

# Effect Change



EMERSON COLLEGE  
BOSTON MASSACHUSETTS

MASTER OF ARTS

Health Communication

# Making the world a better place.

How can you help teenagers stop behaviors that put their health at risk? What is the best way to educate doctors and their patients about the benefits and side-effects of a new class of drugs? How can you relate the scientific community's fervor for the potential of gene therapies to a group of prospective philanthropists? Can your work help dispel long-held misconceptions about AIDS that are affecting the health of entire populations?

Health communicators are society's indispensable bridges between science and medicine and the world-at-large. Schooled in both the languages of medicine and communication, you have abilities that are much needed by government agencies, nonprofit groups, pharmaceutical and biotechnology companies, and other organizations. By devising public awareness campaigns, developing patient and consumer materials, and advocating for health initiatives, you can affect and enhance the quality of life for individuals and for entire populations. Health communication allows you to bring your passion, intelligence, and talents to bear on real social problems. Your solutions truly can help make the world a better place.



 American Cancer Society®



SHERRY TOMASKY MA '00

Regional Advocacy Director,  
American Cancer Society

## HEALTH COMMUNICATION AT-A-GLANCE

40-credit program

Full- or part-time enrollment. Full-time enrollment is typically 8 or 12 credits per semester.

Fall or spring admission

Classes generally meet from 6 to 10 pm

Full-time students usually complete the degree in two years; part-time students usually complete the degree in three years.

“Emerson prepared me to understand clinical research, epidemiology, and public health planning, all the while sharpening my communication and presentation skills.”

### ALUMNI PROFILE

Sherry Tomasky never dreamed she would be a lobbyist. And now that she is, she can't imagine doing anything else. As a Regional Advocacy Director for the American Cancer Society, Sherry works with elected officials, volunteers, and cancer survivors to advocate for policies that will reduce cancer's burden in communities across New York State and the country. Sherry advocates for change through direct lobbying, media advocacy, and developing grassroots volunteers.

Sherry's involvement in the field of health communication began with an undergraduate degree in corporate communication, which led to a job with a hospital's marketing and public relations office. While a master's degree had always been part of Sherry's career plans, she was uncertain about the program she wanted to pursue. Then she discovered Emerson's Health Communication program, which gave equal emphasis to communication strategies and health-related training.

Sherry is very aware of how complicated, yet how incredibly rewarding the health communication field is in this country. “I am frequently reminded how vital health communication professionals are to the facilitation and exchange of health information and policy ideas.”



## A collaboration with the Tufts University School of Medicine.

The Health Communication program at Emerson is like no other in the country. Offered in collaboration with the Tufts University School of Medicine, the program gives you a firm foundation in planning and delivering messages *and* understanding health sciences. Emerson offers communication expertise ranging from media strategies to consumer behavior, as well as the personal attention of a small college. The collaboration with Tufts provides the opportunity to learn the language and culture of medicine and medical research—from its source. Courses such as Epidemiology and Biostatistics and Introduction to Medicine ground you with the knowledge to read medical literature and to communicate effectively with doctors, healthcare leaders, and other medical professionals.

## EXPERIENCED FACULTY



Emerson faculty are specialists in public and health communication areas such as social marketing, media campaigns, and the use of new technologies. They have researched health issues such as nutrition, immunization, obesity, HIV/AIDS, and diabetes. The Tufts faculty are epidemiologists, physicians, and social scientists who also continue their work in the field of clinical and community health.

## The opportunities of being in the medical epicenter of Boston.

The fields of medicine and healthcare make up Boston's second largest industry. Emerson is only blocks away from world-renowned medical centers, research institutions, and biotechnology companies. Our collaboration with Tufts opens up your world as you are able to work with institutions that are researching the most innovative and groundbreaking scientific discoveries. In addition to its many medical centers and research facilities, Boston is home to the flagship *New England Journal of Medicine*. These extensive connections in the Emerson and Tufts network of Boston's health sciences allow you many opportunities to gain real-world and practical hands-on experience.



TIM EDGAR

Graduate Program Director, Health Communication and  
Associate Professor, Health Communication

Prior to arriving at Emerson in 2002, Tim spent nine years as a Senior Study Director at Westat, a contracted research corporation in Rockville, Maryland, where he directed health communication research projects for prominent organizations such as the Centers for Disease Control and Prevention, the U.S. Department of Health and Human Services, the National Cancer Institute, and the Indian Health Service. “I learned to listen, to understand and appreciate people’s lives and backgrounds, to know that your needs are not necessarily my needs. Appreciating that difference has been critical to my work.”

During his research career, Tim conducted communication studies on health issues as diverse as HIV/AIDS, diabetes, epilepsy, genetic testing, and peptic ulcers. In addition, his passion for major league baseball and his high school pitching career have guided his extensive research on youth physical activity. He is currently examining effective strategies for negotiating condom use and core competencies for health communication professionals. He has been widely published in academic journals and texts, and he is also on the editorial boards for both *Health Communication* and the *Journal of Health Communication*.

