

COMM 7870: Media, Campaigns, and Health

Spring 2019

Class hours: Wednesdays & Fridays 9:35-10:55am

Classroom: Derby 3116

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Office hours: Wednesdays and Fridays 11:00-11:30am and 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 technologies and media use and communication behavior, 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

Will be available on Canvas. No textbook is assigned for this course.

Course Requirements

Overview

| | | |
|-------------------------|---------------|-------------------|
| In class participation | 15.0% | 75 points |
| Discussion questions | 20.0% | 100 points |
| Discussion leading | 10.0% | 50 points |
| Term paper proposal | 7.5% | 37.5 points |
| Term paper framework | 10.0% | 50 points |
| Term paper presentation | 10.0% | 50 points |
| Term paper | 20.0% | 100 points |
| Reflection paper | 7.5% | 37.5 points |
| <i>Sum</i> | <i>100.0%</i> | <i>500 points</i> |

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. Evaluation of in class participation will be provided 4 times during the semester, after 4th, 8th, 12th, and 16th weeks. Not participating in class discussion will result in a zero point for that portion.

Discussion questions

Through discussion questions, students will demonstrate their understanding and reflections 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, or constructively critique the readings with an eye on improving extant theory, research, or applications. Each discussion question is expected to be between 100-150 words in length and have a general structure comprising background description, problematic statement, and alternative perspective presentation. Questions should be posted on the course's Canvas site by 24 hours prior to the beginning of each class. This means that the discussion question for a Wednesday class should be posted by 9:35am Tuesday, and the one for a Friday class should be posted by 9:35am Thursday so that the discussion leader of the day and rest of the class can read and be prepared for discussion. For Friday January 11 class only, the discussion question is due by noon on Thursday January 10. Evaluation of the discussion questions will be provided 3 times during the semester, after 4th, 8th, and 16th weeks. If you do not submit a discussion question, you will receive a zero for that portion.

Discussion leading

Each student will lead and moderate one topic discussion class during the course of the semester. Selection of the topic will be made on the first day of class. The discussion leader should analyze and synthesize all discussion questions of the class to organize the structure and flow of the discussion. A summary of salient themes in the discussion questions can be provided. Leaders are asked to use power point presentation and/or handouts to facilitate discussion. Each leader should present her/his own conceptual overview of the topic and readings at the beginning of class (about 15 minutes). During discussion, leaders are asked to utilize relevant media examples and ancillary information to stimulate interaction.

Term paper proposal

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. Students are asked to write a research proposal when they can collect and analyze data and write up the results for the final term paper. If you plan a primary data collection involving human participants, please factor in IRB approval time. 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 an important public health issue. All students should submit a one-page term paper proposal. You may submit more than one proposal. Each proposal should include/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.

Term paper framework

All students should submit up to three-page term paper framework. In this framework assignment, students will describe a refined and solidified version of the components 1-6 listed for the proposal above. After presenting the updated and improved term paper components, students should describe a preliminary version of the conceptual framework to be used for the term paper and provide a bibliography of key references that will guide the term paper.

Term paper presentation

Each presentation, simulating a conference presentation, will be 10-15 minutes, followed by class discussion. Presenters should use Power point and end the presentation with at least one question for class. The audience is expected to ask constructive questions and provide helpful input and feedback. A detailed guideline for presentation will be provided later this semester.

Term paper

Each term paper is expected to be at least 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 the last day of class. 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, 6th Edition.

Reflection paper

In reflection paper, students should integrate relevant readings of the semester to identify and describe new research/practice directions of health communication efforts for improving public health. Comparing and contrasting earlier perspectives and conceptualizations with emergent approaches can be utilized to identify gaps in theory, research, and action. Each reflection paper should contain no more than 750 words not including references, tables, figures, and appendices. A detailed guideline will be provided later this semester.

Grading scale

| | | |
|-------------|-------------|-------------|
| A = 93-100% | A- = 90-92% | |
| B+ = 87-89% | B = 83-86% | B- = 80-82% |
| C+ = 77-79% | C = 73-76% | C- = 70-72% |
| D+ = 67-69% | D = 60-66% | E = 0-59% |

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 a 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 B+).

Classroom conduct

Needless to say, respect for everyone in classroom, including other students and instructor, is essential. Rude remarks or behavior negatively affect the classroom experience of not only the recipient but the rest of class and disrupt learning and teaching. Laptop, phone, or tablet use is not allowed during class except for discussion leading and review of readings, discussion questions, and course materials on Canvas. Students are not asked to web-search information during class as it distracts them from core learning activities. Notetaking should use paper and pencil (see Mueller & Oppenheimer, 2014 for the benefits). Incidences including the following disrupt class: phone ringing, texting, checking emails, or surfing the web. Each occurrence of these behaviors will result in the reduction of 5 points from the final total of this class.

Mueller, P.A. & Oppenheimer, D.A. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Sciences*, 25, 1159-1168.

Submission of assignments

Assignments must be turned in by the designated date and time. The proposal, framework, and Powerpoint file for the term project are due by 9am on the due date. 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.

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, Kellie Brennan, at titleix@osu.edu

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

Note. This schedule is subject to change per instructor's discretion and under extenuating circumstances.

| Week | Day | Date | Topic | Assignment |
|------|-----|------|---|----------------------|
| 1 | Wed | 1/9 | Introduction to the course | |
| | Fri | 1/11 | Media and health: A macro perspective | |
| 2 | Wed | 1/16 | Media framing of health issues | |
| | Fri | 1/18 | Old and new media | |
| 3 | Wed | 1/23 | Disparities in public health | |
| | Fri | 1/25 | Theories of campaigns: Development | |
| 4 | Wed | 1/30 | Theories of campaigns: Evaluation | |
| | Fri | 2/1 | Term paper proposal presentations | Proposal due |
| 5 | Wed | 2/6 | Individual meetings with the instructor re proposal | |
| | Fri | 2/8 | Individual meetings with the instructor re proposal | |
| 6 | Wed | 2/13 | Misinformation about health | |
| | Fri | 2/15 | Media literacy for health | |
| 7 | Wed | 2/20 | Barriers to persuasion and health | |
| | Fri | 2/22 | Formative research & evaluation | |
| 8 | Wed | 2/27 | Message strategies and effects | |
| | Fri | 3/1 | Frameworks for cultural health communication | |
| 9 | Wed | 3/6 | Meetings with the instructor re framework | Framework due |
| | Fri | 3/8 | Meetings with the instructor re framework | |
| 10 | Wed | 3/13 | Spring break: No class | |
| | Fri | 3/15 | Spring break: No class | |
| 11 | Wed | 3/20 | Targeted and tailored interventions | |
| | Fri | 3/22 | mHealth | |
| 12 | Wed | 3/27 | Process evaluation | |
| | Fri | 3/29 | Outcome evaluation | |
| 13 | Wed | 4/3 | Participative interventions | |
| | Fri | 4/5 | Term paper presentations and discussion | Powerpoint file due |
| 14 | Wed | 4/10 | Term paper presentations and discussion | |
| | Fri | 4/12 | Term paper presentations and discussion | |
| 15 | Wed | 4/17 | Beyond individual change: Toward social change | |
| | Fri | 4/19 | Last day of class: Past and future | Term paper due |
| 16 | Wed | 4/24 | | Reflection paper due |