

SPRING 2013
SEMINAR IN HEALTH COMMUNICATION CAMPAIGNS
CJT 775
TUESDAY, 1:00-3:30

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Office Hours: 11am-12:30pm Tuesdays

This seminar will be devoted to the role of the mass media in contemporary public health campaigns, with a focus on the application of theory and research to campaign design. Research indicates that media campaigns can be effective in changing attitudes and behavior regarding smoking, drug use, safer sex, heart disease, nutrition, and other health-related topics.

In this seminar we will review various theories/approaches concerning social marketing, targeting, social modeling, persuasion, message design, and campaign message exposure. We will also conduct an overview of studies of campaign effects, and engage in a detailed examination of specific techniques for modern campaigns. Particular attention will be devoted to a number of successful (and some unsuccessful) campaigns concerned with a great variety of health issues in this and other countries.

We will also examine the evolving use of new digital communication technologies in health communication interventions and consider the implications of these new technologies for the design of future health communication campaigns.

The instructor has served as principal or co-investigator on a number of research projects sponsored by the Colorado Tobacco Research Program, the National Institutes of Health over the last 12 years. These projects have focused on testing the applicability of sensation-seeking principles to youth anti-tobacco campaigns, development and evaluation of web-based interventions to promote anti-drug behaviors and safer sex practices among teens as well as campaign projects focusing specifically on tobacco prevention for both youth and adults. These studies will be used to illustrate principles of campaign design and evaluation.

TEXT: Rice, R.E. & Atkin, C.K. (2013). Public Communication Campaigns (4th Ed). Sage, Thousand Oaks, CA.

OTHER READINGS: Other readings listed in your syllabus will be available via pdf on the class website. This website is really just a file server. See below for access.

Online Access to Course Notes and Syllabi:

*NOTE: After each lecture class period the notes for the day along with any relevant assignment sheets will be posted online at <http://comm.uky.edu/helme/readings/>

The username for the site is "helme" and the password for the website is "readings" without the quotes (of course). The directory for this class will be named "CJT775_Spring2013".

ASSIGNMENTS:

Discussion. 10%. As with many graduate-level courses, a seminar format will be followed in which everyone is expected to engage in thoughtful and critical discussion of the major ideas, theories, and positions advanced in the readings. To assist you with this, each week, you should prepare a list of five questions or statements about the readings. You will hand these in at the end of the class session. These must be typed; handwritten work will not be accepted. This list will serve as a springboard for our discussions in class. While your discussion leaders (see next paragraph) are largely responsible for directing and guiding the flow of conversation, your comments will help by providing us with a more-informed discussion.

Discussion Leader. (10% x 2) 20%. Each week, individuals are responsible for leading class discussions for one session. Discussants should also help facilitate classroom engagement. **Each person will be responsible for leading discussion twice.** I will have my own observations to make at the beginning of class and through the class period, and based on numbers I will be leading a couple of sessions as well. That being said, the discussion leaders will regulate most of the flow and direction of discussion. Discussion leaders should e-mail a typed outline of their discussion plan by noon on the Friday before their assigned class. I will review the outline and get back to the discussion leader(s) promptly. The discussion leader(s) should also plan to visit with me at some point during the week (prior to class) to review the plan for class. In short, I don't want our discussions to be a free-for-all.

Discussion leaders should address the following general questions:

- What contribution has this approach made to development, application, or evaluation of campaigns?
- What are the study's strengths and weaknesses?
- What is the (theoretical) significance of the research?
- What are the practical applications of this approach to health campaigns?

By 5 p.m. Friday after his/her presentation, each discussant must provide me with an annotated bibliography, in APA style, of at least 5-7 additional readings on the topic that was used to facilitate the discussion on the prior day. The readings may address further discussion/explanation regarding the theoretical approach or they may be representative examples of research using the concept under discussion. The annotated bibliography must include: author(s), title of article, chapter, or book, publication name, volume and/or issue of publication, page numbers, date published, and two paragraphs of commentary for each source included. The first paragraph should summarize the article, chapter, or book and the second paragraph should explain the usefulness of the source to the research topic.

During the presentation, each discussant should provide the class with a brief overview of the topic, address the assigned readings and other related research, and should help lead the class in a group discussion of the topic. Remember, each discussant must go beyond the assigned readings for the week and should consider using related audio-visual materials to enhance the class session. Handouts and PowerPoint presentations are also useful. Each discussant should attempt to reflect and respond to class members' discussion questions for his/her session.

PAPERS:

Quality of ideas, reasoning, and writing will be major criteria in grading the writing assignments. Papers should be double-spaced, *one-inch margins all around*, no larger than 12-pt. font. *Use APA style and include appropriate references.* Grades on the two major paper assignments will be reduced one portion of a letter grade for each day the paper is late unless you've made prior arrangements.