According to Tim, Emerson’s Health Communication program is unlike anything else in the country. “This program is highly respected professionally. It is pragmatic in its orientation—with its home at Emerson, a communication school, and the benefit of its connection to the [Tufts] medical school.”

“Health communication is a fascinating field and the number of jobs in government, nonprofits, and research organizations continues to grow.”



# More focused than an MPH and more specialized than a communication degree.

Unlike graduate programs in public health, Emerson's Health Communication program affords you the opportunity to focus on communication issues in a variety of health-related contexts, not just public health or policy. You will concentrate on the creation, implementation, and evaluation of health messages in a program that is more focused than an MPH and more specialized than a general degree in communication. The Health Communication program requires a fewer number of courses than most MPH programs, but allows you the option to take a variety of elective courses, including those relating to public health or policy.

You can construct a curriculum that emphasizes areas such as social marketing, public health advocacy, or health media. Your coursework will give you a broad set of skills that can lead you virtually anywhere in the ever-expanding world of health communication from systems to delivery, to advocacy, to research. This degree grounds you in strategic thinking, behavioral theory, marketing, and the appropriate use of different media.





STEFANIE EVANS MA '07

Health Communication Specialist, National Institute for Occupational Safety and Health

## The Applied Learning Experience

The program culminates in the final semester with the Applied Learning Experience (ALE), which unifies your skills and knowledge into a semester-long consulting project with an organization. You will work closely with an on-site mentor as well as an Emerson faculty sponsor.

The ALE may involve market research, the development of a strategic plan for a prevention campaign, “construction” of an electronic publication, or the design and production of print and video materials for a communication intervention. Recent ALE projects have included a marketing plan for the New England Medical Center to spread the word to doctors about the

availability and advantages of the Center’s Gamma Knife equipment, a campaign for the Massachusetts Department of Public Health to inform low-income Hispanic women about emergency contraception, and the development of the Newton (a Boston suburb) Department of Public Health’s Bioterrorism Readiness Plan.

Stefanie Evans originally thought she wanted to become a physician. She was an EMT in college and loved helping people and responding to emergencies. But the further along she got in her studies, the more she realized the pre-med track wasn’t right for her. She started taking more communication classes and eventually went on to receive a BA in Communications. One of her professors knew about the Health Communication graduate program at Emerson and suggested it to her as a natural next step. Stefanie realized the program was a perfect fit for her: She could use her strengths in communication and her interest

in medicine to realize her ultimate goal of helping people lead healthier lives.

When choosing a topic for the Applied Learning Experience, Stefanie was most interested in the areas of emergency preparedness, crisis communication, and injury prevention. In her initial search for a project, she found out about the Falls Prevention project led by the Massachusetts Department of Public Health (MDPH), Division of Violence and Injury Prevention. Falls are the leading cause of injury death for Americans over 65, and prevention is an extremely effective method of reducing fall rates. Thus, MDPH asked Stefanie to develop a social marketing campaign to reduce the rate of falls and fall-related injuries among Massachusetts's seniors.

The following diagram illustrates the components of Stefanie's ALE and the results of her project:



Stefanie's ALE preceptor was Lewis Howe, Emerson BA '87, who is the Injury Prevention Coordinator for the Massachusetts Department of Public Health. In that role, he is responsible for implementing a five-year federal grant from the Centers for Disease Control and Prevention (CDC), which mandates, in part, that states use effective social marketing techniques to educate high-risk populations about the dangers of unintentional injury.

For her ALE, Stefanie developed a comprehensive social marketing plan entitled "Keys to Independence" to enhance awareness and adoption of four specific preventative behaviors among the target audience. According to Howe, she "created a marketing campaign that is the envy of other states."

Stefanie will someday be known as the mother of falls prevention marketing."

Stefanie believes that the ALE was an exceptional capstone to the program and allowed her to not only apply everything she learned, but also to position herself competitively in the health communication job market. When she was interviewing at the National Institute for Occupational Safety and Health (NIOSH), a part of the CDC where she is now employed, she was able to show her real-life work instead of just talking about the skills she has. She says, "Choosing a project that you are passionate about and that matches your interests can give you that edge in the competitive job market."

"The Applied Learning Experience can best be summed up by the word 'real.' You are working on a real project for real people using real research to create a real product that has real impact."

LEWIS HOWE BA '87, ALE PRECEPTOR

Injury Prevention Coordinator, Massachusetts Department of Public Health



## WHO ARE WE LOOKING FOR?

The Health Communication program attracts students with an array of undergraduate degrees, from communication and biology to marketing and nursing. Some students come right from their undergraduate degree program and bring a fresh perspective to the field. Others have worked in marketing or

communication fields and decided to return to school to gain the knowledge necessary to excel in the health and communication industries. Because our program can be completed part-time, many students continue to work while enrolled in classes.



## A growing field with abundant career options.

Virtually all of our students find employment in the field within months of graduation. You may begin as a health communication “generalist,” doing soup-to-nuts communication planning for a nonprofit such as the American Heart Association. You might enter the corporate world in media relations for a biotech company. Or you might work as a health communication specialist for the Centers for Disease Control and Prevention. Like many of our graduates, you will have all that you need to be able to transition smoothly between for-profit and nonprofit organizations, as well as to advance quickly to senior positions.

