

Comm 690 (3.0 hrs)—Health Communication Campaign Planning

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Office Hours: By appointment (in person or via telephone) & via email

Course Goals

The primary purpose of this course is to investigate the development and design of communication campaigns, both theoretically and practically, in a health communication context. We will discuss how various media can be used to impact health beliefs and behavioral decisions. We will practice analyzing health communication campaigns and strategic health communication decisions. And, we will work to create a strategic health communication campaign plan.

This course is fundamentally one in which you as students will explore these issues; the instructor's role will be to guide the discussion. Thus you should expect to read, write, and talk a lot in this course.

Course Outcomes

This course will introduce students to concepts of health communication campaign planning and evaluation. This course will present the conceptual foundations, principles, and practices on which health communication campaigns are grounded. At the conclusion of this course, students should:

- Understand health communication campaign planning frameworks
- Understand the importance of strategic planning for health communication campaigns
- Understand popular communication and health behavior theories and how they function in health communication campaign planning
- Recognize how traditional/nontraditional communication tools and media can be used to implement strategic health communication campaigns
- Be aware of the potential problems that might arise in a health communication campaign and explore how these problems might affect awareness, attention, and comprehension of the message
- Recognize that health issues are often controversial and learn to communicate effectively about controversial topics from multiple perspectives
- Understand how to plan and implement process and outcome-based health communication campaign evaluations.

COURSE POLICIES

Required Text

Lee, N.R. & Kotler, P. (2011). *Social marketing: Influencing behaviors for good* (4rd Ed). Thousand Oaks, California: Sage Publications, Inc.

Additional supplemental readings posted to Blackboard each week – You will need to check the “Supp Readings” link for additional articles posted each week.

You will also be expected at various times to look at scientific journals, newspapers and magazines, the World Wide Web, television, the mail, newspapers, and any place else where we find elements of health communication campaigns.

Recommended Text

APA publication manual (6th Edition) – or you may want to find on-line sources of APA information such as

<https://owl.english.purdue.edu/owl/resource/560/02/>

Special Needs

Students with special learning needs are encouraged to discuss accommodations needs with me early in the semester. Student may be asked to contact the Disability Resource Center to determine academic accommodations (852-6938).

Academic Dishonesty

Any student caught cheating in any way will receive **an F for the semester**. Cheating includes but is not limited to handing in written work produced by someone else, collaborating excessively with another person and claiming the work as your own, plagiarism, helping someone else cheat, etc.

For further information, please see the code of student right and responsibilities, Section 5, available at <http://louisville.edu/dos/policies-and-procedures/code-of-student-rights-and-responsibilities.html>

Further, the university has adopted plagiarism prevention software known as SafeAssign, available through Blackboard. This course is one that will use the SafeAssign software. Plagiarism should be avoided not only because it is seriously penalized but also because it shortchanges your opportunities for academic and professional development. Proper use of sources by using appropriate academic conventions is one of the important standards I expect you to maintain and further develop in this course. If you have any doubts about plagiarism, ask me.

Information on how SafeAssign is used in this course is described below, under Assignments.

Announcements and Class Information

You are responsible for any announcements concerning changes in due dates, schedules, and/or regular or supplemental readings. All information will be announced posted on Blackboard and/or via your university email account. You are encouraged to check the announcements each time you enter Blackboard.

When necessary, I will send information via email. I will use your university email address. Thus, you must regularly check your UofL email account or set it to forward to an account you use.

Because our main method of communication will be electronic, please feel free to email me with questions about the course and assignments as the semester progresses. I will try to answer your email as quickly as possible. However, I will be traveling for a few weeks this summer and there will be times when I may not be in my office or at a computer. I will try to always check my email at least once on Tuesdays and Thursdays. If you have an outstanding email to which I have not responded you can expect a reply on Tuesday or Thursday.

Assignment Due Dates

All work must be completed and turned in on the date assigned. Always use APA style for written assignments. I will always give you a time when an assignment is due (e.g., Friday by 5:00 p.m.)

If you fail to turn in an assignment on time you will lose a letter grade for each day (including weekend days) it is late. Work that is more than three (3) days late (including weekend days) will not be accepted, and I will award a grade of ZERO for the assignment.

Any requests to extend a deadline need to be made in advance of when the assignment is due. I reserve the right of refusal for such requests depending on the timing and circumstances surrounding the request.

