Advocates for Public Health
Fall 2017 DeCal

Public Health 198
Units: 2, P/NP
Meetings: Tuesdays 7 - 8 pm, 179 Dwinelle
Website: thepublichealthadvocate.wordpress.com
Email: publichealthadvocate@gmail.com

Begin: September 5th, 2017
End: November 28th, 2017

Instructors: Elizabeth Li (elizabethli@berkeley.edu)
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Course Description
In close collaboration with the University of California, Berkeley School of Public Health and the Undergraduate Public Health Coalition, The Public Health Advocate is a publication that focuses on bringing about public health awareness within the local and national community. It was the nation’s first undergraduate public health publication. Issues are made available to the campus community biannually and are distributed locally upon request. All issues of the publication are currently preserved in the UC Berkeley Archives.

This course will focus on guiding students through the writing, editing, and publication process. It will also work to equip students with the knowledge and expertise necessary in order to pursue a career in journalism or research in the future, though no long-term intent to work in journalism or research is necessary to participate in the course. Through the process of writing, publishing, hearing short talks in class regarding various journalism topics, and attending occasional guest lectures, students will gain deeper insight and guidance regarding the ways in which public health can inform journalism as well as the ways journalism can strengthen the field of public health.

Key Learning Outcomes
We hope that students will take away the following:

- Understanding of the writing process and development of strengths in journalistic writing
- Increased engagement with UC Berkeley’s research initiatives at various levels through research, interviews, and writing
- Develop further awareness, understanding, and passion for public health issues
Class Readings
All class readings will be posted on bCourses as links or PDF files. Readings may be added throughout the semester, and students are responsible for checking bCourses regularly for announcements and updates.

Class Positions and Requirements
There are two different roles available, and at the start of the course, all enrolled students will choose a role to take on and commit to for the duration of the semester. No switching will be permitted after the first week of class in order to maintain consistent grading for all students. The class does not need to be evenly split into two groups, as there should be about one copy editor per three to five contributing writers, but if the numbers end up varying from this we will accommodate by distributing the teams differently.

Contributing Writers are responsible for generating content for our publication. They may choose to write either online or print articles or a combination of both. Online articles are around 500 words in length and require 2 rounds of editing, whereas print articles are more in-depth analyses or investigations and are around 800 words in length. Print articles require 3 rounds of editing. For each article, writers are expected to submit a pitch in advance of staff meetings, and have it approved by the editorial board during the meeting, then submit first, second, and final drafts on time according to the publishing schedule. Writers may also choose to contribute to the design and layout of their articles.

Copy Editors are responsible for overseeing a team of writers and providing qualitative feedback on pitches and drafts during staff meetings, as well as making written edits on first and second drafts. They are expected to maintain consistent and timely communication with their assigned writers throughout the publishing process, and adhere to the PHA style guide. They serve as a resource for the writers as well, and work in tandem with managing editors to help with content and other questions from writers. Editors may also choose to edit either online or print articles or a combination of both. Again, Online articles are around 500 words in length and require 2 rounds of editing, whereas print articles are around 800 words in length and require 3 rounds of editing.

Grading Policy
Your grade for this class will be determined on a Satisfactory/Unsatisfactory (P/NP) scale. To pass the course, students must earn a grade higher than 75%. Grades will be determined based on the completion of the following requirements:

Writing/Editing Assignments (60%)
- Writers (either three online articles or one online and one print article, in which the print article will be twice the work effort as the online article)
  - Pitches (10%)
  - First Drafts (15%)
  - Second Drafts (15%)
  - Final Drafts (20%)
- Copy Editors (either three online articles or one online and one print article, in which the print article will be twice the work effort as the online article)
- In-meeting pitch feedback (10%)
- First draft edits (25%)
- Second draft edits (25%)

### Attendance & Participation (40%)
Each member will be expected to attend course meetings for one hour every week. Only one unexcused absence will be accepted. Absences will only count as excused if they are emailed in and approved in advance of the meeting. Tardies (10 minutes late or more after Berkeley time) count as one third of an unexcused absence.

