

COMM 4737

Health Communication in Mass Mediated Contexts Autumn 2016

Meeting Hours: Tues Thurs 12:45 pm – 2:05 pm
Townshend Hall 247

Instructor: Dr. Hyun Suk Kim
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Office Hours: Thurs 3:00 pm – 5:00 pm, or by appointment

Course Description:

This course provides an overview of theory and research related to the role of mass media as they affect the public's health behavior. We begin with an examination of theories of health behavior change and media effects, and examine applications of these theories to health campaigns. We examine examples of mediated health campaigns and the research evaluating their effectiveness. Throughout the course we examine the interplay among theory, research, and practice and discuss how theory informs practice and how research aids in theory construction and refinement.

Readings:

Required text: Cho, H. (Ed.). (2012). *Health Communication Message Design: Theory and Practice*. Thousand Oaks, CA: Sage.

Other readings will be made available through Carmen.

Course Objectives:

At the end of this course, students should:

1. Understand and be able to explain how the theories and methods of communication research can be used in the improvement of health behaviors.
2. Understand the mechanisms through which the media affect health behaviors.
3. Understand and apply theory and research findings in health communication to a practical health concern.

Course Requirements:

1. This course is a *seminar* and includes elements of lecture and discussion formats. As such, a critical portion of the learning occurs through the active discussion of the readings in class meetings. Therefore, attendance and participation in class are vitally important, as is conducting the readings in a timely fashion. Students must complete assigned readings before lectures and be prepared to participate in class. Each lecture is designed to supplement the course readings, *not to replace them*, and exams will cover material

from both the required readings *and* the lectures. Participation will be evaluated based on attendance, active listening, and engagement in discussions.

2. Each student will make a presentation of a research article, typically with another student, during the semester. This presentation will cover an article chosen by the student (or student pair) from a list of *supplementary* readings for each topic. This presentation will be approximately 10-15 minutes in length. The presentation will provide a summary of the main points of the article, as well as a discussion of the relevance of the article to the other readings for the week. The student presenter will serve as the “resident expert” in the reading, and formulate discussion questions to lead the group through the important issues raised in the readings. Further details will be announced in class and be available on Carmen.
3. A group project including a review of research in a health concern and a proposal of a media intervention to address that health problem will be conducted. Groups will make an oral presentation of their research projects to the class. This presentation should be accompanied by PowerPoint slides and should be 15-20 minutes long. Additional information will be provided. Attendance will be taken during presentation days.
4. A research paper will be completed by each group. This will be a written report of the project described in the presentation above. Additional information about the final paper will be provided.
5. Two exams will be administered in class – one midterm and one final exam. Both will be closed book exams, which will cover the required readings and any material covered in class. The format for both exams will be multiple choice, true/false, and short answer questions.

Breakdown of Grades:

Attendance and in-class participation	50 pts
Article presentation	50 pts
Presentation of group project	100 pts
Group paper	100 pts
In-class midterm exam	100 pts
In-class final exam	100 pts
Total	500 pts

Grade Assignment:

Grades will be assigned using the following point system.

≥485 = A+	≥465 = A	≥450 = A-
≥435 = B+	≥415 = B	≥400 = B-
≥385 = C+	≥365 = C	≥350 = C-
≥335 = D+	≥315 = D	≥300 = D-
<300 = E		

Policies and Procedures

I expect you to act as responsible students. I understand that you have other demands on your time and that this course will not always be your top priority. However, the amount of time you spend on this course will have a direct impact on your grade for this course.

If there are unusual circumstances that are affecting your performance in this class, you should inform me of them as soon as possible. I can adjust time schedules, but I will not adjust my grading policies. If you are experiencing personal difficulties that are affecting your performance in your classes you may find it helpful to contact the Student Advocacy Center, 1120 Lincoln Tower, 614-292-1111, <http://advocacy.osu.edu>.

