SPRING 2012
SEMINAR IN HEALTH COMMUNICATION CAMPAIGNS
CJT 775
THURSDAY, 1:00-3:30

Instructor: Philip Palmgreen
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Office Hours: T&R 9-11 or by appointment.

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.

One especially noteworthy campaign is the Office of National Drug Control Policy’s (ONDCP) National Youth Anti-Drug Media Campaign, an ongoing $2 billion effort launched in July, 1998. This campaign represents the largest federally funded health communication campaign in history, and will be examined in some detail. The instructor served on a scientific overview panel for this campaign for several years.

Finally, we will 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-principal investigator on a number of research projects sponsored by the National Institute on Drug Abuse and the National Institute of Mental Health over the last twenty years. These projects have focused on increasing the effectiveness of televised anti-drug or safer sex messages in health communication campaigns. One project involved a two-city field experiment and time-series evaluation of the impact of televised PSA campaigns on use of marijuana by at-risk adolescents. Another multi-year study examined the impact of particular message platforms of the ONDCP campaign on adolescent use of marijuana. A recent field experiment sponsored by NIMH investigated the effects of safer sex campaigns on at-risk young adults in two matched cities. A current NIMH study involves campaigns to delay sexual initiation among adolescents. These studies will be used to illustrate principles of campaign design and evaluation.

OTHER READINGS:

A “packet” of additional readings is available on the course website. Go to: http://www.uky.edu/~pcpalm1. Click on “CJT 775 Course Page.” User name is CJT775 (no spaces, all caps). Password is: campaigns (all lower case). Click on “Course Packet.” Then click on the title of the reading to bring up the appropriate PDF. Six readings are from Rice and Atkin, Public Communication Campaigns. These are grouped in a single PDF in the course packet and are indicated in the weekly reading lists as “R&A”.

DISCUSSION:

A seminar format will be followed for the most part in which all are expected to engage in thoughtful and critical discussion of the major ideas, theories, and positions advanced in the readings. Everyone should come to class each week with a number of observations and insights to share. I will have my own observations to make and at times these will need to be lengthy for pedagogical purposes. I will also make a few presentations. There will be plenty of time, however, for you to contribute your own thoughts on the issues. Your contributions to class discussion will account for 15% of your grade.

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 or a medical journal style and include appropriate references. Grades on the two major paper assignments will be reduced one portion of a letter grade (see GRADING) for each day the paper is late.

Critical/Creative Paper (12 pages) --This paper will be due on 3-22-12. 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 40% of your course grade.

Final Paper—Designing Health Communication Campaigns for the Next Decade (15 pages)-- 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 away soon). Support any recommendations in the paper with appropriate references. This counts 45% 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.

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If, for example, you make a “B” on the critical/creative paper (which counts 40% of your grade), you have earned (100 X .40) = 40 points toward your final total. A total of 120 points is required to earn an “A” in the course, 90 points for a “B”, and 60 points for a “C”. Because “D” grades are not awarded to graduate students as a final grade, below 60 points is an “E”. Please humor me on this grading system. It has worked well in allowing me to blend assignments of different natures and weightings while giving you a letter grade on each assignment. The latter allows you to get an on-going sense of my grading criteria vis-a-vis the kind of final course letter grade you might expect.

**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](http://www.uky.edu/StudentAffairs/Code/part2.html). (Section VI, parts 6.3.0 to 6.6.0).
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SPRING 2012
READINGS

Background Readings: (Optional)

1/12/12
1. Montano & Kaspryzk, “The theory of reasoned action and the theory of planned behavior” – packet
2. Janz et al., “The health belief model” – packet
5. Gielen & McDonald, “Using the PRECEDE-PROCEED planning model” – packet

Overview of Health Communication Campaigns

1/19/12
2. Randolph & Viswanath, “Lessons learned from public health mass media campaigns”—packet
4. Abroms & Maibach, “The effectiveness of mass communication to change public behavior” – packet

Approaches to Campaign Design and Evaluation

1/26/12
1. Noar, “A 10-year retrospective of research in health mass media campaigns” – packet
4. Hornik, “Exposure: Theory and evidence about all the ways it matters” – packet

2/2/12
1. Grier & Bryant, “Social marketing in public health” – packet
2. Grier & Kumanyika, “Targeted marketing and public health” – packet

2/9/12
1. Glanz & Bishop, “Role of behavioral science theory in ....public health interventions” – packet
2. Cappella, “Integrating message effects and behavior change theories” – packet

2/16/12
2. Viswanath & Finnegan, “Reflections on community health campaigns: Secular trends and the
capacity to effect change” – Hornik, pp. 289-313.

Examining Selected Campaigns and Programs

2/23/12

3/1/12

3/8/12
4. Hornik, “Evaluation design for public health communication programs”—Hornik, pp. 385-405

3/12—3/16 Spring Break

3/22/12—Critical/Creative Paper Due

3/22/12 – Sensation Seeking Targeting (SENTAR)
3. Noar, Palmgreen et al., “Assessing the relationship between perceived message sensation value and perceived message effectiveness” – packet

* Zimmerman et al., “Effects of a televised two-city safer sex mass media campaign targeting high-sensation-seeking and impulsive-decision-making young adults” – packet
3/29/12 –ONDCP Campaign
1. Kelder et al., “Planning and initiation of the ONDCP National Youth Anti-Drug Media Campaign” – packet
2. Palmgreen et al., “Effects of ONDCP’s Marijuana initiative campaign on high-sensation-seeking adolescents”—packet
3. Hornik et al., “Effects of the National Youth Anti-Drug Media Campaign on youths” – packet

* Hornik & Yanovitzky, “Using theory to design evaluations of communication campaigns: The case of the National Youth Anti-Drug Media Campaign” – packet
* Westat-Annenberg Final Report on NYADMC: Executive Summary --packet
* “National Youth Anti-Drug Media Campaign: Campaign fact sheets” – packet

4/5/12--eHealth
2. Bull, “Internet and other computer technology-based interventions for STD/HIV prevention”--packet
4. Hanson et al., “Integrating web 2.0 in health education preparation and practice” – packet

4/12/12--eHealth
1. Lefebvre, “Integrating cell phones & mobile technologies into public health practice” – packet
2. Fjeldsoe, “Behavior change interventions delivered by mobile telephone short message service (texting)”, - packet

* Noar, “The utility of “old” and “new” media as tools for HIV prevention” – packet

4/19/12—KCHC (no class)

4/26/12 –Entertainment-Education

4. Course evaluations

4/30/12—Final Paper Due

* Recommended Reading
REFERENCES IN READING PACKET*

* Several of these references are not on this semester’s list of required readings, but you may find some of the extra ones useful.


“National youth anti-drug media campaign: Fact sheets”