### Office Hours
Office hours are by appointment only, and can be made by emailing elizabethli@berkeley.edu.

### Semester Schedule and Reading List

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<tr>
<th>Week</th>
<th>Topic &amp; Description</th>
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| Week 1        | **Class Introduction**  
Course overview, instructor introductions  
Publishing cycles and timing, responsibilities  
Assign pitches for following week  
**Assignment:**  
All: Review past PHA articles to get a feel for the style and format of the publication.  
Writers: Prepare pitches to present at next class meeting. |
| Week 2        | **Pitches**  
Assign teams and have writers present pitches to editors  
**Basics of Writing**  
Publishing cycles and timing, responsibilities  
Assign pitches for next week  
**Guest Speakers:** Alumni from the Public Health Advocate to share their experiences.  
**Assignment:**  
Writers: Begin writing article, reach out for interviews/survey collection. |
| Week 3        | **Debunking Misconceptions in Public Health**  
An exploration of how journalism in the health and medical field can be a powerful educational tool for the general public, especially as it pertains to common misconceptions in the field.  
**Reading:**  
*Five Misconceptions about Genomics*  
**Assignment:**  
Writers: Write first draft of article. |
| Week 4  
(September 26th) | **Exposing Medical Research and its Secrets**  
A look at science and medical research, what is published and what isn’t, and how that impacts health education and knowledge.  
**Guest Speaker:** Professor from UC Berkeley conducting medical research  
**Reading:**  
*Dark Side of Medical Research*  
**Assignment:**  
Writers: Implement copy editors’ first round of changes and suggestions.  
Copy Editors: Complete first round of editing writers’ articles. |
|---|---|
| Week 5  
(October 3rd) | **Politics of Public Health Journalism**  
Exploring ways in which public health information disseminated in the media is biased by political interests, and often filtered to fill political agendas.  
**Reading:**  
*Cancer Patient Defends ObamaCare Criticism*  
*Fact Check: Trumps Critiques of the ACA*  
**Assignment:**  
Writers: Implement copy editors’ second round of changes and suggestions.  
Copy Editors: Complete second round of editing writers’ articles. |
| Week 6  
(October 10th) | **Fake News in Public Health Reporting**  
False or misinformed reporting on diseases and public health can impact public knowledge of health world. How do we fight the spread of false information?  
**Reading:**  
*Revealed: How dangerous fake health news conquered Facebook*  
*The very real consequences of fake news stories and why your brain can’t ignore them*  
**Assignment:**  
Writers: Prepare pitches to present at next class meeting. |
| Week 7  
(October 17th) | **Academic Journalism**  
How to make information accessible to people from all different academic backgrounds and get them to truly care about issues in health, medicine, science, and policy.  
**Reading:**  
*Good stories prove their relevance to the audience*  
*Journalists Must Make the Significant Interesting and Relevant*  
**Assignment:**  
Writers: Begin writing article, reach out for interviews/survey collection. |
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<th>Week 8  (October 24th)</th>
<th>Ethics in Public Health Journalism</th>
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<td>Looking at the ethics behind writing about and researching health-related topics, from conducting interviews to working with confidential information.</td>
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| **Assignment:**       | Writers: Write first draft of article.  
                        Copy editors: Assist writers with any questions they have. |

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<th>Week 9  (October 31st)</th>
<th>Investigative Journalism in Public Health</th>
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<td>Students will learn about how prominent investigative stories in the public health field have led to exposure, education, and change in the healthcare system. They will also learn skills to seek out their own in-depth stories and report on their findings.</td>
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<td><strong>Reading:</strong></td>
<td>Investigative Reporting as a Public Health Research Method</td>
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<td>Find an example of an investigative article in past issues of the Public Health Advocate and read it. Come to class next week ready to share your thoughts.</td>
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| **Assignment:**       | Writers: Implement copy editors’ first round of changes and suggestions.  
                        Copy Editors: Complete first round of editing writers’ articles. |

