

COMM 4737: Health Communication in Mass Mediated Contexts

COURSE DESCRIPTION

We encounter mass media messages about health on a near daily basis, yet we may have given little thought to the development or effectiveness of these messages. This course provides an overview of theory and research related to mass media effects and health behavior change, as well as the process through which health communication campaigns are developed, to help you become better developers and consumers of health messaging. Throughout this course we will examine how theory informs practice and how research can aid in the development of new theories and more effective campaigns. This course is designed to provide you with the skills and knowledge to implement health communication messages and campaigns across a wide variety of health domains and settings.

Instructor

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Associate Professor
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Class Time

3:00-4:50 PM Wed.
McPherson Lab 2015

This is hybrid course, which means that we will utilize a combination of synchronous and asynchronous methods.

COURSE GOALS AND LEARNING OUTCOMES

Goal 1: By the end of this course, students will have an appreciation for the role of theory in explaining and influencing health behavior resulting from mass media exposure.

Successful students will be able to:

- (1.1) List individual, social and cognitive predictors of health behaviors as defined by theory.
- (1.2) Recognize theoretical constructs embedded within health messages.
- (1.3) Compare and contrast major theories and methods used in health message design.
- (1.4) Critique the potential effectiveness of a health message or campaign based on theory.

Goal 2: By the end of this course, students will understand techniques for developing effective theory-based health communication messages.

- (2.1) Illustrate the steps involved in the health message design process.
- (2.2) Effectively apply theory in the development of a health messages.
- (2.3) Discuss the importance of considering culture and identity when developing health messages.
- (2.4) Discuss reasons that health messages designed to persuade audiences may fail.
- (2.5) Describe techniques for increasing health knowledge and addressing misinformation in the media.

MODE OF DELIVERY

This hybrid course is designed to be roughly 75% in-person (2 hours) and 25% online (1 hour). This means that each week you are expected to be in-person for our weekly class meeting (unless noted on the syllabus) and also complete one hour of work on your own. Weekly readings and online learning activities will help you process course material and prepare for class.

Most in-person lectures/workshops will be live-streamed/recorded on zoom and posted for later viewing; however, this does not mean that you can take this as an online only class (see attendance policy).

COURSE MATERIALS

An online module will be created for each course meeting in Carmen that may include (a) required or optional readings or media viewings, (b) concept reflection activities or (c) other activities to be completed prior to class. These modules will be rolled out over the semester. Allow 1-2 hours to complete readings and activities prior to class. Any activities posted in the module are due by class time, unless noted.

Textbook & Readings

Cho, H. (Ed.). (2012). Health Communication Message Design: Theory and Practice. Thousand Oaks, CA: Sage. This book is available on Carmen Books for \$40.

Additional assigned readings (textbook chapters, journal and popular press articles), videos and podcasts are noted on the syllabus and included in the class modules (as well as listed in "files" on carmen).

OFFICE HOURS

Weekly office hours will be held on Zoom on Wednesday from 1-2 PM in my zoom room (also linked in Carmen): <https://osu.zoom.us/j/7774933794?pwd=TXFrdXlVcUVkM0crY0p1dVk5RDVsUT09>

If that day/time doesn't work for you, you can also email me to set up an appointment to meet.

COURSE ASSIGNMENTS

The following is a list of assignments for this course and the points that are allotted for each. Comprehensive assignment and grade information is always available on Carmen. I will use the standard OSU grade percentages. Should you have any questions or concerns about assignments or your grade, please stop by office hours or make an appointment to talk with me.

Two Exams (100 points)

There will be a midterm (50 points) and non-cumulative final exam (50 points) in this course. You will be tested on information from all aspects of the course (course readings, lectures, and class discussions). I will provide a study guide and an in-class review to help you prepare. Exams will include multiple choice and true/false questions. Both exams will be administered online. You will be allowed your use your notes, but you will be given a time limit in which to take the exam. *Links to Objectives: 1.1-1.3, 2.1, 2.3-2.5.*

Message Evaluation (50 points)

For this assignment, you will describe an existing health communication message (print-based, social media, mass media, online campaign, etc.) and the theory (from those we discussed in class) that you think it mostly closely draws upon. You will describe all elements of the theory and discuss how the theory is illustrated in the

message. You will also be asked to provide a theory-based critique of the message and to discuss the potential effectiveness of the message. *Links to Objectives:* 1.2, 1.4, 2.3, 2.4

Message Redesign (50 points)

Building on your message evaluation assignment, you will redesign your message for Instagram in order to address the problems you identified in the previous assignment and/or better utilize or incorporate theory and concepts from class. I will ask you to submit a redeveloped message, as well as a written description of your efforts and alignment with the theory that you have chosen. *Links to objectives:* 1.2, 1.4, 2.1-2.4

Online Learning Assignments

Because this is a hybrid course, you will be asked to complete online learning activities most weeks (worth 2-10 points each) to help you process course material and prepare for assignments. These activities are posted in the class module and are due by the class time for which they are assigned.

