

## 1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 1/14/2013

1b. Department/Division: Communication

1c. Contact Person

Name: Deanna Sellnow

Email: [Deanna.Sellnow@uky.edu](mailto:Deanna.Sellnow@uky.edu)

Phone: 257-2886

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: COM 572

2c. Full Title: Health Communication Campaigns and Communities

2d. Transcript Title: Health Campaigns & Communities

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course focuses on the role of the mass media in contemporary public health campaigns. Most class sessions focus on the application of theory and research to the design of these campaigns. Earlier studies examining the role of the mass media in health campaigns indicated that the mass media played a small and rather insignificant role in changing health behaviors. However, more recent studies indicate that careful targeting combined with formative research often yield successful behavior change.

2k. Prerequisites, if any: CIS 110, CIS 111

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 35

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|LLST223|Laura L Stafford|Dept approval for ZCOURSE\_NEW COM 572|20120819

SIGNATURE|LLST223|Laura L Stafford|College approval for ZCOURSE\_NEW COM 572|20120819

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE\_NEW COM 572|20120824

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE\_NEW COM 572|20120912

**Health Communication Campaigns & Communities  
Com 572**

**Instructor Information:**

**Donald W. Helme, Ph.D.**

**Office:** 227 Grehan

**e-mail:** don.helme@uky.edu

**Phone:** 859-257-8886

**Office Hours:**

9-10:30am Tues/Thurs,  
& by appointment

**Reading Materials:**

Rice, R. E., & Atkin, C. K. (20XX). Public communication campaigns (X<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

\* Course packet available from XXX.

\* PDF readings will be distributed electronically.

**Seminar Description and Overview:**

This course focuses on the role of the mass media in contemporary public health campaigns. Most class sessions focus on the application of theory and research to the design of these campaigns. Earlier studies examining the role of the mass media in health campaigns indicated that the mass media played a small and rather insignificant role in changing health behaviors. However, more recent studies indicate that careful targeting combined with formative research often yield successful behavior change.

**Prerequisites: CIS 110, CIS 111**

**Student Learning Outcomes:**

Upon successful completion of this course, students will be able to:

1. Explain the history and evolution of health communication campaigns.
2. Apply major theoretical models to evaluate mass-mediated public health campaigns.
3. Design campaigns to target audience segments.

**Course Objectives:**

At the outset in this seminar, we will do a historical overview of the effects of the mass media in public health campaigns. Then, we will spend three weeks conducting an extensive review of the major theories about health behavior change, persuasion, the effects of the media, and human information

processing. Third, we will discuss the role of formative, process, and evaluation research as well as the importance of targeting and tailoring to audience segments. Finally, we will spend several weeks reviewing topic-specific themes including multicultural audiences, public advocacy, smoking campaigns, and substance use campaigns.

The topics are ordered in a way that you can build your knowledge base each week. Hence, at the end of the class when we read the topic-specific articles, you will be able to critically evaluate the campaigns at a number of levels.

### **Assignments:**

*Discussion. 10%.* As with many upper-level and graduate courses, a seminar format will be followed in which everyone is expected to engage in thoughtful and critical discussion of the major ideas, theories, and positions advanced in the readings. To assist you with this, each week, you should prepare a list of five questions or statements about the readings. You will hand these in at the end of the class session on Friday, but you will need them on Monday in order to participate – *I advise you to be prepared as I can (and will) call on you at any time to read off one of your questions for the class to consider.* These must be typed; handwritten work will not be accepted. This list will serve as a springboard for our discussions in class. While your discussion leaders (see below) are largely responsible for directing and guiding the flow of conversation, your comments will help by providing us with a more-informed discussion.

*Group Assignments. 20%.* Over the course of the semester you will be required to participate in 4 group assignments. The exact size of the groups and composition of the assignments will vary based on level of difficulty and amount of work required. As such the percentage of points assigned to each task will vary as well. Each group assignment will be preceded by a handout or email detailing the requirements and timeline for completion.

*Midterm Essay Exam. 35%.* A series of questions will be distributed on Feb 23<sup>rd</sup>. Your responses to these questions will be **due on Friday, March 2<sup>nd</sup> at noon.** You can e-mail as an attachment or drop a hard copy in my mailbox. These questions will cover the first half of the course which I consider to be the fundamentals of any health communication campaign. Details for your typed response will be provided with the questions.

