

COMM 4737 - Health Communication in Mass Mediated Contexts
Spring 2016
M/W 8:00 am – 9:20 pm
Denney Hall 253

Instructor:

Dr. Nancy Rhodes
Office: Derby 3045A
Email: rhodes.296@osu.edu
Office Hours: Wednesday 11:30 am – 1:30 pm and by appointment

Credit Hours: 3

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. (2012). *Health Communication Message Design: Theory and Practice*. Los Angeles, 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:

This course is conducted as a seminar. 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.

1. To encourage you to stay current with the readings, we will have weekly reading quizzes that are administered online through Carmen. These are intended to be brief assessments of your understanding of the readings and will typically be true/false, multiple choice, or short answer in format. Quizzes are made available on Thursday and are due by 7AM Monday most weeks. These dates are listed in Carmen and in this syllabus. Missed quizzes cannot be made up. The two lowest quiz grades will be dropped.

2. To engage students in actively learning and applying course concepts, there will be a variety of in-class activities. These activities may take many forms from reflective writing to group discussions of the material. Because these activities draw directly from the material discussed in class, they cannot be made up in the case of absence. Ten percent of the points accumulated through quizzes and in-class activities will be dropped. That is, if a total of 55 points were available, only 50 points will count toward the grade.
3. 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.
4. 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 about mid-way through the semester. 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.
5. 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.
6. One take-home exam will be completed. This will cover readings and material presented during class. The exam format will be essay and short answer. Questions will be distributed one week before the due date.

Breakdown of grades:

1. Reading quizzes (Lowest 2 out of 12 dropped:10@10 points each)	100 pts
2. Attendance and In-class activities (10% of points dropped)	50 pts
3. Article presentation	50 pts
4. Presentation of group project	100 pts
5. Group paper	100 pts
6. Take-home Exam	<u>100 pts</u>
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 = F		

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: Attendance is important for you to learn the course material. However, I recognize that people may need to miss a class or two for various reasons. If you miss class, you may miss opportunities to complete in-class assignments. These cannot be made up.

MISSED OR LATE EXAMS AND ASSIGNMENTS: As a general rule, if you do not take a quiz or hand in an assignment on the scheduled day and time, you will receive a zero for the grade on that exam or assignment. The exam and assignment due dates are noted on the last page of the syllabus. *All assignments are to be submitted via Carmen. Emailed assignments will not be graded.* In the rare case when a make-up quiz or late assignment is approved by the instructor, you will still have 10% deducted from your grade for *each day* it is late (including weekends). Exams and assignments turned in more than one week 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 (1) display respect for all members of the classroom – including the instructor and students, (2) pay attention to and participate in all class sessions and activities; (3) 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 (4) 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. Your final grade may be reduced by 1% *each time* you engage in these sorts of behaviors.

A NOTE ON THE USE OF TECHNOLOGY IN CLASS: This course is a seminar and includes elements of lecture and discussion formats, which require the active attention and participation of all attendees. The use of technology – laptops, tablets, smart phones, etc – during class takes students' attention away from the course material. Furthermore, research indicates that learning is hampered by the use of technology in class, not just for the student using it, but for other students in the class as well. By attending class, you agree to be fully

present, and to **turn off and put away all cell phones, computers, tablets and electronic devices while discussion or lecture is in progress.**

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/resource_csc.asp.

OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers and take-home exam 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 [Dropbox: 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 the instructor or visit the COAM web page at <http://oaa.osu.edu/coam/home.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.

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 150 Pomerene Hall, 1760 Neil Avenue; Phone 292-3307; TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Tentative Course Schedule**NOTE: Required Readings are listed on Carmen by topic**

<u>Date:</u>	<u>Topic</u>	<u>Reading</u>	<u>Additional Info</u>
Jan 11 & 13	Introduction to Health Promotion and Media Effects Research	Posted readings	
Jan 18 (Mon.)	No class: MLK day		
Jan 20 (Weds.)	Supersize Me video and discussion Media effects and obesity	Posted readings	Quiz 1 due 7am Weds this week
Jan 25 & 27	Attitude-Behavior Models	Cho Chapter 2 And posted readings	
Feb 1 & 3	Theories of Persuasion: ELM	Posted readings	Group formation and topic development, Feb 3
Feb 8 & 10	EPPM	Cho Chapter 3	Group workshop Feb 10, second half of class meeting
Feb 15 & 17	Entertainment-Education Narrative persuasion	Cho Chapter 6 And posted readings	
Feb 22 & 24	Identity and Message Design	Cho Chapter 8	Group meetings with Professor Feb 24 -- No class meeting
Feb 29 & Mar 2	Religiosity and Spirituality	Cho Chapter 9 And posted readings	
Mar 7 & 9	Health Literacy	Cho Chapter 10 And posted readings	Presentation workshop Mar 9
Mar 14-18	SPRING BREAK – No Class meeting		
Mar 21 & 23	Stages of Change	Cho Chapter 12	Group presentations MAR 23
Mar 28 & 30	Message Sensation Value	Cho Chapter 13 And posted readings	Group presentations MAR 30
Apr 4 & 6	Limited Capacity Models	Posted readings	
Apr 11 & 13	Health Issues in Popular Media and News Media	Posted readings	Paper workshop Apr 13, second half of class meeting
Apr 18 & 20	Evaluation of Campaigns	Posted readings	Papers due Apr 20, 11:59pm Exam questions released
Apr 25	Ethical Considerations	Posted readings	
Apr 28	Scheduled final exam period	No in-class exam	Take-home due Apr 28 9:45AM