All written assignments must be typed and are due electronically. When handing in assignments, use the following file naming convention:

Last name-first initial_sum2016_assignment description

Assignments should be officially submitted on-line through Blackboard via SafeAssign. Do not email assignments unless you have received prior permission from me to do so.

If you fail to submit an electronic copy of your final version via SafeAssign I will assume that you copied your paper and award a ZERO for the assignment.

- You will need to officially submit your assignment for a grade by clicking the "Submit Assignments" link in the Blackboard navigation menu, and then uploading your document to the link under the title "Officially submit your final paper".
- SafeAssign will generate a matching report. A matching score less than 15% is excellent. A matching score greater than 30% indicates that too much of the text in your paper was copied from other sources. Papers that have been submitted for a grade that yield matching scores over 40% will be subject to the University of Louisville's academic honesty policies.

*** Please note that SafeAssign requires that your computer accept cookies

***Any information taken directly from a source should be placed in quotation marks and reference the page number from which it was taken.

*** We expect that some of your text will be identified as matching a source, as you may use direct quotations in your work from time to time. However, you should be careful not to use too many direct quotes (1 direct quote every 2 pages is a good rule of thumb).

*** You can find additional information about citing sources appropriately using APA style on Blackboard under the "External Links" option in the navigation menu.

COURSE REQUIREMENTS AND GRADING

Your work in this course will be assessed in a variety of ways: professionalism, theory correspondent, case study, and a group health communication campaign plan. Specific due dates are given in the schedule. Be aware that some due dates, assignments, and grading weights may change as the course evolves over the semester.

All assignments are required.

- Professionalism – includes regular class participation via the on-line discussion board, general preparation for each week, viewing of Tegrity lectures (please note that your viewing behavior is tracked online), and general attitude. (30pts.)
- Theory correspondent assignment (50pts.)
- Health literacy collateral critique (20pts.)
- Personal position paper (40pts.)
- Health Communication Campaign Evaluation (60pts.)

200-194: A+	179-174: B+	159-154: C+	139-134: D+	Below 120: F
193-186: A	173-168: B	153-148: C	133-128: D	
185-180: A-	167-160: B-	147-140: C-	127-120: D-	

OVERVIEW OF COURSE ASSIGNMENTS

Professionalism (30 pts)

Class discussions will cover the major ideas in the field of study. You are responsible for the assigned readings whether or not they are covered in class discussions during the assigned week. You should be prepared to answer questions related to the material in the readings and may be asked to do so in the on-line forum. Students should also be prepared to ask questions about issues of interest or for clarification of concepts.

Participation via on-line discussion board: You are NOT required to attend any face-to-face classes. All work will be completed online.

You are required to visit the course discussion forum at least three times a week and make at least three (3) different posts, although discussions will improve as more posts are made.

You are required to write at least 300 words in your first post and at least 200 words in subsequent posts. I will use word counts to make sure you are posting the required amount. If a post is less than the required word count you will not receive credit for it.

Your three (3) posts/visits each week must be 24 hours apart!

You can respond to the lecture/PowerPoint, reading material, or to another student's comment/concern/argument:

- You cannot simply agree or disagree with someone else's comment
- You must make a coherent argument/comment when you post to the discussion forum
- You can add to the discussion by bringing in current events or a research article you may find pertaining to the topic

Your contributions to the class will increase your classmates' and your own understanding and retention of the class material. As such, I will monitor everyone's posts. **If you miss more than three (3) posts during the semester, your grade for this component of the course will be dropped one full letter for every posting missed thereafter.**

Posts on particular topics must be made before the next reading/topic/lecture begins (see course schedule at end of syllabus). That is, postings on the Introduction to Social Marketing (assigned May 31st) must be made by 11:59pm June 6th (before the new topic on June 7th).

Email and discussion postings are considered professional correspondence. Appropriate use of grammar, spelling, punctuation, and tone is expected.

Theory Correspondent Assignment (50 pts.)

There are several theories of health behavior change and health communication. We will explore these theories in weeks 3 and 4 of the summer session. At the beginning of the session you will be assigned one of the theories that are scheduled to be discussed during these weeks. Your assignment will be to act as a correspondent on your assigned theory during the week it is being discussed.

Objective: It is important to understand the theories that guide persuasive communication. This assignment will help you to gain more in-depth knowledge of each theory and how they can be applied in a campaign context to guide message development and media selections.

Being a theory correspondent requires you to complete three (3) tasks: find a theory-related article, prepare a Tegrity presentation, and lead the class discussion. These three tasks are explained in more detail below.