- Health communication directors
- Marketing specialists
- Campaign strategists
- Health advocates
- Communication experts in hospitals, research facilities, HMOs and insurers, schools, media outlets, volunteer and government agencies, consulting and public relations firms, and pharmaceutical and biotech companies

### RECENT INTERNSHIPS AND EMPLOYERS

ABC News  
 AIDS Action Committee  
 American Cancer Society  
 American Heart Association  
 Arnold Worldwide  
 Assumption College  
 BlueCross BlueShield  
 Boston Health Commission  
 Cambridge Health Alliance  
 Centers for Disease Control and Prevention  
 Children’s Hospital Boston  
 CNN  
 Dana-Farber Cancer Institute  
 Genzyme

Harvard Center for Cancer Prevention  
 Health Dialog  
 Johnson & Johnson  
 March of Dimes  
 Massachusetts Eye and Ear Infirmary  
 The Medical Foundation  
 The National Institutes of Health  
 Pfizer  
 Planned Parenthood  
 Policy Studies Inc.  
 Porter Novelli  
 World Health Organization

# The Program

## MASTER OF ARTS IN HEALTH COMMUNICATION

### PROGRAM STRUCTURE

- 40 credit hours
- Four required Emerson College–Tufts University core courses
- Two additional required Emerson courses
- Four elective courses, which you may use to specialize in areas such as social marketing, public health advocacy, or health media (two courses of which may be taken at Tufts)
- Optional internship (may fulfill up to four credits of electives)

### EMERSON COLLEGE–TUFTS UNIVERSITY CORE REQUIREMENTS

Applications of Communication Theory to Health Communication  
Epidemiology and Biostatistics  
Introduction to Medicine  
Media Strategies for the Health Professional

### RESEARCH AND CAPSTONE REQUIREMENTS

Applied Learning Experience (ALE) for Health Communication  
Introduction to Research Methods

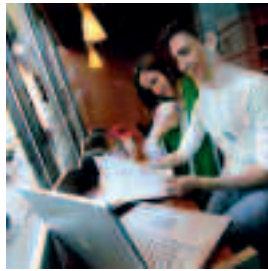
### EMERSON–TUFTS ELECTIVES

Consumer Behavior  
Crisis Communication  
Directed Study  
Entrepreneurship and Creative Problem Solving  
Ethical Issues in Health Communication  
Health Behavior and Health Communication  
Health Communities Online  
Health Care Organizations: Budgeting and Management  
Health Communication and the Web  
Interactive and e-Communication  
Internship in Health Communication

Leadership and Social Corporate Responsibility  
Marketing Management  
Negotiation and Group Process  
New Technologies in Health Communication  
Patient–Provider Interaction  
Public Health and Health Care: Politics, Policies, and Programs  
Race, Culture, and Ethnicity  
Social Marketing  
Strategic Communication and Leadership Development  
Strategic Planning and the Managerial Process  
Writing and Reporting Across the News Media

Choose

# Emerson



One of the few colleges in the world devoted entirely to communication and the arts, Emerson has helped mold inspired minds since it was founded in 1880.

## A PROFESSIONAL PATH

Emerson's graduate programs are designed based on the latest professional practices, technological advances, theories, and research within the ever-evolving communication and arts industries. Whether you aspire to write or publish novels, direct documentaries, introduce children to theater, manage strategic corporate and international marketing campaigns, develop health initiatives, report major news stories, or assist stroke patients with language recovery, we will help you accomplish your career goals. Emerson's ability to respond to today's communication challenges and adapt to an increasingly global world is the foundation of success for our graduates.

## A CREATIVE COMMUNITY

At Emerson, you will be surrounded by peers who are writers, artists, managers, analysts, producers, journalists, and healthcare professionals, and who, like you, have a desire to help shape the future of their fields. Encouraged by fellow students and graduates who are noted for supporting one another professionally and creatively, you will find the strength of Emerson's reputation holds across all professional circles. Small class size and close mentoring relationships with students allow Emerson's faculty, innovators in their fields, to share their unique perspectives.

## DEDICATION TO INNOVATION

Emerson maintains a deep commitment to helping you learn with the best technology possible. Our state-of-the-art facilities will provide you with a hands-on education and virtually limitless access to equipment on the cutting edge of innovation and advancement. You will master the techniques of effective communication by practicing them, so that when you embark on your career, you are equipped with the professional skills you need for success in your field.

## A CITY OF LIMITLESS OPPORTUNITY

Situated in the heart of Boston—an international hub of culture, media production, publishing, communication, commerce, and medical innovation—Emerson offers access to immeasurable resources. Our students frequently intern or work at world-renowned organizations throughout the city. But opportunity is not limited to Boston; it extends along the East Coast to New York City, Washington D.C., and Atlanta, where Emerson students and graduates are sought-after for their imagination, curiosity, and resourcefulness. The semester program at Emerson's L.A. Center lets you explore career opportunities in a city with unrivaled significance to the communication and entertainment industries.



