desired qualifications of student partner such as
   - Topical expertise
   - Languages other than English
   - Specific skills (i.e., graphic or web design, podcast production, interviews)
8. Desired number of students (either for multiple separate projects, or having multiple versions of same project)
9. Attestation of willingness to be responsive to student ideas on best communication practices
10. Any limitations on availability to meet with student and/or preferred communication method and schedule

Full link to survey: <u>https://cornell.ca1.qualtrics.com/jfe/form/SV_8rgKxGDMrol4Pxs</u>

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SELECTION AND NOTIFICATION PROCESS

Projects will be included in listing for students based on

- Acceptable scope

- Clarity of project

- Alignment with course goals

- Potential public health impact

- Likelihood of student interest

- Success of previous relationship with client

- MPH Program priority areas

Notification process

- Partners will know by

    - Mid to late August if their project will be shared with the students.

    - Early- to mid-September if a student has selected their project.

- A representative from the teaching team may reach out to clarify project scope and needs

- The teaching team will link matched students and partners via email

STUDENT/PARTNER AGREEMENT

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1. **Students** are project leads and are prepared to take this leadership role.

2. **Students** are responsible for managing the relationship with the **Partner,** asking relevant questions to understand the problem, seeking feedback, etc.

3. **Students** and **Partners** are expected to meet 4-5 times (at least) throughout the term.

4. **Students** are **prepared to dedicate the extra time needed to manage a partner-based project** and possibly developing a new skill (i.e., animation). Students may be need to submit partnership meeting reports to ensure adequate progress is being made.

5. **Students** understand these are relationships the faculty and MPH Program value. Should the **Student** not uphold professional standards, the **Course Teaching Team** may intervene and may remove the **Student** from the project. **Partners** should reach out to the **Course Teaching Team** to express concerns **as soon any emerge.**

6. **Students** should alert the **Course Teaching Team** as soon as concerns emerge; the **Course Teaching Team** will provide guidance on how to manage such situations. The **Course Teaching Team** may intervene to revise the scope if what the **Partner** asks is beyond what can reasonably be accomplished during the semester.

7. **Partners** understand that **students are ultimately graded on adhering to course principles in the communication product.**
   - In other words, **Partners need to be amenable to guidance based on what Students are learning in this course.**
   - If the **Partner** insists on approaches that conflict with the course, the **Student** will be reassigned on a different project.

8. **Partners** are expected to provide necessary materials and feedback by agreed-upon deadlines.

9. In addition to meeting with students, **Partners** agree to brief check-ins with the Partnership Manager approximately 3x during the semester.

10. Should **Partners** show that they are unresponsive or otherwise not keeping their commitment, **Students** are advised to find a backup project. The **Course Teaching Team** can assist.

11. Projects for **Partners** are due around December 9th. We cannot accommodate earlier deadlines.

12. The **Course Teaching Team** are available for consults with Students about the project. The **Course Teaching Team** will provide feedback and meet with students to refine the products **but are not project leads.**