**Global Health Storytelling**

**Instructors:**

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**Meeting Time:** TBD  **Meeting Place:** COM tech lab TBD

**Credits:** 4  **Prerequisite:** N/A

**Course Description**

Global Health Storytelling interdisciplinary class for journalism and public health students who have a passionate interest in crafting rich, nuanced narratives that tell compelling stories about global health for a broad audience. This is a class for public health students who want to communicate public health science, practice, and policies in the style of an Atlantic Monthly article, a New York Times feature, or an NPR audio story. Likewise, it is a class for journalism or other communication-focused students interested in building public health knowledge. Students will learn from global health and journalism professors, guest speakers, and one another through class-room based instruction and individual reporting projects.

We define global health broadly to encompass the health of vulnerable populations living in low and middle-income countries as well as the US and other high-income countries. Students will complete original reporting projects based in Boston or MA but with a local and global focus. High quality student work will be featured on COM and SPH websites and social media and COM and SPH students who take this course will be eligible to apply for the prestigious BU Pulitzer Center on Crisis Reporting Student Fellowship and Public Health Post Fellowships.

**Pedagogical Approach**

This class will take place at the intersection where journalism and global public health meet. Our disciplines have much in common, but also a long history of conflict and misunderstanding. We will explore the ways in which the missions and methods of public health and journalism complement and need one another, but also clash. Students will:

* Analyze scientific evidence, policy analysis, long-from magazine journalism, photojournalism, and radio narrative;
* Interview experts and individuals whose lives are affected by HIV, addiction, and mental illness
* Craft informative and moving stories around compelling characters, complex contexts, accurate background facts, and scientific evidence;
* Produce original multi-media stories about HIV, addiction, and mental health that draw on new reporting, scientific evidence, and reliable sources for demographic statistics and other public health background information.

Class time will include: brief lectures by instructors; expert guest speakers; large and small group discussion, audio-visual technical training; debriefing about reporting experiences; troubleshooting reporting, technical, and editorial challenges; and peer review and revision. Class discussion, exercises, and assignments will build on these core themes and skills over the course of the semester. The course is broken up into thematic segments in which students will be exposed to reporting and scientific publications first on HIV, then addiction, then mental health. Sessions within these segments will return to and build on earlier conversations about identifying characters, developing story arcs, and balancing the tensions between giving voice to subjects and exploitation, writing creatively but avoiding sensationalism.

Students will receive just-in-time technical training in each session to prepare them for field reporting and each session will include debrief and troubleshooting sessions. Over the course of the semester we will bring in journalists, photographers, public health professionals, and researchers to discuss their work and career paths.

**Course Goals**

By the end of this course, students will be able to:

* Explain how public health and journalism complement each other and sources of tension;
* Articulate the difference between topics, policies, stories, characters, advocacy, marketing, technical writing, and narrative journalism;
* Adhere to standards of ethical journalism
* Explain the core tenets of scientific research ethics
* Find compelling characters and craft narrative arcs;
* Find and use relevant background information and scientific evidence;
* Find and interview experts and members of the public under tight deadlines;
* Use audiovisual equipment to capture interviews and scenes;
* Create compelling mixed media narratives that combine written text with audio-visual narratives.