# Choose Boston



Boston is one of the oldest and most historical cities in America. Founded in 1630, it has been called “the most European city in America.”

## A VIBRANT CULTURAL CENTER

Boston’s dynamic cultural life will satisfy even the most enthusiastic arts lover. Acclaimed theater productions stop here on their way to and from Broadway, and countless community theater companies call Boston home. A thriving music scene offers concerts by our own Boston Symphony Orchestra, world-renowned performers, and up and coming new talents. The city’s numerous and easily accessible museums, libraries, and cultural festivals guarantee that Bostonians stay entertained and informed year-round.

## SPORTS FANS UNITE

Boston is more than just a great city for art and music; it is also home to world champion sports teams and their legions of fans. Whether running in the Boston Marathon, cheering for the Red Sox from the stands of Fenway Park, playing softball on Boston Common, watching World Cup matches at a local pub, or sailing the Charles River, athletes and sports devotees of every kind find their place in Boston.

## “AMERICA’S BEST COLLEGE TOWN”

With 60 colleges and universities calling it home, Boston is an international hub of intellect. More than 250,000 undergraduate and graduate students reenergize the city each year, keeping Boston vibrant and fresh. Whether sampling the international cuisines of Chinatown and the North End or taking art classes at the MFA, students from around the world absorb Boston’s unique blend of local and global culture, and many find that the city is an education in itself.

## A REVOLUTIONARY HISTORY

Steeped in a rich history, Boston is the birthplace of the American Revolution as well as the home to many notable figures in American history, including Paul Revere, Henry David Thoreau, and John F. Kennedy. Celebrated landmarks and attractions, such as the Freedom Trail, Faneuil Hall, and the Black Heritage Trail, keep Boston rooted in American tradition while still moving forward as a center for commerce and innovation in the new millennium.

## BIG-TIME CITY, SMALL-TOWN FEEL

Nearly four million people live in its metropolitan area, but Boston itself is remarkably inviting and accessible. A walking city, Boston can be seen by foot or by taking the T—the oldest public transportation system in the United States. Charming historic neighborhoods, lively restaurants and shops, and the city’s 3,000 acres of parks are just blocks away from the sophisticated urban high-rises of Boston’s financial and business districts.



## HC 601

**Applications of Communication Theory for Health Communication**  
4 credits

Explores role of theory, research, and practice in health communication. Investigates provider-patient interaction, social support networks, medical ethics, mass media, and health promotion and disease prevention. Covers role of communication in health, including role communication plays in individuals' social and cultural expectations and beliefs about health, how such information influences people to think about health and effect behavioral change, and how communication may be used to redefine and change public health policy. Includes readings, projects, exams, and class interaction. (Fall)

## HC 602

**Media Strategies for the Health Professional**  
4 credits

Students develop an understanding of the strategic use of the media by health communicators in message development and communication strategy execution. Students also explore the ethical concerns of healthcare professionals who utilize the media. Students learn how to develop effective health communication campaigns that bring about behavioral change among target audiences and influence health policy issues at the local, state, national, and international level. In addition, students learn how to develop evaluation techniques for health communication strategies. (Spring)

## HC 603

**Research Methods**  
4 credits

This course is organized around the research process where students learn how to formulate a research question and define a research problem, decide upon a research design, assess data collection methods, define a sampling frame, determine types of data analyses, interpret data appropriately, and prepare a research report. Topics in both qualitative and quantitative research methods will be included. Further, students will gain an understanding of the importance of research in the development of health communication strategies. (Fall)

## HC 604

**Social Marketing**  
4 credits

Focuses on changing the voluntary behaviors of a society (e.g., smoking cessation, diet and exercise habits). Students learn how to apply marketing techniques and concepts to social contexts like preventive health, education, and politics. As part of their course requirements, students must complete a marketing audit of a nonprofit organization involved in social marketing. In addition, cases and exercises allow students to develop their skills and knowledge in this area. (Fall)

## HC 605

**Special Topics in Health Communication**  
4 credits

Occasionally courses will be offered that capitalize on trends in health communication or which address topics not covered in other courses in the program. This course may be repeated when topics vary. (Semester varies)

## HC 610

**Applied Learning Experience**  
4 credits

A capstone experience for students completing the Health Communication program. Students conduct research and develop and implement a communication plan to address the needs of a health-related organization in the Boston area. Projects may include the creation of training modules for health professionals, patient education, health information dissemination, policy advocacy, and the like. Students produce a final report. Prerequisites: HC 601, HC 602, HC 603, HCTU 1, HCTU 2. One of the five prerequisites can be taken concurrently with the ALE. (Spring)

## HC 630

**Social Marketing Institute**  
4 credits

Intensive one-week learning experience that brings together academics and professionals from a variety of disciplines to study how to use marketing principles and creative arts to influence change. Combines theory and practice. Participants work in teams on project with real-life client. (Summer)

## HC 630

**Internship in Health Communication**  
2-4 credits

This internship requires students to secure positions in organizations where they will be gaining experience in health communication. Students must meet with site supervisors and internship coordinators throughout their internships and complete reports regarding their experiences during and at the completion of their internships. All students must participate in a mandatory internship orientation the semester before the internship. This is through the Career Services Office. (To be arranged)