Attendance: Starting on 8/30/2016, attendance will be taken regularly and will factor into each student's participation grade. Students who will be absent from class due to a religious holiday, travel with a university affiliated team or group, or because of an emergency should speak with me at the beginning of the semester or as soon as possible thereafter. Please note that airline schedules are not considered unavoidable conflicts. Excused absences will need to be documented and provided in advance of class (except for emergencies). An unexcused absence will result in a zero grade for participation that day.

Make-up exams: Midterm and final examination dates are given in this syllabus (p. 6) in order to provide ample notice to all students. As a general rule, if you do not take an exam on the scheduled day and time, you will receive a zero for the grade on that exam. Make-up exams will not be given except in cases of extreme, unforeseen, and convincingly documented emergencies (notification within 24 hours of the exam time is required) or official University related absences (you must notify me at least two weeks in advance). Any foreseeable schedule conflicts or medical issues should be discussed immediately with me. I reserve the right to determine what qualifies as acceptable and what documentation is required. Unacceptable excuses include, but are not limited to: having a cold, being emotionally distraught, being out of town, oversleeping, having to work, not being able to find a parking space, car trouble, and flight delays or cancellations.

Group assignment: The group research paper assignment due date/time is presented in this syllabus (p. 6). The group assignment is to be submitted via Carmen. You will have 20 points deducted from your score for *each day* it is late (including weekends). Assignments turned in more than three days late will receive a zero for a grade.

Use of email and Carmen: You are responsible for all information sent to you via your OSU email account and/or posted on the Carmen course site. Therefore, it is important for you to check your OSU email account regularly and be sure to purge your account of unneeded email so that new messages can get through. Similarly, check the Carmen website regularly for any updates or announcements. If you email me, please put the course number (Comm 4737) in the subject line. I will check e-mail at least twice a day on weekdays, so you should get a response within 24 hours most days. I reserve the right *not* to check email on weekends.

Classroom civility: We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (a) display respect for all members of the classroom – including the instructor and students, (b) pay attention to and participate in all class sessions and activities; (c) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, making/receiving cell phone calls, text messaging, etc.); and (d) avoid racist, sexist, homophobic or other negative language

that may unnecessarily exclude members of our campus and classroom. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned. Any student who engages in these sorts of behaviors will be asked to leave class, suffer a grade penalty (your final grade may be reduced by 1% each time you engage in such behaviors), and/or be reported to the School of Communication Director, the Dean of Students, and/or University Police.

The use of technology in class and lecture notes: Students are *not* allowed to take photographs, record video, or record audio during class. Laptops, tablets, and other electronic devices should be used only for note-taking and class-related activities. If a student uses a laptop or other device for non-class related purposes (e.g., social networking sites, etc.) and it is distracting to others, the student will be asked to leave class and/or receive a zero grade for participation that day. Please note that I will *not* make class lecture notes available. This is intended to (a) minimize distractions during class and to (b) prevent unauthorized distribution and misuse of lecture materials outside the class (which may constitute academic misconduct). It is important that students make every effort to attend class and take notes during class. If a student, for any reason, misses class, it is his or her responsibility to obtain notes from someone else in the class. I will be happy to answer specific questions about missed content during office hours.

Academic misconduct: Cheating and plagiarism in any form will not be tolerated. The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct at <http://studentaffairs.osu.edu/csc>.

OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your paper to Turnitin through Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see the following page: [the Turnitin Suite \(for Students\)](#). Note that submitted final papers become part of the OSU database.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's *Code of Student Conduct*, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about this policy or what constitutes academic misconduct, please contact me or visit the COAM web page at <http://oaa.osu.edu/coam.html>

Grading: Please wait 24 hours after a graded assignment is given back to you before discussing your grade with me. You have a one week period after the graded assignment is returned to challenge grades. All grade challenges should be written.

Diversity Statement: The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and

welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

REASONABLE ACCOMMODATION POLICY: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Ave; Phone 614-292-3307; <http://www.ods.ohio-state.edu>.


