

M19-570 Communicating Research Findings to the Media and Lay Audiences (1 credit)

Winter 2020 (01/6/20 – 1/10/20)
Monday-Friday, 8:00 to 12:00 pm
Location: Taylor Avenue Building
2nd floor, Martha Eliot Conference Room (#2129)

INSTRUCTOR

Kelly Oman, PhD, Media/Marketing Administrator, Division of Public Health Sciences

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OFFICE HOURS

By appointment

COURSE DESCRIPTION & OBJECTIVES

Understanding how to communicate research findings and key messages to the media and lay audience is necessary for clinicians and researchers. This one-credit-hour course will address the different mediums that can be used to disseminate research, some of the barriers to dissemination, and tips for working with the media. Course discussion and activities will also analyze current media training at Washington University School of Medicine. Participants will leave this week long course with the skills, techniques, and confidence needed to give successful, engaging interviews and presentations related to their professional research. Participants will learn how to prepare for interviews, tips for during the interview, and follow up questions for multiple interview formats (television, radio, telephone, etc.), and will be critiqued on media training skills.

This class is *pass/fail only*. Evaluation will be based on participation and completed assignments. Evaluation will also consider how well the student has learned material and grown when giving mock interviews. Course work will include class assignments, activities and discussion, guest speakers, and presentations.

COMPETENCIES

1. Develop an understanding of the relationship between reporter and clinician, including the motivation and expectations of the reporter. Know the reporter's purpose and goal in disseminating research findings.
2. Understand and demonstrate the basic skill set needed for successful interviews, including both nonverbal (body language, hand gestures, eye contact, etc.) and verbal communication (inflection, pitch, pace, etc.) techniques.
3. Be able to identify and show improvement of media techniques, including reinforcing key messages, handling off-topic and/or negative questions, and more. Learn to give engaging interviews in multiple media formats.
4. Understand the importance of communicating research findings to a general audience using lay language including dissemination through social media outlets. Demonstrate the ability to use lay language for complex research findings.
5. Understand and know how to utilize resources provided at academic institutions, such as media public relations staff.

GRADING

This class is *pass/fail only*. Evaluation will be based on participation and completed assignments. Evaluation will also consider how well the student has learned material and grown when giving mock interviews. Course work will include class assignments, activities and discussion, guest speakers, and presentations.

ATTENDANCE AND PARTICIPATION

Class attendance is required. As a courtesy to other students, you are expected to arrive on time. More than two unexcused absences from class may result in a lowered grade. Readings assigned for each class should be read ahead of the class and students should be prepared to discuss the material from readings.

POLICY ON LATE ASSIGNMENTS

Late assignments will result in a deduction of one grade point (A+ down to A) for each day late (including weekends) unless prior approval is obtained from the instructor or a compelling situation prevents prior approval (i.e. documented health issues or family emergencies).

Course Schedule:

Date	Topic
Monday, Jan. 6 8 a.m. – 12 p.m.	<p><i>Why Media Training, and Developing Your Media Strategy (tips and tricks of the trade)</i></p> <p>Note: Please come to class prepared with two medical/health research topics to use throughout the course in mock interviews and exercises.</p> <p>Homework: Read/skim <i>Escape from the Ivory Tower</i> chs 8-10; Assignment #1</p>
Tuesday, Jan. 7 8 a.m. – 12 p.m.	<p><i>Effective, Engaging Verbal and Nonverbal Communication and Working with Media Relations</i></p> <p>10 a.m.: Guest Lecture: TBD</p> <p>Homework: Read/skim <i>Escape</i> chs 11-13; Assignment #2</p>
Wednesday, Jan. 8 8 a.m. – 12 p.m.	<p><i>The Entrepreneurial Researcher: Podcasts, Blogs, Youtube</i></p> <p>Homework: Assignment #3</p>
Thursday, Jan. 9 8 a.m. – 12 p.m.	<p><i>Social Media and Communicating beyond the Journal Article</i></p> <p>9 a.m.: Guest Lecture: TBD</p> <p>Homework: Write and memorize talking points for 1-2 minute on-camera interview</p>
Friday, Jan. 10 8 a.m. – 12 p.m.	<p>Final Exercise: <i>On-camera interviews</i></p> <p>Class Discussion: “The Media is Ruining Science”</p> <p>Course Questions and Evaluations</p>

DROP DATES

You may drop for any reason during the course of the semester. However, you may only receive a partial or no tuition reimbursement depending upon how far into the semester you drop the course. See the [MPHS Student Handbook](#). Late withdrawals will appear on your transcript as a withdrawal.