**Required Reading/Listening**

* [*Global Health Now: Essential News and Views in Global Health*](https://www.globalhealthnow.org/)*:* Subscribe to and read this daily newsletter and linked stories curated by Johns Hopkins Bloomberg School of Public Health
* [*NPR Goats & Soda: Stories of Life in a Changing World*:](http://www.npr.org/sections/goatsandsoda/) Subscribe and listen/read daily for duration of class. They post 1-3 brief stories per day.
* [*Telling True Stories: A Nonfiction Writers' Guide*](https://www.amazon.com/Telling-True-Stories-Nonfiction-Foundation/dp/0452287553) edited by Mark Kramer and Wendy Call, 2007.
* [*Spillover: Animal Infections and the Next Human Pandemic*](https://www.amazon.com/Spillover-Animal-Infections-Human-Pandemic/dp/0393346617/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1501806310&sr=1-1&keywords=spillover) *by David Quammen, 2012.*
* [*And the Band Played On: People, Politics, and the AIDS Epidemic*](https://www.amazon.com/s/ref%3Dsr_1_4_hso_sc_smartcategory_1?sf=fr&rh=n%3A283155%2Ck%3Aand+the+band+played+on&keywords=and+the+band+played+on&ie=UTF8&qid=1501876224&sr=8-4-acs) by Randy Shiltz. 1987.

Links to other required texts and useful resources are provided below and on Blackboard Learn

**Recommended Reading**

* [*Reality Radio: Telling True Stories in Sound*](https://www.amazon.com/Reality-Radio-Documentary-association-University/dp/0807871028/ref%3Dsr_1_1?ie=UTF8&qid=1501807764&sr=8-1&keywords=reality+radio) by John Biewen, 2010
* [*The Elements of Journalism: What News People Should Know and People Should Expect*](https://www.amazon.com/Elements-Journalism-Newspeople-Completely-Updated/dp/0307346706) by Bill Kovach and Tom Rosenstiel, 2001

**Course Assignments and Engagement**

You will be assessed based on four multi-media assignments and your in-person and social media participation. Detailed instructions and assessment rubrics are available on Blackboard Learn.

*Assignment 1:* Creating a Sound Scene: Sonic ID or Audio Postcard = 5% (1-2 minutes)

 Due week 3

*Assignment 2:* Audio Slide Show based in HIV reporting = 15% (4-5 minutes)

 Draft due week 5

 Final due week 6

*Assignment 3:* Audio Slide Show with text based on addiction reporting = 20% (4-5 minutes + written text)

 Draft due week 9

 Final due week 10

*Assignment 4*: Long-form magazine article on mental health with photos = 30% (1000-1500 words + 3 photos)

Draft due week 13

 Final due week 14

**(**Assignments 2-4 should place local reporting within global context)

*Online engagement* = 15%

You are expected to post to the class Twitter feed and Facebook page at least 5 times per week. You can share articles and/or commentary. You will be graded on the frequency of your posts and level of engagement in the online conversation. The key here is to engage actively with your peers and with public health science and journalism you are encountering.

*In-class participation* = 15%

You are expected to attend every class, meet all deadlines, and participated in class exercises, reporting debrief and troubleshooting discussions, and peer review.

**Deadlines & Grading**

Late assignments will not be accepted. Journalism is a deadline-driven profession; therefore, all deadline are hard. If you can’t meet deadlines, this isn’t the class for you.

You have the option of revising and resubmitting any project that you PASSED IN ON TIME, which you have tweaked or overhauled completely to try for a better grade. No promises that the grade will improve, but it’s always worth trying. Journalism and all good writing or creatie endeavor is an iterative multi-draft process.

* A = ready for publication. Reporting and research are thorough. Writing is “tight, bright and right”. The audio is of the highest quality. The story has a beginning, middle and end. Each element (ax, trax, ambi) adds something to the story and advances it. The edits and mix are flawless.
* B = good work, but would require some editorial and/or production tweaking before it could be published
* C = average work, requiring major revisions
* D = barely passable, and needs to be re-done
* F = hopeless, start over from scratch with a new story

**Projects will be evaluated with three grades: The “Pitch”, The Script, and The Final Product.**

**The Pitch** should be a fleshed out, researched concept of what the story will involve:

* who are the CHARACTERS who can bring the issue to life? precisely who will you interview?
* what will the SOUND SCENE be? where does the action take place?
* and answers the question: why should I care (i.e. pay you for this story)? why is it important? what special expertise, access can you bring to the table?