Tentative Course Schedule

Date	Topic	Required Readings
08/23	Course Overview	Syllabus
08/25 08/30 09/01	Introduction to the Study of Media Effects on Health	Watts (2011); Textbook Chapter 1 Jaccard & Jacoby (2010) Hornik & Yanovitzky (2003) Cappella (2006); Hornik (2002)
09/06 09/08	The Integrative Model (IM) of Behavioral Prediction	Textbook Chapter 2 Bleakley et al. (2011)
09/13 09/15	The Elaboration Likelihood Model (ELM) of Persuasion	Petty et al. (2009) Carpenter (2015)
09/20 09/22	Normative Appeals: Social Influence <i>*Group formation / topic development</i>	Cialdini (2012) Mead et al. (2014)
09/27 09/29	Emotional Appeals	Textbook Chapters 3 & 4
10/04	Midterm Exam Review	
10/06	Midterm Exam	
10/11	Inoculation	Textbook Chapter 5
10/13	<i>No Class: Autumn Break</i>	
10/18 10/20	Narrative	Textbook Chapter 6 Kim et al. (2012)
10/25 10/27	Message Sensation Value	Textbook Chapter 13 Harrington et al. (2014)
11/01	Group Project Workshop	
11/03	Culture, Identity, & Religiosity/Spirituality	Textbook Chapters 7 to 9
11/08	Health Literacy	Textbook Chapter 10
11/10	“Natural” Coverage Effects	Yanovitzky & Stryker (2001)
11/15	Group Project Workshop	
11/17 11/22	Message Tailoring	Textbook Chapter 12 Noar et al. (2009)
11/24	<i>No Class: Thanksgiving Break</i>	
11/29	Group Project Presentations	
12/01	Group Project Presentations	
12/06	Final Exam Review	
12/13	Final Exam	2:00–3:45 pm; Townshend Hall 247

*** Group Project Paper Due: 12/06, 11:59pm**

DRAFT Reading List



Required readings are indicated by an asterisk (*)

Supplementary readings are denoted by 

Introduction to the Study of Media Effects on Health

- *Watts, D. J. (2011). *Everything is obvious once you know the answer: How common sense fails us*. New York, NY: Crown Business. **Preface: “A Sociologist’s Apology”**
(http://everythingisobvious.com/wp-content/themes/eio/assets/EIO_preface.pdf)
- *O’Keefe, D. J. (2012). From psychological theory to message design: Lessons from the story of gain-framed and loss-framed persuasive messages. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 3-20). Thousand Oaks, CA: Sage. **Textbook Chapter 1.**
- *Jaccard, J., & Jacoby, J. (2010). *Theory construction and model-building skills: A practical guide for social scientists*. New York, NY: Guilford Press. **Chapter 7 “Causal Models”**
(<http://site.ebrary.com/lib/ohiostate/detail.action?docID=10350296>)
- *Hornik, R. C., & Yanovitzky, I. (2003). Using theory to design evaluations of communication campaigns: The case of the National Youth Anti-Drug Media Campaign. *Communication Theory*, 13, 204-224. doi: [10.1111/j.1468-2885.2003.tb00289.x](https://doi.org/10.1111/j.1468-2885.2003.tb00289.x)
- *Cappella, J. N. (2006). Integrating message effects and behavior change theories: Organizing comments and unanswered questions. *Journal of Communication*, 56, S265-S278. doi: [10.1111/j.1460-2466.2006.00293.x](https://doi.org/10.1111/j.1460-2466.2006.00293.x)
- *Hornik, R. C. (2002). Exposure: Theory and evidence about all the ways it matters. *Social Marketing Quarterly*, 8, 31-37. doi: [10.1080/15245000214135](https://doi.org/10.1080/15245000214135)