DRAFT Reading List

Required readings are indicated by an asterisk (*)

Media Effects Research and Health Promotion

- *Perse, E. M. (2001). *Media effects and society*. Mahwah, NJ: Lawrence Erlbaum Associates. Chapters 1 & *2, pp 1-52.
- *National Cancer Institute. (2001). Making health communication programs work: A planners guide. U.S. Department of Health and Human Services. <https://cissecure.nci.nih.gov/ncipubs/detail.aspx?prodid=T068>. (Introduction)
- Wartella, E. A., & Stout, P. A. (2002). The Evolution of mass media and health persuasion models. In W. D. Crano & M. Burgoon (Eds.), *Mass media and drug prevention: Classic and contemporary theories and research* (pp. 19-34). Mahwah, NJ: Lawrence Erlbaum Associates.

Media effects and obesity

- Nisbet, M. C., & Aufderheide, P. (2009). Documentary film: Towards a research agenda on forms, functions, and impacts. *Mass Communication & Society*, 12(4), 450-456. doi:10.1080/15205430903276863
- Puhl, R., Luedicke, J., & Peterson, J. L. (2013). Public reactions to obesity-related health campaigns: A randomized controlled trial. *American Journal of Preventive Medicine*, 45(1), 36-48. doi:10.1016/j.amepre.2013.02.010
- Beaudoin, C. E., Fernandez, C., Wall, J. L., & Farley, T. A. (2007). Promoting Healthy Eating and Physical Activity: Short-Term Effects of a Mass Media Campaign. *American Journal of Preventive Medicine*, 32(3), 217-223. doi:10.1016/j.amepre.2006.11.002
- Children, adolescents, obesity, and the media. (2011). *Pediatrics*, 128(1), 201-208. doi:10.1542/peds.2011-1066

The Role of Theory in Campaign Design

- *Cho, Chapter 1: O'Keefe on Prospect Theory
- *Fishbein, M., Cappella, J., Hornik, R., Sayeed, S., Yzer, M., Y Ahern, R. K. (2002). The role of theory in developing effective antidrug public service announcements. In W. D. Crano & M. Burgoon (Eds.), *Mass media and drug prevention: Classic and contemporary theories and research*. Mahwah, NJ: Lawrence Erlbaum Associates.
- *Thomas, J. (2009). Using social marketing to address obesity: The ongoing "Liverpool Challenge social marketing programme. *Journal of Communication in Healthcare*, 2(3), 216-227.
- Yanovitzky, I., & Stryker, J. (2001). Mass media, social norms, and health promotion efforts: A longitudinal study of media effects on youth binge drinking. *Communication Research*, 28, 208-239.
- Slater, M. D., Kelly, K. J., Edwards, R. W., Plested, B. A., Thurman, P. J., Keefe, T. J., et al. (2006). Combining in-school social marketing and participatory, community-based media efforts: Reducing marijuana and alcohol uptake among younger adolescents. *Health Education Research*, 21, 157-167.

Attitude-Behavior Models

- *Cho, Chapter 2: Yzer on the Integrative model
- *Dillard, J. P. (2011). An Application of the Integrative Model to Women's Intention to Be Vaccinated Against HPV: Implications for Message Design. *Health Communication*, 26, 479-486.
- Montano, D. E., Kasprzyk, D. (2002). The theory of reasoned action and the theory of planned behavior. In K. Glanz, B. K. Rimer, & F. M. Lewis (Eds.), *Health Behavior and Health Education: Theory, Research, and Practice (3rd ed.)*. San Francisco, CA: Jossey-Bass.
- Roberto, A. J., Krieger, J. L., Katz, M. L., Goei, R., & Jain, P. (2011). Predicting pediatricians' communication with parents about the human papillomavirus (hpv) vaccine: an application of the theory of reasoned action. *Health Communication*, 26, 303-12.