**The Script** should be “tight, bright and right” — accurate, succinct, clever, and balanced with characters, stakeholders and/or experts from a variety of viewpoints. It should **reveal** something deeper, universal, not just covering a typical news event. Ask why, why, why???

**The Final Product** should be seamless. Each element should add to the story and move it forward. Audio **levels** need to be even (-12 and -20) and fades need to be employed where appropriate. Written narratives should be clear, concise, easy to follow, informative, error-free, and a pleasure to read. The finished mix should be submitted to Blackboard Learn BEFORE CLASS

**Session Schedule**

**Week 1: Intersection where global public health meets journalism**

This session will provide an introduction to the fields of global public health and journalism. We will talk about the goals shared by each discipline, the ways they complement one another, how they differ, and why they often collide. This conversation will touch on goals of each profession, methods, ethics, and outcomes. Students will also receive a quick bootcamp lesson in conducting and recording interviews on a smart phone.

Learning Objectives:

By the end of this session students will be able to:

* Define global public health and journalism
* Describe goals, output, similarities and sources of tension between the two professions
* Explain how journalism can contribute to the goals of improving population health
* Explain the difference between a story and a topic
* Conduct and record interviews

Reading/Viewing:

* Joanne Silberner and Paul Nevin. [Global Health Journalism: A Powerful Tool for MPH Students](http://pulitzercenter.org/education/global-health-journalism-powerful-tool-mph-students). Puliizer Center Education Resource. April 2016.
* Balfour J, et al. [Interventions for healthcare providers to improve treatment and prevention of female genital mutilation: a systematic review](https://www-ncbi-nlm-nih-gov.ezproxy.bu.edu/pubmed/27542732). BMC Health Services Research. 2016 Aug 19;16(1):409.
* Robin Wright. [Female Genital Mutilation—The Numbers Keep Rising.](Female%20Genital%20Mutilation%E2%80%94The%20Numbers%20Keep%20Rising.) The New Yorker. Feb 16, 2016.
* Kateri Donahoe. [Female Genital Cutting in Mali: Portrait of a Traditional Practitioner.](http://pulitzercenter.org/reporting/female-genital-cutting-mali-portrait-traditional-practitioner) Pulitzer Center Untold Stories. May 18, 2016.
* Kateri Donahoe. [Why Malians Must Forge Anti-FGM Feeling Themselves](https://www.theguardian.com/society/2016/apr/05/why-malians-must-forge-anti-fgm-feeling-themselves). The Guardian. April 5, 2016.

Exercise: Students will work in groups to analyze the key components, messages, and narrative styles of a scientific article and two journalism stories focused on female genital cutting.

Homework: Finding a story behind Dean Galea’s analysis of health disparities by MBTA stop. Visit a T stop to interview a passerby about health in that neighborhood, observe the neighborhood and people passing through. Interview one expert on health and well-being in that neighborhood.

**Week 2: Turning Health and Science Evidence into a Detective Story**

This session will introduce students to the differences between different genres of public health writing and journalism, the differences between a story and a topic, and arc of a detective story. We will also elaborate on the distinctions between the methods, ethics, outcomes of science, advocacy, marketing, and journalism. Examples of different types of writing will be analyzed in class and distinctions will be debated.

Learning Objectives:

By the end of this session students will be able to:

* Articulate narrative arc of a story
* Analyze character development
* Extract key evidence from research articles around which to frame a story
* Edit photos, interviews, and ambient sound into a 1 minute sound post card.

Exercise: Students will debrief about how their interviews went and will work in groups to frame stories from their interactions and observations. They will receive training on how to create a sound postcard.

Readings:

* Sandro Galea. [Health Inequalities in Boston by T-Stops: A Pictorial Essay](http://www.bu.edu/sph/2015/03/29/health-of-a-city-health-inequalities-in-boston-by-t-stops-a-pictorial-essay/)**.** March 29, 2015
* David Quamman . Sections on Hendra & Thirteen Gorillas in *Spillover*, 2012.
* Plowright RK, et al. [Ecological dynamics of emerging bat virus spillover](https://www-ncbi-nlm-nih-gov.ezproxy.bu.edu/pubmed/25392474). Proc Biol Sci. 2015 Jan 7;282(1798):20142124.