The Integrative Model of Behavioral Prediction

- *Yzer, M. (2012). The integrative model of behavioral prediction as a tool for designing health messages. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 21-40). Thousand Oaks, CA: Sage. **Textbook Chapter 2.**
- *Bleakley, A., Hennessy, M., Fishbein, M., & Jordan, A. (2011). Using the integrative model to explain how exposure to sexual media content influences adolescent sexual behavior. *Health Education & Behavior*, 38, 530-540. doi: [10.1177/1090198110385775](https://doi.org/10.1177/1090198110385775)
-  Anderson, C. N., Noar, S. M., & Rogers, B. D. (2013). The persuasive power of oral health promotion messages: A theory of planned behavior approach to dental checkups among young adults. *Health Communication*, 28, 304-313. doi: [10.1080/10410236.2012.684275](https://doi.org/10.1080/10410236.2012.684275)
-  Robbins, R., & Niederdeppe, J. (2015). Using the integrative model of behavioral prediction to identify promising message strategies to promote healthy sleep behavior among college students. *Health Communication*, 30, 26-38. doi: [10.1080/10410236.2013.835215](https://doi.org/10.1080/10410236.2013.835215)

The Elaboration Likelihood Model of Persuasion

- *Petty, R. E., Barden, J., & Wheeler, S. C. (2009). The elaboration likelihood model of persuasion: Developing health promotions for sustained behavioral change. In R. J. DiClemente, R. A. Crosby, & M. C. Kegler (Eds.), *Emerging theories in health promotion practice and research* (2nd ed). San Francisco, CA: Jossey-Bass.
- *Carpenter, C. J. (2015). A meta-analysis of the ELM’s argument quality × processing type predictions. *Human Communication Research*, 41, 501-534. doi: [10.1111/hcre.12054](https://doi.org/10.1111/hcre.12054)

- 📖 Carnaghi, A., Cadinu, M., Castelli, L., Kiesner, J., & Bragantini, C. (2007). The best way to tell you to use a condom: The interplay between message format and individuals' level of need for cognition. *AIDS Care*, *19*, 432-440. doi: [10.1080/09540120600582013](https://doi.org/10.1080/09540120600582013)
- 📖 Lee, S., Cappella, J. N., Lerman, C., & Strasser, A. A. (2011). Smoking cues, argument strength, and perceived effectiveness of antismoking PSAs. *Nicotine & Tobacco Research*, *13*, 282-290. doi: [10.1093/ntr/ntq255](https://doi.org/10.1093/ntr/ntq255)

Normative Appeals: Social Influence

- *Cialdini, R. B. (2012). The focus theory of normative conduct. In P. A. M. Van Lange, A. W. Kruglanski, and E. T. Higgins (Eds.), *Handbook of Theories of Social Psychology* (pp. 295-312). Thousand Oaks, CA: Sage.
- *Mead, E. L., Rimal, R. N., Ferrence, R., & Cohen, J. E. (2014). Understanding the sources of normative influence on behavior: The example of tobacco. *Social Science & Medicine*, *115*, 139-143. doi:[10.1016/j.socscimed.2014.05.030](https://doi.org/10.1016/j.socscimed.2014.05.030)
- 📖 Perkins, H. W., Linkenbach, J. W., Lewis, M. A., & Neighbors, C. (2010). Effectiveness of social norms media marketing in reducing drinking and driving: A statewide campaign. *Addictive Behaviors*, *35*, 866-874. doi: [10.1016/j.addbeh.2010.05.004](https://doi.org/10.1016/j.addbeh.2010.05.004)
- 📖 Robinson, E., Fleming, A., & Higgs, S. (2014). Prompting healthier eating: Testing the use of health and social norm based messages. *Health Psychology*, *33*, 1057-1064. doi: [10.1037/a0034213](https://doi.org/10.1037/a0034213)

