**Marshall University**

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| Course Title/Number  | **CMM 479: Public Health Communication** |
| Semester/Year | Fall 2012 |
| Days/Time | Wednesdays from 4:00 – 6:20 pm |
| Location | Smith Hall Room 261 |
| Instructor | Cynthia Torppa, Ph.D. |
| Office | Smith Hall Room 245 |
| Phone | 304-696-3901 |
| E-Mail | Torppa@marshall.edu |
| Office/Hours | Mondays 2:00 pm – 5:00 pm Wednesdays 1:00 pm – 4:00 pmTuesdays 10:45 am – 12:30 pm Thursdays 10:45 am – 12:30 pm |
| University Policies | By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <http://www.marshall.edu/academic-affairs/?page_id=802> Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment  |

**Course Description: From Catalog**

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| Examines communication processes that influence human behavior and public policy through health promotion campaigns, including theories and practices of health behavior change and designing, implementing, and evaluating health communication interventions.  |

**Course Student Learning Outcomes**

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| **Students will:**  | **How Practiced in this Course** | **How Assessed in this Course** |
| know the theories of health behavior choice and change used to design and implement health communication campaigns and programs. | Lecture, assigned readings, class discussion, in-class activities, and library research.  | demonstrate knowledge of theories and concepts and ability to classify, describe, and restate concepts about communication processes on examinations, in discussions and in-class activities, and in student project presentation and written report.  |
| recognize effective and ineffective communication strategies that community groups, organizations, and agencies use for health promotion and prevention campaigns and programs. | Lecture, assigned readings, class discussion, in-class activities, and library research. | demonstrate ability to analyze the quality of health communication campaigns and programs on examinations, in discussions and in-class activities, and in student project presentation and written report. |
| know current research findings and best practices used to implement successful and unsuccessful health campaigns and programs. | Lecture, assigned readings, class discussion, in-class activities, and library research. | demonstrate ability to synthesize and evaluate information about communication processes in health campaigns and programs on examinations, in discussions, in a campaign evaluation template, and in student project presentation and written report. |
| be able to apply the theories and research based practices in planning the design, implementation, and evaluation of a health campaign or program.  | Lecture, assigned readings, class discussion, in-class activities, and library research. | demonstrate ability to apply concepts in campaign design projects, in a campaign evaluation template, and presentations of campaign design projects.  |

**Required Texts, Additional Reading, and Other Materials**

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| DiClemente, R. J., Salazar, L. F., & Crosby, R. A. (2013). *Health behavior theory for public health: Principles, foundations, and applications.* Burlington, MA: Jones and Bartlett Publishers. |

**Course Requirements / Due Dates**

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| 1. Evaluation Template 100 points September 26
2. Exam #1 100 points October 10
3. Student Presentations and Written Reports 100 points December 5
4. Final Exam 100 points December 12
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**Grading Policy**

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| Grades will be calculated on a straight scale:A = 90 -100% B = 80 - 89% C = 70 - 79% D = 60 - 69% F = 59% or less   |

**Evaluation Template**

There are several basic principles of measurement, types of evaluation procedures, and standard practices that characterize health communication based campaign evaluation processes. Based on our readings and in-class discussion of Chapters 12, 13, and 14, you will create a template of the actions you would undertake when designing an evaluation or that you would consider when reviewing a proposal for a campaign that your organization might conduct or fund. This template should list the things you (or some other entity) should consider doing from the start to the finish of designing an evaluation, with definitions/descriptions explaining what each step would accomplish. In effect, this template would act as a reference list or checklist that would guide you through an evaluation planning process.

**Student Presentations and Written Reports**

Pick a health promotion or disease prevention campaign that was previously conducted and critique it. In both your in-class presentation and in your written report, first describe the campaign (what was its target behavior and population, where and when was it implemented, was it evaluated and if so, was it successful, etc.) and then analyze it by explaining the variables it incorporated and the theories from which they were drawn, how the campaign was communicated, and how the audience reacted. Explain what made the campaign successful and why OR explain what the campaign did wrong and what its planners could have done to make the campaign more successful.

**Midterm and Final Exam**

The midterm exam will cover chapters 1, 2, 3, 12, 13, and 14. It will include some multiple choice questions, some short answer questions, and an essay question. The final exam will emphasize the remaining chapters in the text book (covered after the midterm), however, since each chapter builds upon the last, the exam should be considered comprehensive.

**Attendance Policy**

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|  The goal of this course is to help you understand how to plan, implement, and evaluate health promotion and disease prevention campaigns. You must be engaged in our in-class discussions and participate in our in-class activities to develop the depth of knowledge and important skills this course is designed to teach. It is highly likely that missing classes will limit your ability to understand expectations for assignments (which will result in a reduction in your ability to earn high scores on your assignments) and will make learning the content of this course more difficult (and so will result in poor performance on your midterm and final exams and on your projects and papers). **How many absences will be tolerated?** Because we meet only once a week, you may miss only one class without a university excused absence without penalty. Each additional unexcused absence will result in a 10% reduction in your final course grade. PLEASE NOTE: No student who misses four or more of the class sessions, whether those absences are excused or not, will receive a passing grade for the course. Absences that are determined to be excused by the University must be reported to the instructor and so we can discuss opportunities for make-up work. |

**Course Schedule**

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| **Week** | **Date** | **Assignment** |
| 1 | August 29 | Introduction and Orientation to the CourseChapter 1: Health Behavior in the Context of the “New” Public Health |
| 2 | September 5C:\Users\torppa\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\LEAVDGJM\MC900436180[1].png | EvaluationChapter 12: Health Promotion Research and Practice (read pages 257-263,  270-278, 282-284)Chapter 13: Evaluating Theory Based Public Health Programs |
| 3 | September 12 | Chapter 14: Translating Research to Practice |
| 4 | September 19 | Catch-Up, Preparation for Assignment: Create an Evaluation Template |
| 5 | September 26 | Chapter 2: How Theory Informs Promotion and Public Health Practice***Evaluation Template is due*** |
| 6 | October 3 | Chapter 3: PRECEDE-PROCEED Planning Model |
| 7 | October 10 | ***Exam #1 – Covers Chapters 1, 2, 3,12 (selected pages), 13, and 14*** |
| 8 | October 17 | Chapter 4: Value Expectancy Theories |
| 9 | October 24 | Chapter 5: Models Based on Perceived Threat and Fear Appeals |
| 10 |  | Happy Halloween!Chapter 6: Stage Models for Health PromotionChapter 7: The Behavioral Economics of Health Promotion |
| 11 | November 7 | Chapter 8: Social Cognitive Theory Applied to Health BehaviorChapter 9: Health Communication: Theory, Social Marketing, and Tailoring |
| 12 | November 14 | Catch-Up, Discussion of Projects |
| 13 | C:\Users\torppa\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E3L7RQI7\MC900030466[1].wmf | Thanksgiving BreakWeek of November 21 - 25 |
| 14 | November 28 | Chapter 10: Diffusion of Innovations TheoryChapter 11: Ecological Approaches to the New Public Health |
| 15 | December 5 | ***Student Presentations of Projects*** |
| 16 | December 12 | ***Final Exam as scheduled by Marshall University*** |