Homework: Complete sound postcards and submit online before session 3

**Week 3: Introduction to Reporting on HIV**

This session will focus on the nuanced differences in how journalists, public health researchers and other professionals define ethical practice. We will review the history of the Tuskegee syphilis study, the development of ethical research standards, and different journalistic approaches to reporting on global health. Students will also be introduced to the rich and sometimes controversial history of how HIV and vulnerable populations have been depicted.

Learning Objectives:

By the end of this session students will be able to:

* Use PubMed and other scientific databases to find research on public health topics
* Define ethics in journalism, public health, and science
* Articulate differences and tensions between ethical best practices in each discipline
* Pitch a journalism story about HIV

Readings:

* Alex Shoumatoff. [In Search of the Source of AIDS](https://www.vanityfair.com/news/1988/07/aids-outbreak-africa). Vanity Fair. July 1, 1988.
* Ebook: [To End AIDS](http://pulitzercenter.org/reporting/pulitzer-center-launches-end-aids). Pulitzer Center. 2016. Download for free from [itunes](https://itunes.apple.com/us/book/to-end-aids/id1160979806?mt=11).
* William Brangham & Jon Cohen. [Despite advances, lingering challenges in the global fight against AIDS](http://www.pbs.org/newshour/bb/despite-advances-lingering-challenges-global-fight-aids/). PBS News Hour. Dec 2016.
* [HIV Media Guide: Information for Journalists](http://www.hivmediaguide.org.au/media-tool-kit/principles-reporting-hiv-and-aids/).

Exercise: Students will receive tutorial from BU librarians on finding scientific evidence using PubMed, World of Science, PsychInfo, Google Scholar, and other online resources.

Homework: Begin doing research for HIV stories and planning interviews. Pitches for HIV stories due before Session 4

**Week 4: Reporting on HIV: Identifying Characters & Crafting Narrative Arcs**

This session will return to the art of identifying and building characters. Students will immerse themselves in HIV/AIDS reporting over the last 40 years and analyze the ways in which it documents the impact of the disease on communities and individuals and scientific advances.

Learning Objectives:

By the end of this session students will be able to:

* Summarize the ways in which HIV reporting has developed and changed over the last 35 years
* Identify different types of characters in public health journalism
* Create a character based on HIV research and interviews

Readings:

* Amy Maxmen. [HIV Scientists Have Failed to Protect the World's Most At-Risk Women](https://tonic.vice.com/en_us/article/exvqak/the-worlds-most-at-risk-women-wont-accept-the-best-hiv-protection). Tonic. Nov 2016.

# Rebecca Sananes. [Love, Loss And Beauty Pageants: Inside A Cuban HIV Sanitarium](http://www.npr.org/sections/goatsandsoda/2016/03/26/471765424/love-loss-and-beauty-pageants-inside-a-cuban-hiv-sanitarium). NPR Goats & Soda. March 2016

# Jon Cohen & William Brangham. [The End of AIDS Series](http://www.pbs.org/newshour/features/end-of-aids/). PBS News Hour. 2016. Watch all 6 stories. (Links at bottom of page)

# Exercise: Peer review of HIV story pitches and brainstorming about promising characters and storylines.

# Homework: Students will work on HIV stories and prepare draft for peer review in next class.

# Week 5: Reporting on HIV: Ethics, Language, and Accuracy

# This session will return to earlier discussion about ethics, language, and accuracy and apply it to examples of HIV reporting. We will talk about the ways in which journalism forms public discourse and the impact this influence can have on public health research and practice.

