

COMM 7870: Media, Campaigns, and Health

Spring 2023 #33846

Class days and time: Mondays and Wednesdays 3:55-5:15pm

Classroom: Derby 3116

Professor: HyunYi Cho

Office: Derby 3020

Email: cho.919@osu.edu; Do NOT use Carmen inbox.

Office hours: By appointment

Course description

This course is designed to examine social scientific theories that are applicable to the design, implementation, and evaluation of media-based public health interventions. Theories of media effects, persuasion, and behavior change and their applications to mediated communication-based solutions to public health problems will be discussed. Overall, the goal of the examination and discussion is to help students attain perspectives on the role of messages and the media in behavior change and social change processes. In particular, this course emphasizes critical examination of extant theory and practice and their assumptions and evidence. Taking into account the challenges and opportunities brought about by new media, this course will seek to identify avenues for improving existing health communication theory and action. As a graduate seminar, this course expects each student to be active participant in all class activities and utilize the reading assignments, classroom discussion, and term paper to develop, identify, and articulate individual agenda for research and action in media-based health communication.

Course objectives

The primary objectives of this course are to help students:

1. Obtain knowledge about the theoretical basis of health communication interventions;
2. Develop the ability to apply the theoretical knowledge to the design, implementation, and evaluation of health communication interventions; and
3. Identify and articulate opportunities for improving extant theories and practices related to health communication and interventions.

Reading assignments

Journal articles (see Reading List), available on Carmen

Course format

Generally, each class will be comprised of the following components: presentation, discussion, and instructor wrap-up. Each presentation is expected to be about 35 minutes, followed by or weaved together with about 35 minute discussion. The instructor will use the remaining about ten minutes to provide feedback on key issues covered during the presentation and discussion.

Course requirements

Overall, each student will make three topic presentations and lead class discussion for the topics, take one exam, and write and present a term paper for this semester. Students are expected to actively engage in discussion during class.

Component	%
Exam	10%
Topic presentations & discussion leading	36% (12x3)
Discussion questions	20%
In class participation	14%
Term paper presentation	5%
Term paper	15%
Sum	100%

Exam

The assignment is designed to help students critical reflect on the key literature, make connections between the topics covered, identify gaps in the streams of research discussed, and to think about ways to improve future theory and research. It will take an open-book format and use one class time of 80 minutes. The instructor will provide a set of questions and students can select a subset of the questions to answer. Sample questions will be provided prior to the exam. Please keep in mind that this assignment asks you to express *your own* thoughts and ideas. The writing should *not* be a product of consultation with others.

Topic presentations and discussion leading

Each student will make three topic presentations and lead the class discussion for each topic. Students will indicate their preferences on the first day of class and with that information the instructor will assign the topics by the second class. Presenters should submit their slides to Carmen by the end of each class. Each presentation can use the following format:

1. Describe the central theme of the assigned readings and describe in what ways each reading relates to the theme.
2. Provide the points of each reading focusing on theoretical strengths and their practical implications.
3. Provide media examples of the week's topic, theories, or health issue described in the readings. Using creative means to engage classmates (e.g., activities) is encouraged.
4. Provide your analysis, synthesis, or critical evaluation of the theory, research, or applications presented in the readings.
5. Provide a discussion question and promote class engagement with the topic. Presenters do not need to prepare a separate discussion question for the topic.

The discussion leader is responsible for reviewing discussion questions to organize the structure and flow of in-class discussion. Embracing diversity of perspectives, leaders are asked to highlight the similarities and differences in perspectives and the associated rationale.

Discussion questions

Through discussion questions, students will demonstrate their understanding and reflection of the readings. Questions can address theoretical or practical implications of the readings. Quality discussion questions integrate two or more readings, rather than focusing on one part of one reading material. Furthermore, quality discussion questions analyze, synthesize, and constructively critique the readings with an eye on improving extant theory, research, or applications. So that the topic discussion leaders and the rest of the class have about a day to prereview them, questions should be posted on Carmen no later than Sundays at 11:59pm for Monday classes and by Tuesday 11:59pm for Wednesday classes. Each submission of discussion questions will be evaluated by the instructor. If you do not submit a discussion question, you will receive a zero for that portion. Each discussion question is expected to be 150-200 words in length and have a general structure comprising the following:

1. Background description
2. Problem statement
3. Specific questions based on a synthesis of two or more readings
4. Your own perspectives addressing the question

In class participation

Coming to class is a necessary basis of class participation. Students should come to class after having read the assigned readings and other students' discussion questions and being prepared for discussion. The instructor will evaluate the quality and quantity of participation throughout the semester. Generally, quality is more important than quantity. Quality of participation is defined as the degree to which it demonstrates the student's understanding of the readings, is relevant to the theory and practice presented in the readings, and helps class critically think about the readings and the topic of the day.

It is important that everyone considers the basis and potential biases or presumptions in their assertions. Rigorous discussion, including disagreement, is based on facts, accurate data, and respect and openness for truth and different experiences and perspectives. Evaluation of in class-participation will be provided four times during semester: after week 4, 6, 12, and 14. Not participating in class discussion will result in a zero point for that portion.

