

Marshall University

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| Course Number/Title | CMM 479/671: Public Health Communication Campaigns |
| Semester/Year | Fall 2015 |
| Days/Time | Tuesdays 6:30 pm – 9:00 pm |
| Location | Smith Hall 261 |
| Instructor | Dr. Jill C. Underhill |
| Office | Smith Hall 250 |
| Phone | (304) 696-3013 |
| E-Mail | underhillj@marshall.edu |
| Office/Hours | M- 10:00 – 2:00 W- 10:00 – 2:00 F- 10:00 – 12:00 & by appointment |
| 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 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

This course 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 | How students will practice each outcome in this course: | How student achievement of each outcome will be assessed in this course: |
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| 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. They will demonstrate the ability to classify, describe, and restate concepts about these processes on exams, in discussions and in-class activities, and in a term paper. |
| Recognize effective and ineffective communication strategies that community groups, organizations, and | Lecture, assigned readings, class discussion, in-class activities, and library research. | Demonstrate ability to analyze the quality of health communication campaigns |

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| agencies use for health promotion and prevention campaigns and programs. | | and programs on examinations, in discussions and in-class activities, and in a term paper. |
| 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 a term paper. |
| 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 in- class activities and discussions. |

Required Texts, Additional Readings, and other Material

Cho, H. (2012). *Health Communication Message Design: Theory and Practice*. United States: Sage Publications.

Additional articles will be posted on Blackboard.

Course Requirements

Resident Expert (25 points): Every person in this class will choose a day to be the resident expert. The job of this person is multi-fold: a) you will locate an example of a public health campaign that utilizes or attempts to utilize the message design strategy focused on in that week’s readings; b) you will prepare a 5-minute synopsis where connections among the readings to the example campaign is made; and c) you will provide 5 (good) questions that you have about the health communication message design strategy and/or example campaign. These questions can be: questions you have about the readings, “what if” questions, questions about the links among articles, or other types of questions. Finally, you will be expected to be the expert on the readings. You should plan to send your example campaign and questions to me by 12:00 pm on the Tuesday you present.

By the way—everyone is expected to know the readings WELL and be ready to discuss. The resident expert, especially, will be ready to talk. Although I will still maintain my role as the professor, your job is to fill in any lags in discussion. You and I will have to discuss your leadership role prior to class so that we are “on the same page.”

Examinations (100 points)- This class will include take-home midterm (50 points) and final (50 points) examinations. Each exam will ask you to respond to five short-answer questions related to readings and class discussions.

Health Communication Message Design Project

(undergrads will work with partners; graduate students will work individually):

Target Audience Analysis (25 points): You will write a 3-5 page (not including title page, references and so on) paper in which you will describe (a) the defined problem of the target audience, and (b) what is “needed” to solve the defined problems of the target audience. For example, the defined problem of the target audience might be that they eat poorly, avoid the doctor, or have unsafe sex. What is needed might be: public transportation, more information, skills, social support, money and so on. You will base your description and evaluation on in-depth research on the topic and the target audience.

Current Campaign Evaluation (50 points): Next, you will write a 5-7 page paper in which you evaluate a current campaign targeting this issue. You might focus your paper on the kind of message utilized, the language used in the message, the emotional content of the message and so on. If this campaign consists of several components, you should analyze all of them. This does not have to be a data-based paper (e.g. you are not required to collect data)—but it should be research based in the sense that you will review relevant literature. You are asked to (a) briefly review the literature that you will use to evaluate the message, (b) describe the message, and (c) describe the (in)effectiveness of the message (and justify why you believe the campaign is effective or ineffective). You will be provided with specific guidelines for this paper on Blackboard.

Option 1:

Research Proposal (100 points): You will propose original research dealing with a message design issue. Your paper might take on 1 of 3 issues: a) you could re-examine a message design issue that has yielded controversial or inconclusive data in the past (e.g. vividness); b) you could develop a new message strategy and test that (e.g. anger appeals) in a health context; or c) you can take on a message design topic that was not covered in this class. The proposal will include a literature review, specific aims/hypotheses, method section, and propose data analyses.