## HC 697

**Directed Study**  
2-4 credits

Can be used to complete independent projects in health communication. Students must collaborate with a full-time faculty member in the program on their study proposals. Proposals must identify learning objectives, learning outcomes, a justification for taking the directed study, design of instruction, and a bibliography. Proposals must be submitted by the end of the semester preceding the semester in which the students want to complete directed studies. Directed studies cannot be used to fulfill a course requirement that is offered by the program. Students must secure the commitment of a full-time faculty member and his/her signature along with the approvals and signatures of the Graduate Program Director and Chair of the Department of Communication Sciences and Disorders, respectively. (To be arranged)

## COURSES OFFERED THROUGH THE TUFTS UNIVERSITY SCHOOL OF MEDICINE

### MPH/HCOM 215

**Public Health and Health Care: Politics, Policies, and Programs**  
4 credits

An overview of the theory, organization, policies, politics, and practices that have shaped public health and health care services in the United States. Students learn about the forces that influence the substance and process of public health and health care delivery. They also are challenged to think about ways in which various stakeholders, including health professionals (clinical and administrative), commercial interests, governmental officials, and the public have come to interact in the evolution of public health and health care delivery systems. The issues of access, cost, quality, and health disparities are used to frame aspects of theory, policy, and practice as well as to help evidence some of the opportunities and challenges in the integration of public health and health care services. Finally, students are exposed to some quantitative and qualitative tools and methods used by practitioners in public health planning and in fostering community involvement. (Fall, Spring)

### MPH216

**Health Care Organizations: Budgeting and Management**  
4 credits

This course focuses on cost accounting and budgeting in health services, nonprofit financial statement preparation, and the formulation of strategic business plans within the context of economic health policy. Students learn managerial theory and practice pertaining to organizational behavior, information systems, personnel, resource allocation, consensus building and prioritization of goals, conflict resolution, and negotiation strategies. (Fall)

### HCOM502

**Epidemiology-Biostatistics: Reading and Interpreting the Medical Literature**  
4 credits

Lectures and small group exercises introduce students to the concepts and methods of epidemiology and biostatistics. The course is divided into two components. The initial component presents basic methods for measuring disease frequency and for quantifying relationships between determinants of health and medical and/or public health outcomes. Students are also provided with fundamental skills for the critical evaluation of biomedical and epidemiological literature. The second part of the course explores in detail the principles of epidemiological research design and their application to critical evaluation of the literature. (Spring)

## MPH/HCOM504

Introduction to Medicine  
4 credits

This course examines clinical medicine as it is practiced by physicians and other health care providers in Western countries. During the first half of the course, students are introduced to basic human physiology, pathophysiology, and the fundamentals of clinical medicine including history taking, the physical examination, diagnostic testing, and modern therapeutics. The second half of the course is designed to apply this information to the most prevalent diseases that plague the developed world. Issues pertaining to population medicine and public health, health promotion and disease prevention, behavioral influences on health, and alternative medicine are also covered in the context of applicable disease states. Encouraged for students lacking a background in human physiology, please consult advisor. (Fall/Spring)

## HCOM505

Ethical Issues in Health Communication  
2 credits

Provides a general introduction to ethical reasoning with a particular focus on and consideration for some health related issues that are relevant interest to health communication professionals. During the course students will utilize different branches of ethical conflicts in public health, consider the function of professional codes of conduct, and learn to think critically about ethical dilemmas in health communication. (Fall)

## HCOM506

Health Communities Online  
2 credits

Online health communities provide a means for patients and their families to learn about an illness, see and offer support, and connect with others in similar circumstances. They are supported by a variety of technologies and are hosted by patients, advocacy groups, medical organizations, and corporations. Online health communities raise difficult design challenges because of the wide variability of members' medical expertise, the severity of problems due to misinformation and the accompanying pervasiveness of problems around health literacy, and the members' need for emotional support relative to their health situation. The importance of online health communities is evidenced by the popularity, as well as the significant impact they have on the lives of their members. This course will explore current trends in online health communities, as well as discuss the design challenges and opportunities that they afford. (Fall)

## HCOM507

New Technologies in Health Communication  
½ credit

Students are introduced to the use of technologies to formulate effective strategies in health communication. They gain knowledge and skills in basic Internet and World Wide Web literacy, an introduction to web design, database searching, storage and retrieval, and advanced presentation graphic skills. Legal and ethical issues of new technologies are also covered.