- a. **Reading Quizzes (45 points)** – Several weeks you will have a short quiz (5-10 points) over the assigned readings for that week, which must be completed by class time. All quizzes are open book/note and not timed. *Links to objectives:* 1.1, 1.2, 2.1, 2.3, 2.4
- b. **Message Shares (35 points)** – To help you process the readings and course content you will be regularly asked to find examples of health communication messages that illustrate course concepts and theories and evaluate those messages. I will incorporate the messages you find into our class discussions when discussing course concepts, so you may be called on to share the messages that you find. There are eight message shares on the schedule, each worth 5 points each. I will drop your lowest message share score. *Links to objectives:* 1.2, 1.4, 2.2, 2.3, 2.4

Attendance (10 points)

To help you stay on track in this course, I will take attendance most every class period using Top Hat. You may miss up to TWO classes (for any reason) without a loss of attendance points. You will also not lose points for missing class due to anything COVID-related (you don't feel well, you or someone in your family has or has been exposed to COVID-19, etc.), as well as for any other sort of personal or family emergency or university-excused absence, as long as you let me know before or within a week of missing class. Please do not come to class if you are not feeling well or you have COVID-19. After those two classes, you will lose **TWO** points for every unexcused class (noted with an "a" on the course schedule) that you miss. Missing class for work or family vacation would not count as a university-excused absence.

You are responsible for signing into Top Hat. **If you forget to check-in, arrive after the Top Hat Code has been taken down, or leave within the first 30 minutes of class, you may not receive attendance points for that day.** If you forget, just let me know and I can mark your attendance in the system. However, **Top Hat attendance corrections must be requested within ONE week of the date it occurred.**

Top Hat Course: COMM 4737 (SPR22)

Top Hat Join Code: 336436

COURSE POLICIES

Late Work Policy

All assignments are due by the date posted on Carmen. However, I will still grade late assignments for

full credit if you (a) let me know beforehand your assignment will be late or (b) get in touch with me soon after missing a deadline. I am willing to offer you some flexibility, as long you communicate with me regarding your situation. Please note that if you do not complete assignments within one week of their due date, you may receive a zero on that assignment.

Grade Disputes

I am happy to revisit grades and to discuss my evaluation of your work with you – just be ready to discuss where and why you believe you should have received additional points on assignment and how many points you should have received. I will also set aside class time to review exams with you.

Plagiarism

All work in this course is to be individually developed. When grading in Carmen I use Turnitin, which will alert me to potential plagiarism. Plagiarism includes using another person's writing without giving them credit, using large verbatim sections of the work of another person or online source (even a public source) or submitting something you have written for another class. If you are unsure, please give credit to your source or talk to me about it. Students who plagiarize will be penalized and reported to university officials. You will also receive a grade of zero for the assignment where plagiarism occurred.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students).

Diversity

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.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Disability Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Covid-19 Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Masks and Social Distancing

The university requires that everyone on campus wears masks indoors (for more information, see <https://safeandhealthy.osu.edu/>). Wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. Masks help protect you and they also help you protect other people. Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

Instructor Illness or Absence

If the *instructor* is ill or must quarantine because of COVID-19, in-person sessions will be moved online to Zoom and/or recorded and posted online. You will be notified via email of this change, and it will be posted on Carmen in the announcements.

COVID-19 Emergency Financial Assistance

Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or childcare. Please visit the website for more information. <https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>.

Food Security

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours. <https://www.buckeyefoodalliance.org>, 614-688-2508.

Statement on Diversity

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.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614--292--5766, and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org. 614-292-5766.