Learning Objectives:

By the end of this session students will be able to:

* Analyze HIV journalism stories for biased language and use of details
* Analyze accuracy of scientific evidence used in stories
* Provide constructive feedback to peers on their draft stories
* Revise own work based on peer feedback

# Readings:

# Randy Shiltz. [And the Band Played On: People, Politics, and the AIDS Epidemic](https://www.amazon.com/s/ref%3Dsr_1_4_hso_sc_smartcategory_1?sf=fr&rh=n%3A283155%2Ck%3Aand+the+band+played+on&keywords=and+the+band+played+on&ie=UTF8&qid=1501876224&sr=8-4-acs). 1987. Read Introduction and Part 1 then look for Gaétan Dugas in the index and read all text relevant to his story.

# Ed Yong. [How One Man Was Wrongly Blamed for Bringing AIDS to America](https://www.theatlantic.com/science/archive/2016/10/how-one-man-was-wrongly-blamed-for-bringing-aids-to-america/505412/). The Atlantic. Oct 2016.

# Michaeleen Doucleff. [Researchers Clear 'Patient Zero' From AIDS Origin Story](http://www.npr.org/sections/health-shots/2016/10/26/498876985/mystery-solved-how-hiv-came-to-the-u-s). NPR. Oct 2016.

# Worobey M et al. [1970s and ‘Patient 0’ HIV-1 genomes illuminate early HIV/AIDS history in North America](http://www.nature.com/nature/journal/v539/n7627/full/nature19827.html?foxtrotcallback=true). Nature. 539, 98–101 (03 November 2016).

# Exercise: Peer review of HIV stories. Debrief on reviews and next steps for revision.

# Week 6: Notes from the Field: HIV Reporting and Research

# In this session students will engage with journalists and global health researchers in an interactive panel discussion. Conversation with Amy Maxmen, Rebecca Sananes, and Jon Cohen, and Lawrence Long.

Learning Objectives:

By the end of this session students will be able to:

* Articulate the challenges of reporting on HIV and vulnerable populations
* Talk with professional journalists and public health scientists and program implementers as colleagues
* Critique the strengths and limitations of their HIV story
* Outline lessons learned from HIV reporting that will be useful when working on addiction and mental health stories.

**Week 7: Introduction to Reporting on Addiction**

This session will introduce students to addiction reporting and the tension between writing a compelling character-driven story that brings attention to a difficult topic without increasing the vulnerability and marginalization of people living with addiction. We will debate the line between voyeurism and bringing needed attention to important topics, the difficulty of staying objective in the face of severe human vulnerability, and questions about when intervention is necessary.

Learning Objectives:

By the end of this session students will be able to:

* Discuss the pros and cons of language used to describe addiction and people living with substance use disorder
* Define harm reduction
* Explain connection between harm reduction and addiction treatment
* Pitch an addiction story

Readings:

* Margaret Talbot. [The Addicts Next Door](http://www.newyorker.com/magazine/2017/06/05/the-addicts-next-door). The New Yorker. June 2017.

# Johan Hari. Quiz: [How Much Do You Really Know about the Drug War?](http://chasingthescream.com/how-much-do-you-really-know-about-the-drug-war/)

# Lauren Frayer. [In Portugal, Drug Use Is Treated As A Medical Issue, Not A Crime](http://www.npr.org/sections/parallels/2017/04/18/524380027/in-portugal-drug-use-is-treated-as-a-medical-issue-not-a-crime). NPR. April 2017.

# Jeffrey Stern. [Ending a War in Afghanistan: The Therapist. Foreign Policy](http://pulitzercenter.org/reporting/ending-war-afghanistan-therapist). Jan 9, 2014.