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<th>Week 10 (November 7th)</th>
<th>Scientific Literacy</th>
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<td>Students will learn about the importance of reading journal papers in science and medicine, how to conduct and understand that research, as well as how to apply their research to their own writing.</td>
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| **Reading:**          | Scientific Literacy: It's Not (Just) About The Facts  
                        Why is Science Literacy so Important? |
| **Assignment:**       | Writers: Implement copy editors’ second round of changes and suggestions.  
                        Copy Editors: Complete second round of editing writers’ articles. |

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<th>Week 11 (November 14th)</th>
<th>Continuing a Career in Journalism and Public Health</th>
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<td><strong>Guest Speakers:</strong></td>
<td>Discussion with Journalism professor (Tom Goldstein?) and Public Health professor (Lisa Barcellos?)</td>
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<td><strong>Reading:</strong></td>
<td>Medical journalism – a career move?</td>
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<td><strong>Assignment:</strong></td>
<td>Course reflection paper (to be assigned in class)</td>
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Attendance Policy
Class begins on “Berkeley Time” which means exactly 10 minutes after the designated official time. Attendance is a crucial part of this program and might be taken at either the beginning or end of the class. As a result, coming to class late or leaving early may be penalized.

Unexcused Absences - Students are allowed a maximum of one unexcused absence. If for some reason, you are unable to attend a lecture because of extenuating circumstances, alert the facilitator as soon as possible to avoid consequences - more than one unexcused absence results in an automatic No Pass of the course.

Excused Absences - Absences may be excused for any reason if coordinators are notified 24 hours before the start of class. Exceptions include: medical or family emergencies, or any extenuating circumstances, as discussed with the course facilitators. Two excused absences are equivalent to one unexcused absence.

Academic Conduct
Students are expected to act responsibly and honestly in completing all coursework. Cheating, plagiarism, fabrication or falsification of data, and other forms of academic dishonesty are considered serious offenses; the resulting disciplinary penalties may include a failing grade for the class, and possibly suspension from the university.

Never: (1) turn in an assignment that you did not write yourself; (2) turn in an assignment for this class that you previously turned in for another class; (3) falsify or misrepresent information for a term project; or (4) present material from another source as your own writing or work in a term project report.

Policy on Plagiarism
The University’s Library website provides information on using complete and proper citations for your assignments. You can visit the site for citation guidelines (see below). It also provides an important reminder about plagiarism: “Plagiarism is a form of academic dishonesty, violating the Berkeley Campus Code of Student Conduct. The campus issues a guide to understanding plagiarism, which states:
‘Plagiarism means using another's work without giving credit. You must put others' words in quotation marks and cite your source(s). Citation must also be given when using others' ideas, even when those ideas are paraphrased into your own words.’

Plagiarism is a serious violation of academic and student conduct rules and is punishable with a failing grade and possibly more severe action.”

More information is available at following University websites:
Accommodations
Please reach out to the course facilitators if you require disability-related accommodations. We’re here to support you and will work with you to address your needs.

Mental Health
If you are experiencing stress, anxiety, or other forms of distress during the semester, there are many resources available to you.

All registered Berkeley students are eligible to use Counseling Psychological Services. You do not have to purchase the Student Health Insurance Plan to use these services. The first five counseling sessions are free for registered Berkeley students. Counselors can provide support in academic success, life management, career and life planning, and personal growth and development.

UC Berkeley, Counseling Psychological Services:
- Please call (510) 642-9494 or stop by the office on the 3rd floor of the Tang Center to make an appointment with a counselor
- Drop-in counseling for emergencies: Monday - Friday, 10:00AM - 5:00PM
- After hours counseling: In the case of emergencies at night or on weekends, call (855) 817-5667 for free assistance and referrals - request to speak with a counselor
- For emergency support: Call UCPD 911 or (510) 642-3333

24 Hour Crisis Hotlines:
- Crisis Text Line: Text BAY to 741741
- National Crisis Help Line: Call 1-800-273-TALK
- Alameda County Crisis Line: (offers confidentiality, TDD services for deaf and hearing-impaired callers and translation in 140 languages) Call 1-800-309-2131
- National HopeLine Network: Call 1-800-SUICIDE