Option 2:

Health Campaign Proposal (100 points): Identify a public health issue of interest to you (the possibilities are almost endless). You will develop a health campaign proposal for this issue. The proposal contains multiple elements: First, you will author a brief justification that will detail the specific goal(s) of your proposed campaign and address why a communication campaign would be beneficial in this context. If you are unable to justify your campaign ideas, go in a different direction. You will then incorporate the audience analysis and current campaign evaluation to argue for the need for a new campaign. Finally, you will detail at least one guiding message theory approach for the campaign, provide a discussion of message strategy along with sample messages, and analyze the potential strengths and weaknesses of the proposed campaign.

| Course Requirements | Points | Due Date |
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| Resident Expert | 25 | Sign up for session. Materials to instructor by 12:00 p.m. Tuesday before class period |
| Midterm Exam | 50 | October 13 @ 11:59 p.m. |
| Final Exam | 50 | December 8 @ 11:59 p.m. |
| Health Communication Message Design Project | | |
| Target Audience Analysis | 25 | October 2 @ 11:59 p.m. |
| Current Campaign Evaluation | 50 | November 6 @ 11:59 p.m. |
| Proposal | 100 | December 4 @ 11:59 p.m. |
| TOTAL | 300 | |

Grading Policy

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| A = 100 - 90% | 300 – 270 |
| B = 89 - 80% | 269 – 240 |
| C = 79 - 70% | 239 – 210 |

Guidelines and associated rubrics are posted on Blackboard for each assignment.

Unless explicitly stated, written assignments will be submitted electronically via the dropbox function on Blackboard. If you have trouble submitting via Blackboard, e-mail the assignment to me before the deadline for full credit.

All assignments should be typed in 12 point font, double spaced, with one inch margins on all sides.

Late assignments will not be accepted for full credit unless the instructor has given prior consent. For every 24 hours that the assignment is late without the instructor's approval, the assignment grade will drop 20%.

Attendance Policy

Your participation is an integral component of this course. Regular and prompt attendance is necessary. Attendance will be taken at each session. You are allowed **one** unexcused absences during the semester (on days that do not include an oral presentation or a major grading event, such as an exam). That said, please do not come to class ill. You are responsible for obtaining an excused absence from the Dean of Students in the case of illness or other university-excused reason for missing class. **After one unexcused absence, you will lose -10 points off your total grade for each additional absence.**

Course Schedule

| Date | Topics and Readings |
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| Week 1 August 25 | Introduction to the Course Readings: Textbook, Introduction (3 pages) |
| Week 3 September 8 | Gain-Frame and Loss-Framing in Health Campaigns Readings: Chapter 1, Textbook; Article posted on Bb |
| Week 4 September 15 | Using Behavior Change Models for Designing Health Messages Readings: Chapter 2, Textbook; Article posted on Bb |
| Week 5 September 22 | Using Fear Appeals in Health Risk Messaging Readings: Chapter 3, Textbook; Article posted on Bb Resident Experts: |
| Week 6 September 29 | Using Emotional Appeals in Health Messages Readings: Chapter 4, Textbook; Article posted on Bb Resident Experts: Target Audience Analysis due by 11:59 pm on Friday, October 2 |
| Week 7 October 6 | Designing Inoculation Messages for Health Campaigns Readings: Chapter 5, Textbook; Article posted on Bb Resident Experts: |
| Week 8 October 13 | Midterm Examination due by 11:59 pm |
| Week 9 October 20 | Using Narratives to Promote Health Readings: Chapter 6, Textbook; Article posted on Bb Resident Experts: |
| Week 10 October 27 | Cultural and Identity Tailoring of Health Messages Readings: Readings: Chapters 7 & 8, Textbook Resident Experts: |
| Week 11 November 3 | Religiosity, Spirituality, and the Design of Health Messages Readings: Chapter 9, Textbook; Article posted on Bb Resident Experts: Current Campaign Evaluation due by 11:59 pm on Friday, November 6 |

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| Week 12 November 10 | Health Literacy and Numeracy in Message Design Readings: Chapter 10, Textbook; Article posted on Bb Resident Experts: |
| Week 13 November 17 | Addressing Fatalism with Health Messages Readings: Chapter 11, Textbook; Article posted on Bb Resident Experts: |
| Week 14 (November 24) | Fall Break- No Classes this week! |
| Week 15 December 1 | Using the Stages of Change to Design Health Messages Readings, Chapter 12, Textook; Article posted on Bb Resident Experts: Health Campaign or Research Proposal due by 11:59 pm on Friday, December 4. |
| Final Exam Period December 8 | Final Exam due by 11:59 pm |