*\*Critical Paper. 35%.* This 15-page paper will be **due on Friday, April 27<sup>th</sup> at noon.** In this paper, you should critically discuss one (or a combination of) the following: the application of theories, targeting strategies, campaign design principles, or evaluation strategies in health communication campaign efforts. You might also choose to present original, creative ideas, concepts, approaches, or theoretical

formulations related to the design of effective health campaigns. There is much leeway in what you turn in for this critical paper. If you feel the need to run your idea by me, then please do. Use APA style and include appropriate references. Quality of ideas, reasoning, and writing will be the major criteria in grading this assignment.

*\*Graduate Student Distinction.* This paper will be 20-25 pages in length and accompanied by a 7-10 minute formal presentation using a minimum of 5 PPT slides.

**TOTAL: 495 points**

### **Late Assignments and Make-Up Opportunities**

All assignments for this course are due on the dates indicated in the class outline below or as indicated in class. Late assignments are not accepted. All assignments must be posted on Blackboard, which applies a date/time stamp to them. They must be posted BEFORE class in order to be marked as “on time.” You may request (in advance) one two-day extension of the due date on the *final version* of a major written assignment (not drafts). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you are absent on a day when an assignment is due, you will be allowed to hand in or make-up that work *only* if the absence is officially excused.

### **Grading Scale**

**Only students who have completed all components of the major assignments on time are eligible for a passing grade in this course.**

<b>90 – 100%:</b>	<b>A</b>
<b>80 – 89%:</b>	<b>B</b>
<b>70 – 79%:</b>	<b>C</b>
<b>60 – 69%:</b>	<b>D</b>
<b>59% and below:</b>	<b>E</b>

### **Graduate Student Grading Scale**

**Only students who have completed all components of the major assignments on time are eligible for a passing grade in this course.**

<b>94 – 100%:</b>	<b>A</b>
<b>84 – 93%:</b>	<b>B</b>
<b>74 – 83%:</b>	<b>C</b>
<b>Below 73%:</b>	<b>E</b>

**Final Exam Information: TBD**

**Mid-term Grade:** Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### **Attendance and Participation**

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information **before** coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish these goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work **only** if the absence is officially excused. You may be asked to provide official written documentation for absences. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

Absences beyond two per semester will be penalized by dropping your final course grade 5% (1/2 letter grade) for each such absence. If you exceed 5 unexcused absences, you will be unable to pass this course. **Note:** Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Students who are frequently tardy or unprepared may be marked absent for the day. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

For any emergency situation that arises, call the Instructional Communication Division office (257-8370) to leave a message with Michelle Elison or Erin Berger. Also, be sure to email your instructor as soon as you know about the situation.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required **prior** to the absence.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>). There is no final exam for this class

### **Reasonable Accommodation Policy:**

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and facilitate your educational opportunities. If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible.

### **Classroom Civility:**

There are certain basic standards of classroom civility that should be adhered to, particularly on a communication course. Civility does not eliminate appropriate humor, enjoyment, or other features of a comfortable and pleasant classroom community.

Classroom civility does, however, include the following:

1. Displaying respect for all members of the classroom community, both your instructor and fellow students.
2. Attentiveness to and participation in lectures, group activities, workshops, and other classroom exercises.
3. Avoidance of unnecessary disruptions during class such as texting, having private conversations, reading the newspaper, and doing work for other classes.
4. Avoidance of racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course. In addition all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at

<http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm>

### **Academic Integrity:**

Intellectual dishonesty is a fancy term for cheating. Unless explicitly noted by the instructor, all work must be the original product of the student, and all materials taken from others must be properly cited. Cheating and plagiarism in any form, regardless of any justification, will not be tolerated. Any student whom the instructor has sufficient evidence to believe has cheated or plagiarized in the course will typically receive an automatic "E" for either the assignment or the entire course. Additional penalties may involve a letter in one's permanent record, suspension, and more. As you can see, these are extreme measures for academic offenses that we believe are serious. Policies related to cheating/plagiarism (as well as excused absences, withdrawal, incompletes, final exams and common exams) can be found in your copy of Student Rights and Responsibilities. As students and faculty in the University of Kentucky, we are all responsible for adhering to these policies. You should be particularly familiar with Senate Rules 6.3.1 and 6.3.2, which are available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>.

**Attendance:**

Attendance is required, of course. Unexcused absences will be reflected in your grade. Contact me *prior* to class if you are not going to attend.