Term paper

Students can propose to write a theory-focused paper or application-focused paper. A hybrid can be fine too but please check with the instructor. Generally doctoral students are expected to write a theory focused paper in which they analyze and synthesize existing theory and research to propose improvement. Master's students can choose to write an application focused paper in which they connect a theory with a health issue and develop plans to use a media communication theory-based approach to addressing the health issue. All students should submit a one-page term paper proposal. Each proposal should address the following:

1. Statement of problem: theoretical or practical
2. Description of specific health issue of choice and population of interest
3. Proposed approach to addressing the problem
4. Why is your approach useful, novel, or an improvement of existing approaches?
5. Theoretical basis of the approach
6. Outline of methodological aspects of the approach

Central to your paper should be the concepts of the media/communication, intervention/change, and health. If you choose to write a theory focused paper, you should indicate how your conceptual approach fills a void in current knowledge about the role of mediated communication in impacting public health. If you choose to write an application focused paper, you should indicate how your proposed mediated communication program is an advance over existing programs and practices.

Each term paper is expected to be conference presentable. Innovativeness of the core idea, soundness of methods, and contribution to health communication theory/practice will be evaluated. The final term paper is due on Wednesday April 26 at 11:59pm. Each paper should have no more than 5000 words not including abstract, references, tables, figures, and appendices. Formatting requirements include the use of size 12 font, double-spacing, one-inch margin all around, and adherence to the Publication Manual of the American Psychological Association.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Course Policies

Attendance

Attendance will be taken every class day, including the presentation days, and is a necessary foundation of class participation. If you will miss a class, you must write the instructor an email in advance describing the reason and provide a documentation. Missing two or more class without a documented valid excuse will result in the lowering of your final grade for this course by a half letter grade for each absence (e.g., A will become A-).

Classroom conduct

Respect for everyone in classroom, including other students and instructor, is essential. Rude remarks or behavior negatively affect classroom experience of not only the recipient but the rest of class and disrupt learning and teaching. Derogatory comments or demeanors has no place in this class and will not be tolerated. Everyone is expected to contribute to the learning experience in this course.

Phone use is not allowed during class. Students are not asked to web-search information during class as it distracts them from core learning activities. Incidences including the following disrupt class: phone ringing, texting, checking emails, surfing the web, two or more late arrivals or early departures without prenotification to the instructor. Each occurrence of these behaviors will result in the reduction of 2.5% from the final total of this class.

Submission of assignments

Assignments must be turned in by the designated date and time. Late work will be graded down 10% per 24 hours unless an extension was obtained in advance.

General advice for students

The instructor will be glad to meet you at any point during the semester to discuss course-related matters. If you experience difficulties that negatively affect your grade, I ask that you come see me as soon as possible.

Mask wearing and social distancing

You are encouraged to wear a mask that covers your mouth and nose for the protection of yourself and others. You are also asked to use social distancing to the extent feasible.

Other Policies

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.

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, Mollie Peirano, at titleix@osu.edu

Please Take Care of Yourself: 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 are or someone you know is 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. If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Academic integrity policy: 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://studentlife.osu.edu/csc/>

Accessibility accommodations for students with disabilities

Requesting 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.

Course Schedule Overview

Week	Day	Date	Topic
1	M	1/9/2023	Introduction to the course
	W	1/11/2023	Overview of media-based health interventions
2	M	1/16/2023	Martin Luther King Jr. day: No class
	W	1/18/2023	Media health interventions: A macro perspective
3	M	1/23/2023	Theories of campaigns: Development 1
	W	1/25/2023	Theories of campaigns: Development 2
4	M	1/30/2023	Theories of campaigns: Evaluation 1
	W	2/1/2023	Theories of campaigns: Evaluation 2
5	M	2/6/2023	Limitations of campaigns
	W	2/8/2023	Exposure
6	M	2/13/2023	Social media campaigns
	W	2/15/2023	Term paper proposal presentations & discussion
7	M	2/20/2023	Exam
	W	2/22/2023	Individual meetings with the instructor
8	M	2/27/2023	Individual meetings with the instructor
	W	3/1/2023	Health disparities 1
9	M	3/6/2023	Health disparities 2
	W	3/8/2023	Special topic: Visual misinformation
10	M	3/13/2023	Spring break: No class
	W	3/15/2023	Spring break: No class
11	M	3/20/2023	Special topic: Message design and AI
	W	3/22/2023	Cultural health communication 1
12	M	3/27/2023	Cultural health communication 2
	W	3/29/2023	Formative research & evaluation
13	M	4/3/2023	Participatory interventions
	W	4/5/2023	Grassroots movements 1
14	M	4/10/2023	Grassroots movements 2
	W	4/12/2023	Individual meetings with the instructor
15	M	4/17/2023	Individual meetings with the instructor
	W	4/19/2023	Term paper presentations
16	M	4/24/2023	Term paper presentations & wrap up