## HCOM510

Patient-Provider Interaction  
4 credits

This course provides an overview of patient-provider interactions, surveying the field from initial conceptual communication models to the current development of participatory decision-making and examining the significant public health and policy implications. Various providers and their inter-relationships are included, and recent health care financing and regulatory influences are explored. Differences in provider and patient goals are analyzed and methods for analyzing patient-provider interactions and measuring patient satisfaction and quality are reviewed. Health disparities and the effects of age, gender, ethnicity, race, and class on interaction are examined; policy challenges are debated. Different types of encounters are explored—health promotion and risk communication, issues around dying and death, acute pain and trauma, and chronic pain and other disabilities. The public health significance and adverse effects of patient-provider interactions (decreased patient adherence, poor health outcomes, medical errors, and increased malpractice) are detailed and policy alternatives framed. Types of communication excellence are highlighted, and progressive improvements in interaction quality and effectiveness are examined. (Summer)

## HCOM522

Health Behavior & Health Communication:  
Theory to Practice  
4 credits

Provides an overview of the scientific basis for understanding human health behavior, the forces that shape and influence behavioral health policies, and the practical issues involved with implementing programs and policies to alter health behavior. Extensive use of faculty from the Boston area as well as media materials from current and past public health campaigns. (Fall/Spring)

## MPH/HCOM542

Race, Culture, and Ethnicity  
4 credits

This course examines the ideological, institutional, social, and professional dimensions of culture (including class, gender, and sexual orientation as facets of group and personal identity), race, and ethnicity and their effects on health status, research, planning, and service delivery. The roles of history, power, and the economy as they relate to societal inequality among diverse cultural groups and their influence on the current policies, institutional arrangements, service delivery models, and professional practices in health services are explored. Cultural competency is discussed and appropriate methods of practice are analyzed. (Fall)

## HCOM560

Health Communication and the Web  
2 credits

Explores the Web as a communication medium, including core principles of Web design, usability, and information architecture: how to analyze and build to specific audiences, the characteristics of effective Web content, the use and abuse of specific Web technologies, how to build sites to be search-engine friendly, and issues surrounding privacy and medical information on the Web. Students learn to use and evaluate technology from the viewpoint of the user of the site so they can make sound decisions when using the medium to communicate. (Summer)

**Timothy Edgar**

Graduate Program Director for the Health Communication Program and Associate Professor of Health Communication (2002); BA, Eastern Illinois University; MA, PhD, Purdue University.

Dr. Edgar's professional career has been devoted to conducting quantitative and qualitative health communication research on topics as diverse as HIV/AIDS, physical activity for adolescents, childhood and adult immunization, diabetes, epilepsy, and peptic ulcers. Prior to working at Emerson, Dr. Edgar was a Senior Study Director with Westat, a social science research firm in Rockville, Maryland. Dr. Edgar has also taught health communication and research methods at the University of Maryland, the University of Wisconsin, and The George Washington University. Dr. Edgar has published widely in professional journals such as the *Journal of Health Communication*, *Health Education Research*, and *Health Communication*, and he has contributed to edited volumes such as *The Handbook of Health Communication*. He also co-edited the book, *AIDS: A Communication Perspective*. Dr. Edgar currently serves on the editorial board of *Health Communication* and the *Journal of Health Communication*.

**William G. Anderson**

Executive-in-Residence (2001); BA, University of Washington; MBA, The Wharton School, University of Pennsylvania.

Mr. Anderson brings extensive, high-level experience to his teaching having worked in with such organizations as Welch; Currier; Curry; Anderson; Hill, Holliday; Connors; and Cosmopolis. He has worked on major advertising assignments for brands including Ameritech and Ocean Spray. At Emerson, Anderson collaborated to develop Marketing Finance for the IMC program and Financial and Strategic Context of Global Market Planning. His reputation for exceptional teaching has made his "Brands" classes very popular.

**Linda Gallant**

Assistant Professor of Communication Studies and Graduate Program Director (2007); BSJ, MA, Suffolk University; PhD, University of Nebraska at Lincoln.

Dr. Gallant investigates how web-based information and communication technologies can best facilitate human communication to advance social computing and media for personal use as well as internal and external corporate communication. She has publications in *Personal and Ubiquitous Computing*, *e-Service Journal*, *Qualitative Research Reports in Communication*, *DOXA Communication*, *First Monday*, *Management Communication Quarterly*, and *Academic Exchange Quarterly*.

**Phillip Glenn**

Associate Professor of Communication Studies (2001); BA, The University of Texas at Austin; MA, University of North Carolina at Greensboro; PhD, The University of Texas at Austin.

Dr. Glenn teaches courses in interpersonal communication, mediation, negotiation, conflict management, research methods, and language and social interaction. His research primarily concerns characterizing aspects of sequential organization on routine human interaction in casual and institutional settings.

**J. E. Hollingworth**

Associate Professor of Communication Studies (1963); BA, Dartmouth College; MA, Emerson College.

Mr. Hollingworth is a nationally known speaker, lecturer, and consultant in the public and private sectors. He is also on the staff of the Stanford Institute, the Division of Continuing Education at Harvard University, the New England Institute for Law Enforcement Management, and the WACUBO Fourth Year Program at the University of California, Santa Barbara.

**Julie C. Lellis**

Instructor-in-Marketing Communication (2007); BA, University of Richmond; MS, PhD (ABD), University of North Carolina at Chapel Hill.