TENATIVE SEMESTER SCHEDULE

Week	Date	Topics	Readings & Assignments
1	1/12 ^a	Introductions, Course Policies & Schedule Understanding Health Communication & Impacts of Health Messages	Read: Introduction Chapter (Cho) Due: Message Share (1/19)
2	1/19 ^a	Developing & Evaluating Health Mass Media Messages Using PRECEDE/PROCEED	Read: Chapter 2 (Parvanta) Crosby, R., & Noar, S. M. (2011). What is a planning model? An introduction to PRECEDE-PROCEED. <i>Journal of public Health Dentistry</i> , 71, S7-S15. Due: Quiz 1 (1/19)
3	1/26 ^a	Revisiting PRECEDE/PROCEED: The Case of the Heart Truth Campaign Stages of Change/Transtheoretical Model	Read: Chapter 12 (Cho) Zwas, D. R. (2018). Redressing the red dress: rethinking the campaign. <i>Circulation</i> , 137(8), 763-765. Long, T., Taubenheim, A. M., Wayman, J., Temple, S., & Ruoff, B. A. (2008). The Heart Truth: Using the power of branding and social marketing to increase awareness of heart disease in women. <i>Social Marketing Quarterly</i> , 14(3), 3-29. Due: Quiz 2, Message Share 2 (1/26)
4	2/2 ^a	Applying Health Behavior Theory in Message Design: Health Belief Model & Integrative Model of Behavior Change	Read: Chapter 2 (Cho) Sheppard, J., & Thomas, C. B. (2021). Community pharmacists and communication in the time of COVID-19: Applying the health belief model. <i>Research in Social and Administrative Pharmacy</i> , 17(1), 1984-1987. Due: Quiz 3, Message Share 3 (2/2)
5	2/9 ^a	Health Messages and Emotion Using Fear Appeals: The Extended Parallel Process Model	Read: Chapter 3 (Cho), Chapter 4 (Cho) Chou, W. Y. S., & Budenz, A. (2020). Considering emotion in COVID-19 vaccine communication: addressing vaccine hesitancy and fostering vaccine confidence. <i>Health communication</i> , 35(14), 1718-1722.

			Due: Quiz 4, Message Share 4 (2/9)
6	2/16 ^a	How to Evaluate Health Messages Case Study: Four Day Throw-Away Message Evaluation Workshop	Read: James, K. J., Albrecht, J. A., Litchfield, R. E., & Weishaar, C. A. (2013). A summative evaluation of a food safety social marketing campaign “4-day throw-away” using traditional and social media. <i>Journal of Food Science Education</i> , 12(3), 48-55. Due: Message Share 5 (2/16)
7.	2/23 [online]	Exam #1 Review Session & Message Evaluation Individual Meetings	Due: Exam #1 (open 2/24-3/1) Message Evaluation (2/28)
8.	3/2	When Health Messages Backfire – Negative Reactance & Boomerang Effects. Message Inoculation Strategies	Read: Ball, H., & Wozniak, T. R. (2021). Why Do Some Americans Resist COVID-19 Prevention Behavior? An Analysis of Issue Importance, Message Fatigue, and Reactance Regarding COVID-19 Messaging. <i>Health Communication</i> , 1-8. Chapter 5 (Cho) Due: Quiz 5, Message Share 6 (3/2)
9.	3/9 ^a	Health Entertainment-Education Case Study: The Tamale Lesson Using Culture-Centered Narratives	Read: Hursting, L. M., & Comello, M. L. G. (2021). Creating Narrative Entertainment for Health Communication: Perspectives from Practice. <i>Journal of Creative Communications</i> . Online First. Baezconde-Garbanati, L. A., Chatterjee, J. S., Frank, L. B., Murphy, S. T., Moran, M. B., Werth, L. N., ... & O'Brien, D. (2014). Tamale Lesson: A case study of a narrative health communication intervention. <i>Journal of Communication in Healthcare</i> , 7(2), 82-92. Chapter 6 (Cho) Due: Quiz 6 (3/9)
10.	3/16 ^a	No Class – Spring Break	
11.	3/23 ^a	Health Message Targeting & Tailoring Considering Culture and Identity & Principles for Inclusive Health Communication	Read: Chapter 7 (Cho), Chapter 8 (Cho) Due: Quiz 7, Message Share 7 (3/23)
12.	3/30 ^a	Effective Health Message Design Principles	Read: CDC/ASTDR (2018). Health Communication Playbook .

		Message Redesign Workshop #1	Chapter 10 (Cho) Due: Message Share 8 (3/30)
13.	4/6 ^a	Getting into the Mind of a Health Info Seeker Techniques for Correcting Misinformation	Read: Macias, W., Lee, M., & Cunningham, N. (2018). Inside the mind of the online health information searcher using think-aloud protocol. <i>Health Communication</i> , 33(12), 1482-1493. Walter, N., Brooks, J. J., Saucier, C. J., & Suresh, S. (2021). Evaluating the impact of attempts to correct health misinformation on social media: A meta-analysis. <i>Health Communication</i> , 36(13), 1776-1784. Due: Quiz 8, Message Share 8 (4/6)
14.	4/13 ^a	Social Marketing for Public Health Case Study: Food Hero Message Design Workshop 2	Read: Grier, S., & Bryant, C. A. (2005). Social marketing in public health. <i>Annual Reviews of Public Health</i> , 26, 319-339. Tobey, L. N., Koenig, H. F., Brown, N. A., & Manore, M. M. (2016). Reaching low-income mothers to improve family fruit and vegetable intake: food hero social marketing campaign—research steps, development and testing. <i>Nutrients</i> , 8(9), 562. Due: Quiz 9 (4/13)
15.	4/20 [online]	Course Wrap-Up & Final Exam Review	Due: Message Redesign (4/22) Final Exam (open 4/21-26)

^a days that attendance will be taken