**Tentative Course Schedule**

**January 17<sup>th</sup>&19<sup>th</sup>: Introduction, Discussion of Health Communication**

Rogers, E. M. (1996). The Field of Health Communication Today: An Up-to-Date Report. *Journal of Health Communication, 1*, 15-23. [PDF](#)

Noar, S. M. (2006). A 10-year retrospective of research in health mass media campaigns: Where do we go from here? *Journal of Health Communication, 11* 21-42. [PDF](#)

**January 22<sup>nd</sup> thru 26<sup>th</sup>: Introduction to Health Communication Campaigns**

Rogers, E.M., & Storey, J.D. (1987). Communication campaigns. In C. Berger & S. Chaffee (Eds.), *Handbook of communication science* (pp. 817-846), Newbury Park, CA: Sage. [CP](#)

Brown, J. D., & Einsiedel, E. F. (1990). Public health campaigns: Mass media strategies. In E. B. Ray & L. Donohew (Eds.), *Communication and health: Systems and application* (pp. 153-169). Hillsdale, NJ: Lawrence Erlbaum. [CP](#)

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. [CP](#)

R&A: Ch. 10 by Snyder

**January 29<sup>th</sup> thru February 2<sup>nd</sup>: Theories & Behavioral Models – 1**

Montano, D.E., Kasprzyk, D., Taplin, S.H. (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 (2<sup>nd</sup> edition)* (pp. 67-98). San Francisco, CA: Jossey-Bass. [CP](#)

Janz, N., Champion, V. L., & Strecher, 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 (2<sup>nd</sup> edition)* (pp. 45-66). San Francisco, CA: Jossey-Bass. [CP](#)

R&A: Ch 5 by Stephenson & Witte

**February 5<sup>th</sup> thru 9<sup>th</sup>: Theories – 2**

Prochaska, J. O., Redding, C. A., & Evers, K. (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 (2<sup>nd</sup> edition)* (pp. 99-120). San Francisco, CA: Jossey-Bass. [CP](#)

Fishbein, M., & Yzer, M. C. (2003). Using theory to design effective health behavior interventions. *Communication Theory*, 13, 164-183. [PDF](#)

Slater, M. (1999). Integrating application of media effects, persuasion, and behavior change theories to communication campaigns: A stages-of-change framework. *Health Communication*, 11, 335-354. [PDF](#)

R&A: Ch. 2 by McGuire

**February 12<sup>th</sup> thru 16<sup>th</sup>: Theories – 3**

Godbold, L. C., & Pfau, M. (2000). Conferring resistance to peer pressure among adolescents: Using inoculation theory to discourage alcohol use. *Communication Research*, 27, 411-437. [CP](#)

Rimal, R. N., & Real, K. (2003). Understanding the influence of perceived norms on behaviors. *Communication Theory*, 13, 184-203. [PDF](#)

Glider, P., Midyett, S. J., Mills-Novoa, B., Johannessen, K., & Collins, C. (2001). Challenging the collegiate rite of passage: A campus-wide social marketing media campaign to reduce binge drinking. *Journal of Drug Education, 31*, 207-220. [PDF](#)

R&A: Chapter 22 by Lederman et al.

### **February 19<sup>th</sup> thru 23<sup>rd</sup>: Formative Research & Audience Segmentation Strategies**

Slater, M. D. (1995). Choosing audience segmentation strategies and methods for health communication. In E. Maibach & R. L. Parrott (Eds.), *Designing health messages* (pp. 186-198). Thousand Oaks, CA: Sage. [CP](#)

Strecher, V. J. (1999). Computer-tailored smoking cessation materials: A review and discussion. *Patient Education and Counseling, 36*, 107-117. [PDF](#)

Bull, F. C., Kreuter, M. W., & Scharff, D. P. (1999). Effects of tailored, personalized and general health messages on physical activity. *Patient Education and Counseling, 36*, 181-192. [PDF](#)

R&A: Ch 7 by Atkin & Freimuth

### **Feb 26<sup>th</sup> thru March 2<sup>nd</sup>: Extension of Targeting Through Sensation Seeking**

Palmgreen, P., Donohew, L., Lorch, E. P., Hoyle, R. H., & Stephenson, M. T. (2001). Television campaigns and adolescent marijuana use: Tests of a sensation seeking targeting. *American Journal of Public Health, 91*, 292-296. [PDF](#)

Stephenson, M. T. (2003). Examining adolescents' responses to antimarijuana PSAs. *Human Communication Research, 29*, 343-369. [PDF](#)