Ms. Lellis brings experience teaching public relations issues and public relations writing enhanced by service learning practices in the classroom. Her award winning research writing is influenced by her training in rehabilitation psychology and counseling coupled with mass communication, and focuses on nonprofit communication about disability and chronic illness. She has worked in program development and clinical settings to aid adolescents. Her work has been presented at national and international conferences in public relations, mass media, and health communication.

**Tracy McLaughlin-Volpe**

Assistant Professor of Communication Sciences and Disorders (2007); BA, MA, Paedagogische Hochschule Heidelberg, Germany; PhD, State University of New York at Stony Brook.

Author, teacher, and lecturer, Dr. McLaughlin-Volpe's scholarship focuses on intergroup relationships and aspects of cross-group relationships. She has published in the *Psychological Bulletin*, the *European Review of Social Psychology*, and the *Journal of Personality and Social Psychology*, among others. Dr. McLaughlin-Volpe has received grants and support from the National Science Foundation and she has presented at numerous psychology conferences. Prior to joining the Emerson faculty, Dr. McLaughlin-Volpe held positions at Boston College and the University of Vermont.

**J. Gregory Payne**

Associate Professor of Communication Studies (1983); BA, MA, PhD, University of Illinois; MPA, Kennedy School of Government, Harvard University.

Dr. Payne is an author, speechwriter, and expert on political communication, ethics, and docudrama. His recent research publications include articles on ethics and the mass media, health communication, and political communication. He is the founding Director of the Emerson College Political Media Study Group, and has been the co-director of the Emerson Center on Ethics in Political and Health Communication. He is the author of *Tom Bradley: The Impossible Dream*, *Mayday: Kent State*, and the play *Kent State: A Requiem*. Dr. Payne is on the editorial boards of the *Quarterly Journal of Speech*, the *Journal of Health Communication*, and the *Southern Speech Journal*. He was the guest editor of the 1989, 1993, and 1997 special editions on political campaigns for the *American Behavioral Scientist*.

**Michael Weiler**

Associate Professor of Communication Studies (1989); BS, University of Utah; MA, PhD, University of Pittsburgh.

Dr. Weiler, formerly a member of the faculty at the University of Massachusetts Amherst, the University of Pittsburgh, and Baylor University, is an expert in argument, rhetoric, and political communication. His research has appeared in the *Journal of the American Forensic Association* and the *Quarterly Journal of Speech*, and he has co-authored a collection of essays on the rhetoric of Ronald Reagan.

**Richard West**

Chair and Professor of Communication Studies (2007); BS, MA, Illinois State University; PhD, Ohio University.

Dr. West is the (co)author of four books in multiple editions (*Perspectives on Family Communication*, *Introducing Communication Theory*, *Understanding Interpersonal Communication*, and *Gender and Communication*) and more than 30 articles and book chapters exploring classroom communication and personal relationships. Dr. West is also the co-editor of *The Family Communication Sourcebook*. Dr. West has received a number of awards and honors, including Outstanding Alumni Awards from both Illinois State University and Ohio University. He is currently the President of the Eastern Communication Association, the Director of the Educational Policies Board for the National Communication Association, sits on the Executive Council of the National Communication Association, and serves on six journal editorial boards in communication studies.

**Seounmi Han Youn**

Assistant Professor of Marketing Communication (2003); BS, MA, Korea University; PhD, University of Minnesota, Minneapolis.

Dr. Youn pursues a productive line of research focusing on the antecedents, correlates, and consequences of online consumer socialization among the young. In addition to presenting her work at national and international conferences, it has been featured in professional journals such as the *Journal of Advertising Research*, *Psychology and Marketing*, the *Journal of Interactive Advertising*, and the *Journal of Broadcasting and Electronic Media*. Dr. Youn's instruction in courses that deal with global applications and research methodology is enhanced by her industry experience with DongSeo Marketing Research in Seoul, Korea.

**Daniel Kempler**

Chair and Professor of Communication Sciences and Disorders (2002); BA, University of California, Berkeley; MA, PhD, University of California, Los Angeles. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Researcher, author, and teacher, Dr. Kempler is a specialist in acquired neurologically based communicative disorders in adults. His research covers the areas of aphasia, dementia, Parkinson's disease, aging, and culturally non-biased assessments. Dr. Kempler is the author or co-author of more than 100 scholarly articles, abstracts, chapters, books, and reviews, including presentations of his research at dozens of conferences nationally and internationally in the areas. His research has appeared in journals such as *Brain and Language*, *Aphasiology*, *Journal of the International Neuropsychological Society*, *Neuropsychology*, *Neuropsychiatry and Behavioral Neurology*, *Archives of Neurology*, and *Journal of Speech and Hearing Research*. He is author of the book *Neurocognitive Disorders in Aging*.

## TUFTS FACULTY

### Ylisabth (Libby) S. Bradshaw

Assistant Professor of Public Health & Family Medicine; MSc, London School of Economics, London School of Hygiene & Tropical Medicine; DO, College of Osteopathic Medicine and Surgery, Des Moines University.

In addition to teaching in patient-provider communication, Dr. Bradshaw has many years of clinical experience as an emergency physician and a family physician. Her primary research interests include injury control (of unintentional and intentional injuries), chronic pain, patient-provider interaction, health care policy, and medical education.