- 1) After you have been assigned a theory, you will need to access the University's library resources and identify a communication-related academic study (in a peer-reviewed journal) about health that employs your theory as the foundation of the study. Your article should be uploaded to Blackboard some time during the first week of class so that others can download your article and read through it before we begin the theory module of the course. To locate a study, you may want to search in *Communication Abstracts*, *Communication and Mass Media Complete*, *Psychology & Behavioral Sciences Collection*, or *psychINFO*. These are databases that UofL libraries subscribe to and that you may access for free.
 - Please note that a link to the discussion forum has been created under "Supplemental Readings." You may upload your article to this link so that your peers can easily find the extra readings for each week of the theory module.

- 2) Once you have located an article that demonstrates the use of your assigned theory in practice, you will need to create a Tegrity recording that will teach the class about your theory. You should create a PowerPoint presentation and then record your narration of the slideshow using Tegrity. In your presentation you will want to include an explanation of:
 - the theory
 - how theorists suggest the theory be applied to health communication and/or health behavior change campaigns
 - the study reported on in the article you selected
 - how the theory was applied in the health communication context of the article
 - lessons that can be learned from the findings of the study

Please note that you should post your Tegrity presentation before class discussion begins on your theory. For example, we will discuss the extended

parallel process model the week of 6/14. Thus, if you have been assigned this theory/model, you must upload your Tegrity recording to Blackboard by 11:59pm on 6/13 so that the recording is available for all to view on 6/14.

To create a Tegrity recording you will need to download the Tegrity software from Blackboard (click the "Tegrity Classes" link in Blackboard and you will receive a download prompt). To record a class, you will also need a microphone for your computer. Newer laptops come equipped with a built-in microphone, so you may want to check whether your computer possesses one before going out to purchase one. I have uploaded the Tegrity users manual to the Syllabus link for your review. Creating a recording in Tegrity can require a bit of learning, so begin the recording process with lead time before your upload deadline and when you have a few hours to work on the project. You will also need to leave your computer running after you complete the recording (until the Tegrity wheel stops spinning in the application tray) so that the video can upload to the Internet in the background.

- If you experience technical difficulties using Tegrity, please call (852-7997) or visit Blackboard help (Ekstrom Library, 1st Floor). I cannot troubleshoot individual technology issues, you must seek assistance via University-supported IT professionals.
- 3) During the week that you present your theory, you will also act as discussion leader on your theory in the course discussion board. You should prepare 2-3 thought-provoking questions to which your peers can provide responses and commentary, and you should be prepared to answer any questions that arise in the discussion board that pertain to your theory.

Health Literacy Collateral Critique (20pts)

This assignment simulates editorial decisions that need to be made in order to translate medical recommendations into everyday language for various target audiences in the population.

Objective: These critiques will expose you to current health communication collateral and help you develop an aptitude for evaluating collateral pieces against different health communication "best practice" criteria.

Choose a piece of written health communication collateral to critique (could be a brochure, poster, checklist). You should select collateral that is available via the Internet, or a piece that you are able to scan in as a .pdf file.

This assignment will be completed individually using PowerPoint. You should create a PowerPoint presentation that is a minimum of 10 slides long. If you choose to include a title slide and/or a slide for your collateral piece in the presentation it will not count toward meeting the ten slide minimum. Within the presentation you may use complete sentences and/or bullets to communicate

your analysis of the piece. However, if you choose to create bulleted text, make sure that you use appropriate grammar constructions (e.g., parallel structure) and double check that your communication is clear enough that your readers will comprehend your message as intended. You will be graded on both visual presentation and textual clarity. Finally, include a citation for your collateral piece somewhere in your presentation.

In your PowerPoint presentation:

- Use the CDC Clear Communication User's Guide and Index Scoring Sheet to critique the health literacy level of your collateral piece.
 - Briefly recap CDC's Clear Communication guidelines (i.e., give a summary of what's measured in parts A-D of the Index score sheet).
 - Outline where the piece scores well on the CDC Index.
 - Identify where it falls short on the CDC Index.
 - Describe why/how this failure(s) might adversely affect the target audience.
 - Provide suggestions for how the piece could be modified to improve its health literacy.