Helme, D.W., Donohew, R.L., Baier, M., Zittleman, L. (In Press). A classroom-administered simulation of a television campaign on adolescent smoking: Testing an activation model of information exposure. *Journal of Health Communication*. [PDF](#)

R&A: Ch 23 by Palmgreen, Donohew, & Harrington

### **March 5<sup>th</sup> thru 9<sup>th</sup>: Campaign Evaluation (and other tidbits)**

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. [PDF](#)

Slater, M. D., & Kelly, K. J. (2002). Testing alternative explanations for exposure effects in media campaigns. *Communication Research*, 29, 367-389. [CP](#)

R&A Ch 6 by Valente

R&A Ch 9 by Salmon & Murray-Johnson

### **March 19<sup>th</sup> thru 23<sup>rd</sup>: Multicultural Audiences**

R&A Ch. 14 by Piotrow & Kincaid

R&A Ch. 28 by Singhal & Rogers

R&A Ch. 8 by Rice & Foote

Murray-Johnson, L., Witte, K., Morrison, K., Hubbell, A. P., Liu, W-Y, & Sampson, J. (2001). Addressing cultural orientations in fear appeals: Promoting AIDS-Protective behaviors among Mexican immigrants and African American adolescents and American and Taiwanese college students. *Journal of Health Communication*, 6, 335-358. [PDF](#)

### **March 26<sup>th</sup> thru 30<sup>th</sup>: Public Advocacy**

Yanovitzsky, I., & Bennett, C. (1999). Media attention, institutional response, and health behavior change: The case of drunk driving, 1978-1996. *Communication Research*, 26, 429-453. [CP](#)

Sellnow, G. W. (2001). The media and drug prevention programs. In W. D. Crano & M. Burgoon (Eds.), *Mass media and drug prevention: Classic and contemporary theories and research* (pp. 259-278). Mahwah, NJ: Lawrence Erlbaum. [CP](#)

R&A: Ch. 31 by Wallack & Dorfman

### **April 2<sup>nd</sup> & 4<sup>th</sup>: Smoking Campaigns**

Pechmann, C., & Reibling, E. T. (2000). Anti-smoking advertising campaigns targeting youth: Case studies from USA and Canada. *Tobacco Control*, 9(suppl II), i18-i31. [PDF](#)

Sly, D. F., Heald, G. R., & Ray, S. (2001). The Florida "truth" anti-tobacco media evaluation: design, first-year results, and implications for planning future state media evaluations. *Tobacco Control, 10*, 9-15. [PDF](#)

Wakefield, M., Flay, B., Nichter, M., & Biovino, G. (2003). Effects of anti-smoking advertising on youth smoking: A review. *Journal of Health Communication, 3*, 229-247. [PDF](#)

R&A: Ch. 29 by Buller et al.

### **April 9<sup>th</sup> thru 13<sup>th</sup>: Smoking Campaigns continued**

### **April 16<sup>th</sup> thru 20<sup>th</sup>: Substance Use**

Stephenson, M. & Helme, D.W. (2006). Authoritative parenting and sensation seeking as predictors of adolescent cigarette and marijuana use. *Journal of Drug Education, 36* (3), 247-270. [PDF](#)

Petraitis, J., Flay, B. R., & Miller, T. Q. (1995). Reviewing theories of adolescent substance use: Organizing pieces in the puzzle. *Psychological Bulletin, 117*, 67-86. [PDF](#)

Hecht, M. L., Marsiglia, F. F., Elek, E., Wagstaff, D. A., Kulis, S., Dustman, P., & Miller-Day, M. (2003). Culturally grounded substance use prevention: An evaluation of the keepin' it R.E.A.L. curriculum. *Prevention Science, 4*, 233-248. [CP](#)

R&A Ch. 12 by Cappella et al.

### **April 23<sup>rd</sup> thru 27<sup>th</sup>: Substance Use cont. & Theory Building on What Works**

Hornik, R. C. (2002). Epilogue: Evaluation design for public health communication programs. In R. C. Hornik (Ed.), *Public health communication: Evidence for behavior change* (pp. 385-405). Hillsdale, NJ: Lawrence Erlbaum. [CP](#)

Other readings for this week are TBA

### **April 30<sup>th</sup> & May 2<sup>nd</sup>: "Float" Week**

Depending on how the semester goes, we will either use this class period to continue discussions of relevant material or to wrap up the course.

- PDF Documents have or will be distributed electronically
- CP Documents are available in your Course Pack
- R&A Documents are in your textbook – Rice & Atkins (2001)