### Catherine Coleman

Adjunct Clinical Instructor of Public Health & Family Medicine; MA, Northeastern University.

Ms. Coleman, who teaches courses in new technologies and health communication, currently serves as Editor-in-Chief of ProCOR at the Lown Cardiovascular Research Foundation.

### Janet Forrester

Associate Professor of Public Health & Family Medicine; MSc, McGill University; PhD, Epidemiology and Biostatistics, McGill University.

Dr. Forrester, who teaches the required course in epidemiology and biostatistics for the Health Communication program, has research interests that include infectious disease and nutrition interactions and HIV and drug abuse.

### Sue Gallagher

Assistant Professor of Public Health & Family Medicine; MPH, Boston University.

Professor Gallagher is Director of the MS in Health Communication Program for the Tufts University School of Medicine and Concentration Leader for the MPH Health Communication Concentration at Tufts. Her primary research interests focus on addressing risk factors related to injury control. She has published in prestigious journals such as the *New England Journal of Medicine* and the *American Journal of Public Health*.

### Richard Glickman-Simon

Associate Professor of Public Health & Family Medicine; MD, Tufts University School of Medicine.

Dr. Glickman-Simon, who is a board-certified family physician, teaches the required course in Introduction to Clinical Medicine for the Health Communication program. His research interests include complementary and alternative medicine, preventative medicine, and health communication.

### Lisa Neal Gualtieri

Assistant Adjunct Clinical Professor of Public Health & Family Medicine; PhD, Harvard University.

Dr. Gualtieri has research interests in the use of new technologies to communicate messages about health, and she is Editor-in-Chief of *eLearn Magazine*. She teaches a course at Tufts on online health communities.

### Susan Koch-Weser

Assistant Professor of Public Health & Family Medicine; PhD, Harvard University.

Dr. Koch-Weser's research centers on the role of communication barriers and health disparities. She is interested in developing effective communication strategies to serve communities that for reasons of language, culture, or literacy level have not been able to take advantage of cancer prevention resources and information. Dr. Koch-Weser teaches courses in health behavior and survey research methods at Tufts.

### Cung Pham

Assistant Adjunct Clinical Professor of Public Health & Family Medicine; MD, University of California, Los Angeles; MPH, Tufts University School of Medicine.

Dr. Pham is a family practice physician who has practiced in both California and Massachusetts. He currently teaches the Introduction to Clinical Medicine course for the health communication students.

### Beth Rosenberg

Assistant Professor of Public Health & Family Medicine; MPH, Boston University; ScD, University of Massachusetts, Lowell.

Dr. Rosenberg's teaching and research interests include occupational and environmental health and public health improvements as social change. Her professional credits include serving as guest editor of a special issue of *New Solutions, A Journal of Environmental and Occupational Health Policy on Food, Work and Environment*.

### Shannon Sansonetti

Assistant Adjunct Clinical Professor of Public Health & Family Medicine; MA, Emerson College.

Ms. Sansonetti is an independent consultant who advises clients on health communication and social marketing initiatives. She previously served as a senior consultant for Policy Studies Inc., where she worked with state health departments on a variety of projects ranging from formative evaluation to full-scale social marketing campaigns. She teaches the Health Behavior and Health Communication course at Tufts.

## COLLEGE MISSION STATEMENT

Emerson College is committed to excellence in education for communication and the arts. Founded on the study of oratory and the performing arts, Emerson's distinctive undergraduate and graduate curricula have expanded. We continue to challenge students to think and express themselves with clarity, substance, and insight, instilling the highest professional standards through rigorous academic inquiry and experiential learning. Its specialized major and external programs are based in and integrated with the liberal arts and interdisciplinary study, and are informed by a set of core values: freedom of expression, diversity of perspective, cultural awareness, integrity, civility, and the responsibility of ethical choice.

Our mission is to inspire students to create and communicate with depth, honesty, courage, and passion, both as professionals in their fields and as informed and articulate participants in society.

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The Division of Graduate Studies offers graduate programs that educate individuals for thoughtful, productive leadership in the contemporary worlds of communication and performing arts, and supports the scholarly and artistic endeavors of Emerson's students and faculty. The Division recognizes the interdependence of theory and practice by combining rigorous intellectual inquiry with artistic, clinical, and professional practice in all graduate programs. Our goal is to prepare graduates who reflect critically on their work and understand the power of communication technologies, appreciate the diversity of human cultures, think globally, and practice the highest ethical standards in their professions.

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### GRADUATE PROGRAMS

#### School of the Arts

MFA in Creative Writing  
*Fiction, Nonfiction, Poetry*

MFA in Media Art

MA in Publishing and Writing  
*Book, Magazine, Electronic*

MA in Theatre Education  
*Theatre Teacher Education,  
Theatre and Community,  
Theatre Education PhD Preparation*

#### School of Communication

MA in Communication Management

MS in Communication Disorders

MA in Global Marketing  
Communication and Advertising

MA in Health Communication

MA in Integrated Marketing  
Communication

MA in Journalism  
*Broadcast, Print and Multimedia*

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