MPHS Academic Policy Guidelines:

Guidelines regarding MPHS course registration and enrollment, grades, tuition obligation, and academic leave are consolidated in the [MPHS Student Handbook](#). Please review this document.

MPHS Guidelines for Academic and Non-Academic Transgressions:

By registering for this course you have agreed to the terms of the **MPHS Academic Integrity Policy, outlined below and in more detail in the [MPHS Student Handbook](#)**. Please review this policy before submitting your first graded assignment.

Academic Integrity/Plagiarism Policy:

- Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. Academic dishonesty includes plagiarism (the use of someone else's ideas, statements, or approaches without proper citation). Academic dishonesty also includes copying information from another student, submitting work from a previous class for a new grade without prior approval from your instructor, cheating on exams, etc. You are responsible for reviewing [WashU's academic integrity resources](#) to become aware of all the actions that constitute academic dishonesty.
- All instances of academic dishonesty will be reported to the Office of the Registrar for investigation and potential disciplinary action. In addition, the instructor will make an independent decision about the student's grade on any assignment in question. The MPHS process regarding academic dishonesty is described in the [MPHS Student Handbook](#)

DISABILITY RESOURCES

It is the goal of Washington University to assist students with disabilities in removing the barriers their disabilities may pose and provide support in facing the challenge of pursuing an education at Washington University.

Washington University recognizes and accepts its professional, legal and moral responsibility to avoid discrimination in the acceptance and education of qualified students with disabilities and to provide reasonable accommodations to such students consistent with the principles embodied in the law. These guidelines apply to students seeking admittance as well as to those who become disabled while they are enrolled.

Washington University makes every effort to insure that all qualified applicants and students can participate in and take full advantage of all programs and opportunities offered within the university. Washington University encourages and gives full consideration to all applicants for admission. Washington University does not discriminate in access to its programs and activities on the basis of age, sex, sexual orientation, race, disability, religion, color or national origin.

To learn more about services provided to students with disabilities, initiate the process of formal documentation and/or to arrange for accommodations, please review the [Disability Resources](#) for the Med School at the start of the course.

MENTAL HEALTH RESOURCES

Mental Health Services' professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about

friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth.

SEXUAL ASSAULT RESOURCES

You can also speak confidentially and learn about available resources by contacting [Dr. Gladys Smith, PhD](#), Sexual Violence Prevention Therapist and Licensed Psychologist at the Medical Campus, (314) 362-2404. Additionally, you can report incidents to the Office of Student Affairs or by contacting WUSM Protective Services 314-362-4357 or your local law enforcement agency.

BIAS RESOURCES

The University has a process through which students and staff who have experienced or witnessed bias, prejudice or discrimination against a student can report their experiences to the University's Bias Report and Support System (BRSS) team. For details see: diversityinclusion.wustl.edu/brss/.

Office of the Associate Vice Chancellor for Diversity, Equity and Inclusion (DEI)

The DEI Training Team designs, facilitates and leads diversity education programming for faculty, staff and students on a wide range of topics including: creating a climate of respect, the value of diversity and the role of biases in our day-to-day lives.

diversity.med.wustl.edu/training/

The Office of Diversity Programs promotes diversity among and prepares medical students to lead in a global society. A priority for the Office of Diversity Programs is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities.

mddiversity.wustl.edu/

The Diversity and Inclusion Student Council promotes an inclusive campus environment for all School of Medicine students.

sites.wustl.edu/disc/

The Office for International Students and Scholars embraces the university's mission of welcoming promising students from around the world.

wumma.wustl.edu/