Homework: Pitches for addiction stories due before Session 8

# Week 8: Reporting on Addiction: Identifying Characters & Crafting Narrative Arcs

# This session will return to the conversation about identifying and building characters. Students will immerse themselves in addiction reporting and analyze the ways it documents the impact of addiction on individuals, communities, and families. We will specifically look at reporting on stretch of Mass Ave between Albany Street and Malnea Cass (Mass/Cass) as well as reporting on the the global war on drugs and the ways other countries have implemented policies and laws to reduce harm and promote treatment. Students will be asked to draw on lessons learned from their HIV reporting as they begin to plan a nuanced story about addiction.

Learning Objectives:

By the end of this session students will be able to:

* Describe the social dynamic on Mass/Cass from a public health perspective
* Provide constructive feedback to peers on their story pitches
* Revise their pitches based on peer feedback

# Readings:

# Nestor Ramos & Evan Allen. [Life and Loss on Methadone Mile](https://apps.bostonglobe.com/graphics/2016/07/methadone-mile/). Boston Globe. July 2016.

# Deboah Becker. [State's Opioid Epidemic Is Vividly Seen On Boston's 'Methadone Mile.'](http://www.wbur.org/commonhealth/2016/05/13/opioids-methadone-mile-boston) WBUR Commonhealth. May 13, 2016.

# [WCVB Channel 5 Investigates Returns to Methadone Mile](https://www.youtube.com/watch?v=IT4MSAZGYa4). Sept 22, 2016.

# Storylab. [We the People of Recovery Road](http://www.northeastern.edu/storylab/sp17/we-the-people-of-recovery-road/). Spring 2017.

# Aaron Goodman. [Humanizing the heroin epidemic: a photo essay](https://theconversation.com/humanizing-the-heroin-epidemic-a-photo-essay-56412). The Conversation. March 23, 2016

# Exercise: Peer review of addiction story pitches and brainstorming about promising characters and storylines.

# Homework: Students will work on addiction stories and prepare draft for peer review in next class.

# Week 9: Reporting on Addiction: Ethics, Language, and Accuracy

# This session will return to earlier discussion about ethics, language, and accuracy and reporting on vulnerable populations and apply it to reporting on addiction. Students will debate the pros and cons of referring to subjects as addicts versus people living with addiction and other language choices.

Learning Objectives:

By the end of this session students will be able to:

* Analyze journalism stories on addiction for biased language and use of details
* Analyze accuracy of scientific evidence used in stories
* Provide constructive feedback to peers on their draft stories
* Revise their own work based on peer feedback

# Readings:

# Kelly JF et al. [Stop Talking ‘Dirty’: Clinicians, Language, and Quality of Care for the Leading Cause of Preventable Death in the United States](http://www.amjmed.com/article/S0002-9343%2814%2900770-0/abstract). American Journal of Medicine. Volume 128, Issue 1, Pages 8–9. Jan 2015.

# Sonia Nazario. [Orphans of Addiction](http://articles.latimes.com/1997/nov/16/news/mn-54454). Los Angeles Times. Nov 16, 1997.

# Alexis Fitts and Nicola Pring. [Are we journalists first?](http://archives.cjr.org/feature/are_we_journalists_first.php) Columbia Journalism Review.

# Tran Ha. [A Journey Through the ‘Ethical Minefield.’](https://www.poynter.org/2002/a-journey-through-the-ethical-minefield/1537/) Poynter Institute. August 1, 2002.

# Exercise: Peer review of addiction stories. Debrief on reviews and next steps for revision.

# Week 10: Notes from the field: Addiction Reporting & Research

# In this session students will engage with journalists and public health researchers in an interactive panel discussion about reporting on addiction. Guests: Boston Globe and/or Pulitzer reporters and Rich Saitz.

Learning Objectives:

By the end of this session students will be able to:

* Articulate the challenges of reporting on addiction and vulnerable populations
* Talk with professional journalists and public health scientists and program implementers as colleagues
* Critique the strengths and limitations of own story
* Outline lessons learned from addiction reporting that will be useful when working on mental health stories.