Emotional Appeals

- *Basil, M., & Witte, K. (2012). Health risk message design using the extended parallel process model. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 41-58). Thousand Oaks, CA: Sage. **Textbook Chapter 3.**
- *Turner, M. M. (2012). Using emotional appeals in health messages. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 59-71). Thousand Oaks, CA: Sage. **Textbook Chapter 4.**
- 📖 Bleakley, A., Jordan, A. B., Hennessy, M., Glanz, K., Strasser, A., & Vaala, S. (2015). Do emotional appeals in public service advertisements influence adolescents' intention to reduce consumption of sugar-sweetened beverages? *Journal of Health Communication*, *20*, 938-948. doi: [10.1080/10810730.2015.1018593](https://doi.org/10.1080/10810730.2015.1018593)
- 📖 Tannenbaum, M. B., Hepler, J., Zimmerman, R. S., Saul, L., Jacobs, S., Wilson, K., Albarracín, D. (2015). Appealing to fear: A meta-analysis of fear appeal effectiveness and theories. *Psychological Bulletin*, *141*, 1178-1204. doi: [10.1037/a0039729](https://doi.org/10.1037/a0039729)

Inoculation

- *Ivanov, B. (2012). Designing inoculation messages for health communication campaigns. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 73-93). Thousand Oaks, CA: Sage. **Textbook Chapter 5.**
- 📖 Banerjee, S. C., & Greene, K. (2007) Antismoking initiatives: Effects of analysis versus production media literacy interventions on smoking-related attitude, norm, and behavioral intention. *Health Communication*, *22*, 37-48. doi: [10.1080/10410230701310281](https://doi.org/10.1080/10410230701310281)

Narrative

- *Larkey, L. K., & Hill, A. L. (2012). Using narratives to promote health: A culture-centric approach. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 95-112). Thousand Oaks, CA: Sage. **Textbook Chapter 6.**
- *Kim, H. S., Bigman, C. A., Leader, A. E., Lerman, C., & Cappella, J. N. (2012). Narrative health communication and behavior change: The influence of exemplars in the news on intention to quit smoking. *Journal of Communication*, 62, 473-492. [doi: 10.1111/j.1460-2466.2012.01644.x](https://doi.org/10.1111/j.1460-2466.2012.01644.x)
- 📖 Durkin, S. J., Biener, L., & Wakefield, M. A. (2009). Effects of different types of antismoking ads on reducing disparities in smoking cessation among socioeconomic subgroups. *American Journal of Public Health*, 99, 2217-2223. [doi: 10.2105/AJPH.2009.161638](https://doi.org/10.2105/AJPH.2009.161638)
- 📖 Murphy, S. T., Frank, L. B., Chatterjee, J. S., Moran, M. B., Zhao, N., Amezola de Herrera, P., & Baezconde-Garbanati, L. A. (2015). Comparing the relative efficacy of narrative vs nonnarrative health messages in reducing health disparities using a randomized trial. *American Journal of Public Health*, 105, 2117-2123. [doi: 10.2105/AJPH.2014.302332](https://doi.org/10.2105/AJPH.2014.302332)

Message Sensation Value

- *Morgan, S. E. (2012). Designing high sensation value messages for the sensation seeking audience. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 231-247). Thousand Oaks, CA: Sage. **Textbook Chapter 13.**
- *Harrington, N. G., Palmgreen, P. C., & Donohew, L. (2014). Programmatic research to increase the effectiveness of health communication campaigns. *Journal of Health Communication*, 19, 1472-1480. [doi: 10.1080/10810730.2014.954082](https://doi.org/10.1080/10810730.2014.954082)
- 📖 Kang, Y., Cappella, J. N., & Fishbein, M. (2006). The attentional mechanism of message sensation value: Interaction between message sensation value and argument quality on message effectiveness. *Communication Monographs*, 73, 351-378. [doi: 10.1080/03637750601024164](https://doi.org/10.1080/03637750601024164)
- 📖 Weber, R., Westcott-Baker, A., & Anderson, G. (2013). A multilevel analysis of antimarijuana public service announcement effectiveness. *Communication Monographs*, 80, 302-330. [doi: 10.1080/03637751.2013.788254](https://doi.org/10.1080/03637751.2013.788254)

