**Marshall University**

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| Course Title/Number | **CMM 577: Health Communication Campaigns: Strategies and Processes** |
| Semester/Year | Fall 2012 |
| Days/Time | Mondays from 6:00 – 9:20 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 pm  Tuesdays 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:**

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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.**  **Students will** |
| 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 self-designed health campaigns and programs. |
| 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 self-designed health campaigns and programs. |
| 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, discussions, and in self-designed campaign projects. |
| 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 and presentations of campaign design projects. |

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

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| Glanz, K., Rimer, B. K., & Viswanath, K. (Editors). (2008). *Health Behavior and Health Education: Theory, Research, and Practice.* San Francisco: Jossey Bass. |

**Course Requirements / Due Dates**

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| 1. Midterm Exam 100 points October 8 2. Critique of Campaign 100 points November 12 3. Project (Presentation and   Written Report) 200 points December 10  4. Final Exam 100 points December 17 |

**Grading Policy**

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

**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?  You may miss one class without a university approved excused absence report without penalty, however, 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 Assignments**

**Midterm Exam.** You will demonstrate your mastery of chapters 1, 3, 4, 5, and 6 from Glanz et al. on a midterm exam. It will include both short answer and longer essay questions.

**Campaign Critique**. Select a health promotion/health behavior change campaign to analyze. Explain the campaign and the theoretical concepts it incorporates. Evaluate the likelihood of its success (or if it was completed, explain its outcome) using theoretical concepts we have studied in Glanz et al.

**Project and Presentation.** You will also apply the theories and processes we’ll study to design a health campaign (or more likely, one or two phases of a potentially implementable campaign). During our final class meeting, you will summarize your plan and will submit a written summary of the plan.

**Final Exam.** During our final exam period, you will demonstrate your mastery of the information contained in chapters 7, 8, 9, 11, 13, 14, 15, 16 and 19 (and perhaps mentioning information from chapters 1, 3, 4, 5, and 6 as appropriate) from Glanz et al. on a midterm exam. It will include both short answer and longer essay questions.

**Course Schedule**

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| **Week** | **Date** | **Assignment** |
| 1 | August 27 | Introduction, Course Overview: Health Communication and Public Health Promotion  Glanz et al., Chapters 1 The Scope of Health Behavior |
| 2 | C:\Users\torppa\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\LEAVDGJM\MC900436180[1].png | **Labor Day Holiday – No Class** |
| 3 | September 10 | Chapter 3: Health Belief Model |
| 4 | September 17 | Chapter 4: Theory of Reasoned Action |
| 5 | September 24 | Program Design with the HBM and TRA (IBM) |
| 6 | October 1 | Chapters 5 & 6 Transtheoretical and Precaution Adoption Models |
| 7 | October 8 | **Exam #1** |
| 8 | October 15 | Glanz et al., Chapters 7 and 8: Perspectives on that Focus on Individuals and Models of Interpersonal Behavior and Social Cognitive Theory |
| 9 | October 22 | Chapter 9: Social Networks |
| 10 | October 29 | Happy Halloween!  Chapter 11: Key Interpersonal Functions |
| 11 | November 5 | Chapter 13: Community Organizations |
| 12 | November 12 | Chapter 14: Diffusion of Innovations Theory  **Critique of Campaign Due** |
| 13 | C:\Users\torppa\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\E3L7RQI7\MC900030466[1].wmf | **Thanksgiving Break**  **Week of November 19 - 23** |
| 14 | November 26 | Chapters 15 & 16: Organizational Change and Media Studies |
| 15 | December 3 | Chapter 19: Social Marketing |
| 16 | December 10 | **Student Presentations of Projects** |
| 17 | December 17  6:30–9:20 pm | **Final Exam** |