Critical/Creative Paper (12 pages) --This paper *will be due on 3-26-12*. In it you are asked to critically discuss **one or a combination of** the following: the application of particular theories or models, targeting strategies, campaign design principles, or evaluation strategies in health communication campaign efforts. You may want to treat campaigns in general, or focus on one particular *type* of campaign (e.g., smoking, breast cancer, heart disease, etc.). Although this is not necessary, you might also choose to present original, creative ideas, concepts, approaches, or theoretical formulations related to the design of effective health campaigns. *Your topic should be approved by me at least 2 weeks in advance of the due date. This paper counts 30% of your course grade.*

Final Paper (15 pages) —*Designing Health Communication Campaigns for the Next Decade* -- Taking into account what you will have learned in the course about the characteristics of effective campaigns, and considering the ever-evolving structure and use of traditional and new media in such interventions, discuss your recommendations for the design and implementation of large-scale health communication campaigns over the next decade. As in your critical/creative paper, you may focus on campaigns in general or limit yourself to a particular type of campaign (smoking, drug use, heart disease, etc.). *In your paper be sure to discuss your recommendations for the mix of traditional and new media.* In other words, this should *not* only be about campaigns, which use new communications technology (eHealth). I want you also to consider how *traditional media* should be incorporated (they are not going to disappear completely). Support any recommendations in the paper with appropriate references. *This counts 40% of your course grade and is due 4-30-12.*

GRADING:

All assignments (including class discussions) will receive a letter grade ranging from A+ to E- (hopefully the latter grade will not have to be employed!). The number of points you earn on a particular assignment/portion of the course can be calculated by multiplying the number of points for a particular grade (see table below) by the weighting of that assignment.

CLASS POLICIES:

Attendance: Attendance is required, of course, in a seminar which meets only once a week. Each unexcused absence will result in a reduction in your final course grade of one portion of a letter grade (e.g., from A- to B+).

Cell Phones and Texting: Please turn off your ringers and please, no texting.

Cheating and Plagiarism: Cheating and plagiarism continue to be significant problems on campus. There are serious sanctions for these offenses, which may include an “E” in the course or even suspension. For more detail than you ever wanted, go to:
<http://www.uky.edu/StudentAffairs/Code/part2.html>. (Section VI, parts 6.3.0 to 6.6.0).

**CJT 775
SPRING 2013
READINGS**

1/15/13

Introduction and overview of course

Overview of Health Communication Campaigns

1/22/13

1. Baranowski et al., "How individuals, environments, and health behavior interact: Social cognitive theory" – PDF
2. Randolph & Viswanath, "Lessons learned from public health mass media campaigns"--PDF
3. Atkin & Rice, "Theory and principles of public communication campaigns" – pp. 3-21. Text.
4. Paisley & Atkin, "Public Communication Campaigns – The American Experience" – pp. 21-35. Text
5. Hornik, "Why can't we sell human rights like we sell soap?" – pp. 35-53. Text.

Approaches to Campaign Design and Evaluation

1/29/13

1. Atkin & Freimuth, "Formative evaluation research in campaign design" –pp. 53-69. Text.
2. Valente & Kwan, "Evaluating communication campaigns" — pp. 83-99. Text.
3. Salmon & Murray-Johnson, "Communication campaign effectiveness and effects: Some critical distinctions." – pp. 99-113. Text.
4. Snyder & LaCroix, "How effective are mediated health campaigns? A synthesis of meta-analyses." – pp. 113-133. Text.

2/5/13

1. Grier & Bryant, "Social marketing in public health" –PDF
2. Grier & Kumanyika, "Targeted marketing and public health" – PDF
3. Noar et al., "Does tailoring matter? Meta-analytic review of tailored print.....interventions" – PDF
4. Glasgow, "Evaluation of theory-based interventions: The RE-AIM model" – PDF
5. Dervin & Foreman-Wernet, "Sense-making methodology as an approach to understanding and designing for campaign audiences: A turn to communicating communicatively." – pp. 147-163. Text.

2/19/13

1. Glanz & Bishop, "Role of behavioral science theory inpublic health interventions" – PDF
2. Cappella, "Integrating message effects and behavior change theories" – PDF
3. Yzer, Southwell, & Stephenson, "Inducing fear as a public communication campaign strategy." –pp. 163-177. Text.
4. Green & Witte, "Can fear arousal incampaigns contribute to the decline of HIV prevalence? – PDF

2/26/13

1. Noar, "A 10-year retrospective of research in health mass media campaigns" – PDF
2. McGuire, "McGuire's classic input-output framework for constructing persuasive messages." – pp. 133-147. Text.

3. Evans et al., “Efficacy methods to evaluate health communication and marketing campaigns” – PDF
4. Rice & Foote, “A systems-based evaluation planning model for health communication campaigns in developing countries.” – pp. 69-83. Text.