**Week 11: Introduction to Reporting on Mental Health**

This session will introduce students to mental health reporting and tensions between sensitive, nuanced journalism and exploitation of vulnerable people. This conversation will build on student experiences with HIV and addiction reporting projects.

Learning Objectives:

By the end of this session students will be able to:

* Discuss the pros and cons of language used to describe mental illness and people living with mental illness
* Articulate connection between addiction and mental health
* Pitch a mental health story

Readings:

* Spotlight Team. [The Desperate and the Dead](https://apps.bostonglobe.com/spotlight/the-desperate-and-the-dead/). Boston Globe. 2016.
* Maura Forrest, Linda Givetash and Gian-Paolo Mendoza. [Praying for a Cure](https://www.nytimes.com/video/health/100000003764816/praying-for-a-cure.html?action=click&contentCollection=Health&module=RelatedCoverage&region=Marginalia&pgtype=article). New York Times, Oct 11, 2015.
* Benedict Carey, [The Chains of Mental Illness in West Africa](https://www.nytimes.com/2015/10/12/health/the-chains-of-mental-illness-in-west-africa.html). New York Times, Oct 11, 2015.
* Benedict Carey, [Photographing Mental Illness With Sensitivity](https://www.nytimes.com/2015/10/12/health/photographing-mental-illness-with-sensitivity.html). New York Times, Oct 11, 2015.
* Benedict Carey. [In West Africa, a Mission to Save Minds.](https://www.nytimes.com/2015/10/13/health/mental-health-care-in-west-africa-is-often-a-product-of-luck.html?action=click&contentCollection=Health&module=RelatedCoverage&region=Marginalia&pgtype=article) New York Times, Oct 11, 2015.

Homework: Pitches for mental health stories due before Session 8

**Week 12: Reporting on Mental Health: Identifying Characters & Crafting Narrative Arcs**

This session will build on previous conversations about identifying and describing characters. Students will immerse themselves in local and global mental health reporting and analyze the ways in which it documents the impact of mental illness on individuals, communities, and families and the challenges they face when seeking services. Students will be asked to draw on lessons learned from their HIV and addiction reporting as they begin to plan a nuanced story about mental health and illness.

Learning Objectives:

By the end of this session students will be able to:

* Analyze the ways in which people with mental illness are often depicted in journalism and typical storylines
* Articulate pros and cons of different types of reporting from a public health point of view
* Define adverse childhood experiences and their potential impact of physical and mental health
* Provide constructive feedback to peers on their story pitches
* Revise pitches based on peer feedback

Readings

* Sarah Schweitzer & Jessica Rinaldi. [The Life and Times of Strider Wolf](https://apps.bostonglobe.com/graphics/2015/11/strider/). Boston Globe. November 9, 2015.
* Laura Starecheski. [Can Family Secrets Make You Sick?](%E2%80%A2%09http%3A//www.npr.org/sections/health-shots/2015/03/02/377569413/can-family-secrets-make-you-sick) NPR All Things Considered. March 2,

2015

* Centers for Disease Control. [Adverse Childhood Experiences Resource Page](https://www.cdc.gov/violenceprevention/acestudy/index.html).
* Joanne Silberner. [India's Community Approach To Depression Tackles Treatment Shortage](http://www.npr.org/2017/01/05/508408469/indias-community-approach-to-depression-tackles-treatment-shortage). NPR. Jan 15, 2017.
* Joanne Silberner. [When There's No Therapist, How Can The Depressed Find Help?](http://www.npr.org/sections/goatsandsoda/2017/01/05/508037801/when-theres-no-therapist-how-can-the-depressed-find-help) NPR: Goats & Soda. Jan 15, 2017.
* Patel V, et al. [The Healthy Activity Program (HAP), a lay counsellor delivered brief psychological treatment for severe depression in primary care in India: a randomised controlled trial](Volume%20389%2C%20No.%2010065%2C%20p176%E2%80%93185%2C%2014%20January%202017). Lancet. 389(10065), p176–185, January 14, 2017.