Culture, Identity, and Religiosity/Spirituality

- *Davis, R. E., & Resnicow, K. (2012). The cultural variance framework for tailoring health messages. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 115-135). Thousand Oaks, CA: Sage. **Textbook Chapter 7.**
- *Hecht, M. L., & Choi, H. (2012). The communication theory of identity as a framework for health message design. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 137-152). Thousand Oaks, CA: Sage. **Textbook Chapter 8.**
- *Holt, C. L. (2012). Religiosity, spirituality, and the design of health communication messages and interventions. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 153-170). Thousand Oaks, CA: Sage. **Textbook Chapter 9.**
- 📖 Moran, M. B., & Sussman, S. (2014). Translating the link between social identity and health behavior into effective health communication strategies: An experimental application using antismoking advertisements. *Health Communication*, 29, 1057-1066. [doi: 10.1080/10410236.2013.832830](https://doi.org/10.1080/10410236.2013.832830)

Health Literacy

*Jensen, J. D. (2012). Addressing health literacy in the design of health messages. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 171-190). Thousand Oaks, CA: Sage. **Textbook Chapter 10.**

📖 Meppelink, C. S., Smit, E. G., Buurman, B. M., & van Weert, J. C. M. (2015). Should we be afraid of simple messages? The effects of text difficulty and illustrations in people with low or high health literacy. *Health Communication, 30*, 1181-1189. [doi: 10.1080/10410236.2015.1037425](https://doi.org/10.1080/10410236.2015.1037425)

“Natural” Coverage Effects

*Yanovitzky, I., & Stryker, J. E. (2001). Mass media, social norms, and health promotion efforts: A longitudinal study of media effects on youth binge drinking. *Communication Research, 28*, 208-239. [doi: 10.1177/009365001028002004](https://doi.org/10.1177/009365001028002004)

📖 Stryker, J. E. (2003). Media and marijuana: A longitudinal analysis of news media effects on adolescents' marijuana use and related outcomes, 1977-1999. *Journal of Health Communication, 8*, 305-328. [doi: 10.1080/10810730305724](https://doi.org/10.1080/10810730305724)

Message Tailoring

*Noar, S. M., & Van Stee, S. K. (2012). Designing messages for individuals in different stages of change. In H. Cho (Ed.), *Health Communication Message Design: Theory and Practice* (pp. 209-229). Thousand Oaks, CA: Sage. **Textbook Chapter 12.**

*Noar, S. M., Harrington, N. G., Aldrich, R. S. (2009). The role of message tailoring in the development of persuasive health communication messages. In C. S. Beck (Ed.), *Communication Yearbook* (Vol. 33, pp. 73-133). New York, NY: Routledge.

📖 Glanz, K., Steffen, A. D., Schoenfeld, E., & Tappe, K. A. (2013). Randomized trial of tailored skin cancer prevention for children: The project SCAPE family study. *Journal of Health Communication, 18*, 1368-1383. [doi: 10.1080/10810730.2013.778361](https://doi.org/10.1080/10810730.2013.778361)

📖 Lustria, M. L. A., Cortese, J., Gerend, M. A., Schmitt, K., Kung, Y. M., & McLaughlin, C. (2016). A model of tailoring effects: A randomized controlled trial examining the mechanisms of tailoring in a web-based STD screening intervention. *Health Psychology*. Advance online publication. [doi: 10.1037/hea0000399](https://doi.org/10.1037/hea0000399)

DISCLAIMER: The information provided in this syllabus constitutes a list of basic class policies and the schedule as I currently envision it. I reserve the right to modify this information when deemed necessary for any reason. Any changes will be announced in class and posted to Carmen. Students are responsible to keep up with any such changes to this syllabus and be aware of current policies. The content of the current syllabus (i.e., requirements, course schedule, reading list, policies and procedures, etc.) is based on syllabi developed by Drs. Nancy Rhodes, Joseph Cappella, Robert Hornik, Susan Mello, Siyue Li, Jason Coronel, and Roselyn Lee-Won.