Examining Selected Campaigns and Programs

3/5/13

1. DeJong & Smith, “Truth in advertising: social norms marketing campaigns to reduce college student drinking.” – pp. 177-191. Text.
2. Buller et al. “The Go Sun Smart Campaign: Achieving individual and organizational change for occupational sun protection.” – pp. 191-204. Text.
3. Palmgreen, Noar, & Zimmerman, “A mass media campaign to increase condom use among high sensation-seeking and impulsive decision-making young adults.” – pp. 205-219. Text.
4. Morgan, “Public communication campaigns to promote organ donation: Theory, design, and implementation.” – pp. 219-231. Text.
5. Noar, et al. “A 10-year systematic review of HIV/AIDS mass communication campaigns: Have we made progress?” – PDF

3/11—3/17 Spring Break

3/19/13

1. Hersey et al., “The theory of ‘Truth’: How counterindustry media campaigns affect smoking behavior among teens” – PDF
2. Ibrahim & Glantz, “The rise and fall of tobacco-control media campaigns, 1967-2006” —PDF
3. Hersey & Neiderdeppe, “How state counter-industry campaigns help prime perceptions of tobacco industry practices to promote reductions in youth smoking.” – PDF
5. Henriksen, et al. “Industry sponsored anti-smoking ads and adolescent reactance: test of a boomerang effect.” – PDF

3/26/13

- **1. Frank et al. “Conversation and compliance: Role of interpersonal discussion and social norms in public communication campaigns.” – PDF
2. Rimal & Limaye, “Sociocognitive approaches for AIDS prevention: explicating the role of risk perceptions and efficacy beliefs in Malawi.” – pp. 245-259. Text.
3. Helme, et al “In-Depth Investigation of Interpersonal Discussions in Response to a Safer-Sex Mass Media Campaign.” – PDF
4. Kincaid et al. “Closing the gaps in practice and theory: Evaluation of the scrutinize HIV campaign in South Africa.” – pp. 305-321. Text.

3/26/13—Critical/Creative Paper Due

4/2/13 – Sensation Seeking Targeting (SENTAR)

1. Helme et al. “A classroom-administered simulation of a television campaign on adolescent smoking: Testing an activation model of information exposure.” – PDF
2. Noar, Palmgreen et al., “Assessing the relationship between perceived message sensation value and perceived message effectiveness” – PDF

3. Palmgreen & Donohew, “Impact of SENTAR on prevention campaign policy and practice” – PDF
4. Palmgreen, et al. “Effects of the Office of National Drug Control Policy’s marijuana initiative campaign on high-sensation-seeking adolescents.” – PDF

4/9/13 – eHealth

1. Kreps & Neuhauser, “New directions in eHealth communication: Opportunities and challenges” - PDF
2. Bull, “Internet and other computer technology-based interventions for STD/HIV prevention”--PDF
3. Abroms et al., “New media cases in *Cases in Public Health Communication & Marketing*” – PDF
4. Hanson et al., “Integrating web 2.0 in health education preparation and practice” – PDF
5. Lieberman, “Designing digital games, social media, and mobile technologies to motivate and support health behavior change.” – pp. 273-289. Text.

4/16/13--eHealth

1. Lefebvre, “Integrating cell phones & mobile technologies into public health practice” – PDF
2. Fjeldsoe, “Behavior change interventions delivered by mobile telephone short message service (texting)”, - PDF
3. Long, “Using social media to reach women with *The Heart Truth* – 2009 Update” – PDF
4. Noar et al., “Can computer-mediated interventions change theoretical mediators of safer sex?” – PDF
5. Noar, “The utility of “old” and “new” media as tools for HIV prevention” – PDF

4/23/13 – Entertainment Education

1. Singhal & Rogers, “The rising tide of entertainment-education in communication campaigns.” – pp. 321-335. Text.
2. Hether et al., “Entertainment-education in a media-saturated environment” –PDF
3. Moyer-Guse, “Reinforcement or reactance? Examining the effect of an explicit persuasive appeal following an entertainment education narrative.” – PDF
4. Quintero-Johnson, Harrison, & Quick, “Understanding the effectiveness of the entertainment-education strategy: An investigation of how audience involvement, message processing, and message design influence health information recall.” - PDF

4/30/13—Final Paper Due

NOTE: This syllabus can and will change as the course progresses. I reserve the right to modify at any time. In such situations I will make the most current copy available on the website from which you download the readings

****Articles to obtain (so stay tuned – we will have these by the time they’re assigned):**

Frank et al. “Conversation and compliance: Role of interpersonal discussion and social norms in public communication campaigns.” *Journal of Health Communication*: Volume 17, Issue 9, 2012