Emotional Appeals

- *Cho, Chapter 3: Basil & Witte on the EPPM
- *Cho, Chapter 4: Turner on emotional appeals
- Witte, K. (1994). Fear control and danger control: A test of the extended parallel process model (EPPM). *Communication Monographs*, 61(2), 113-134.
- Taubman-Ben-Ari, O. (2000). The effect of reminders of death on reckless driving: A terror management perspective. *Current Directions in Psychological Science*, 9, 196-199.

Health Beliefs Model and Social Cognitive Model

- *Janz, N. K., Champion, V. L., & Stretcher, V. J. (2002). The Health Belief Model. In K. Glanz, B. K. Rimer, & F. M. Lewis (Eds.), *Health Behavior and Health Education: Theory, Research, and Practice (3rd ed.)*. San Francisco, CA: Jossey-Bass.
- *Bandura, A. (2004). Health promotion by social cognitive means. *Health Education and Behavior*, 31, 143-164.
- Gold, A.L., Cohen, E.L., & Shumate, M. (2008). Proscriptive models and evidence in antismoking advertising. *Health Communication*, 23, 259-269.
- Harrison, J.A., Mullen, P.D., & Green, L.W. (1992). A meta-analysis of studies of the Health Belief Model with adults. *Health Education Research*, 7, 107-116.
- Wang, J. H., Liang, W., Schwartz, M. D., Lee, M. M., Kreling, B., & Mandelblatt, J. S. (2008). Development and evaluation of a culturally tailored educational video: Changing breast cancer related behaviors in Chinese women. *Health Education and Behavior*, 35, 806-820.

Identity and Message Design

- * Cho, Chapter 8: Hecht & Choi on the Communication Theory of Identity

Culture, Religiosity and Spirituality

- *Cho Chapter 7: Davis & Resnikow on the Cultural Variance Framework
- *Cho, Chapter 9: Holt on Religiosity and Spirituality in the Design of Health Messages

Health Literacy and Stages of Change Model

- *Cho, Chapter 10: Jensen on Health Literacy and the design of health messages
- *Prochaska, J. O., Redding, C. A., & Evers, K. E. (2002). The transtheoretical model and stages of change. In K. Glanz, B. K. Rimer, & F. M. Lewis (Eds.), *Health Behavior and Health Education: Theory, Research, and Practice* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Slater, M. D. (1999). Integrating application of media effects, persuasion and behavior change theories to communication campaigns: A stages of change framework. *Health Communication*, 11, 335-354.

Message Sensation Value and Limited Capacity Models

- * Cho Chapter 13: Morgan on Designing Message for the Sensation Seeking Audience
- * Rhodes, N. (in press). Fear Appeal Messages: Positive Affect and Message Processing. *Communication Research*.
- Stephenson, M. T. (2003). Mass media strategies targeting high sensation seekers: What works and why. *American Journal of Health Behavior*, 27 (Supp. 3), S233-S238.
- Lang, A. (2006). Using the limited capacity model of motivated mediated message processing to design effective cancer communication messages. *Journal of Communication*, 56, S57-S80.
- Lang, A., Chung, Y., Lee, S., Schwartz, N., & Shin, M. (2005). It's an arousing, fast-paced kind of world: The effects of age and sensation seeking on the information processing of substance-abuse PSAs. *Media Psychology*, 7(4), 421-454.

Narrative Persuasion and Entertainment-Education

- *Cho, Chapter 6: Larkey & Hill on Narratives
- *Hether, H., Huang, G., Beck, V., Murphy, S., & Valente, T. (2008). Entertainment-Education in a Media-Saturated Environment: Examining the Impact of Single and Multiple Exposures to Breast Cancer Storylines on Two Popular Medical Dramas. *Journal of Health Communication*, 13(8), 808-823.
- Moyer-Guse, E. (2008). Toward a Theory of Entertainment Persuasion: Explaining the Persuasive Effects of Entertainment-Education Messages. *Communication Theory*, 18(3), 407-425.

Evaluation and Ethical Considerations

- *Hornik, R. C. (2002). Evaluation design for public health communication programs. In R. C. Hornik (Ed.), *Public health communication: Evidence for behavior change* (pp. 385-405). Mahwah, NJ: Lawrence Erlbaum Associates.
- *Guttman, N., & Ressler, W. (2001). On being responsible: Ethical issues in appeals to personal responsibility in health campaigns. *Journal of Health Communication*, 6, 117-136.

Hornik, R., & 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.

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.