# Exercise: Peer review of mental health story pitches.

# Homework: Students will work on mental health stories and prepare draft for peer review in next class.

**Week 13: Reporting on Mental Health: Ethics, Language, and Accuracy**

This session will return to earlier discussion about ethics, language, accuracy, and reporting on vulnerable populations and applied to reporting on mental health and illness. Students will share draft stories for peer review and plan for incorporating feedback into final version.

Learning Objectives:

By the end of this session students will be able to:

* Analyze journalism stories on mental illness for biased language and use of details
* Analyze accuracy of scientific evidence used in stories
* Provide constructive feedback to peers on their draft stories
* Revise their own work based on peer feedback

Readings:

* Samaritans. [Media Guidelines for Reporting Suicide](https://www.samaritans.org/sites/default/files/kcfinder/files/Samaritans%20Media%20Guidelines%20UK%20Apr17_Final%20web%283%29.pdf). Guardian News and Media Limited. 2013.
* Laurie Udesky. [Reporting Ethically on Children's Physical and Mental Health: Building Trust, Avoiding Stigma, Preventing Exploitation](https://www.centerforhealthjournalism.org/resources/lessons/reporting-ethically-childrens-physical-and-mental-health). Annenberg Center for Health Journalism.

# Exercise: Peer review of mental health stories. Debrief on reviews and next steps for revision.

# Homework: Final mental health stories due before session 14.

**Week 14: Notes from the field: Mental Health Reporting & Research**

In this session students will engage with journalists and public health researchers in an interactive panel discussion about reporting on addiction. Guests: Boston Globe and Pulitzer reporters and Carol Dolan. Review of skills learned/practiced in the course and discussion about how public health journalism expertise can be professionally useful.

Learning Objectives:

By the end of this session students will be able to:

* Articulate the challenges of reporting on mental illness and vulnerable populations
* Talk with professional journalists and public health scientists and program implementers as colleagues
* Critique the strengths and limitations of own story
* Describe skills and knowledge learned over the past 13 weeks
* Identify professional opportunities for journalists with global health expertise and public health professionals and researchers with journalism skills and experience.

**Academic Honesty and Conduct**

BU students are expected to adhere to the highest standards of academic honesty. Academic honesty is essential for students to attain the competencies the School expects of its graduates and to enable the faculty to adequately assess student performance. Any action by a student that subverts these goals seriously undermines the integrity of the educational programs at the School.

Academic misconduct is any intentional act or omission by a student which misrepresents his or her academic achievements, or any attempts to misrepresent his or her achievements. The following acts constitute academic misconduct. This is not an exhaustive list.

* **Cheating on examinations.** The use or attempted use of any unauthorized books, notes or other materials in order to enhance the student’s performance in the examination, copying or attempting to copy from another student’s examination, permitting another student to copy from an examination or otherwise assisting another student during an examination, or any other violation of the examination’s stated or commonly understood ground rules.
* **Plagiarism**. Any representation of the work of another as one’s own constitutes plagiarism. This includes copying or substantially restating the work of another person without the use of quotation marks or other indication that the words of another have been copied, the use of any written or oral work from which the student has obtained ideas or data without citing the source, or collaborating with another person in an academic endeavor without acknowledging that person’s contribution.
* **Submitting the same work in more than one course** without the consent of all the instructors
* **Misrepresentation or falsification of data**
* **Allowing another student to represent your work as his or her own**
* **Violating the rules of an examination or assignment**

Charges of academic misconduct could be brought to the attention of the Associate Dean for Education. At this point the Associate Dean of Education will review all such cases and decide upon the appropriate action. A student who is found guilty of academic misconduct may be subject to disciplinary action, up to and including expulsion from the School. The full academic misconduct policy is available at: <https://www.bu.edu/academics/policies/academic-conduct-code/>