On the day the critique is due, you should upload your presentation, a copy of the CDC Index Score Sheet that you filled out for your collateral, and your collateral file(s) to the discussion forum. You will then need to comment/provide feedback on three other students' critiques during your posts to the forum for the week (these posts are subject to the posting requirements outlined on page 3 and are in addition to the three posts required about the readings for the week – you will have six posts total in a week following a critique due date). **Be sure to upload the collateral piece that you critiqued in addition to your PowerPoint presentation if you did not cut and paste a picture of your collateral piece into the presentation itself.**

Position Paper (40pts)

For this paper you may choose any population-based health problem/topic of interest. The paper should be written using APA style and formatting and should not exceed 15 pages in length double spaced.

Objective: This paper will help you critically evaluate existing health promotion strategies and implementation approaches, allowing you to recognize where/how health communication campaigns can be used to positively impact progress toward population-based health goals.

In the paper, you should:

- Review the state of the problem: discuss the prevalence and incidence of the problem, identify population subgroups that are adversely affected, and discuss the physical and social impacts of the problem

- Choose a population of interest: select a target audience that you are interested in, provide rationale for why it is important to focus on this audience segment (try to be specific in the target you're choosing and consider narrowing the target by demographics, psychographics, and/or behavior – for example, women 18-64 would be too broad for a paper focused on breast cancer prevention)
- Review of academic literature: In the academic literature, find and review published research on three different public health interventions focused on your health topic. You should try to find interventions targeted at your audience segment. However, if you cannot find three with such a specific focus, you may review interventions for your health topic that are focused on other target audiences. Be sure to describe the intervention activities, the measurement methods used to assess progress, and the outcome(s)/impact on the target audience.
- Social marketing application(s): Discuss how you might use/leverage these research findings to employ a social marketing approach using a communication theory(ies) to further promote healthy behavior change in your population of interest. Be sure to provide specific details about the social marketing planning process that could be applied to your health problem to positively affect it in the future. You may want to discuss concepts such as the marketing mix (4Ps), identifying audience insights, positioning, branding, channel selection, etc.

*** Please Note: Position papers should be uploaded twice in Blackboard. Both submission links can be found under the "Submit Assignments" header. First, you will need to "officially submit your assignment for a grade" using SafeAssign. Second, you will need to upload your proposal to the discussion forum so that your peers may review it. To do this, simply click the "Position paper and peer reviews" link, create a thread, and then click the attachment button to browse for your paper.

*** Please Note: You will need to provide a peer-review of another student's position paper during the following week. To determine whose paper to review, please visit the class roster and locate the student's name **immediately preceding** your name in the list (if you are the first person on the roster you will review the last person's paper). You should critique your peer's paper using the outline provided above as a guide. Your review, as a minimum, should be 300 words in length and posted to the discussion forum for others to read and comment on. The quality of your peer review will be included in your assignment grade.

Health Communication Campaign Case Study (60 pts.)

For this paper you may choose any public health problem/topic of interest. The paper should be written using APA style and I suggest a length of 20-25 pages (double spaced).

Objective: This paper will help you critically evaluate existing campaign strategies and implementation approaches. You will be sensitized to how communication campaigns can be used to promote progress toward broad based goals for public health communication campaigns.

Deep familiarity with cases in an area of application serves as a primary resource for practitioners in any discipline. Familiarity with a spectrum of cases enables practitioners to adapt and apply the existing theories of a discipline in sensitive and appropriate ways. This assignment affords us the opportunity as a class to construct, discuss and critically evaluate specific examples of public communication campaigns.

In your case study analysis you have two options. You can elect to examine a health communication campaign that has already taken place or you can elect to examine a campaign that is currently being developed or executed. In either case, your case study will consist of three primary parts: a case description, case evaluation, and a discussion of case effectiveness and significance.

OPTION A: Past Health Communication Campaign.

Part I: The first section of your paper should carefully describe:

- The problem that the campaign was designed to address.
- The campaign sponsor
 - What organization sponsors the campaign?
 - How does the campaign align with the mission of the organization?
 - Does the campaign use the sponsor's brand or its own brand mark?
- The research and planning processes that informed the campaign.
- Target audience(s) that the campaign is trying to reach
 - Describe the target audience, giving demographics, stage of behavior change, lifestyle descriptions if possible.
 - Explain how you determined who the target audience(s) is/are.
- The primary campaign message
 - Explain how you determined what the message is.
- The specific objectives that were adopted for the campaign.
 - Is the campaign trying to change attitudes, behavior, policy?
 - What you think the main objectives are?
 - How did you make this determination?
- Message dissemination media
 - Describe any websites, brochures, PSAs, social media, etc. used to deliver the campaign message.

Part II: The second part of your paper should use appropriate criteria to critically evaluate the health communication campaign. Criteria for evaluating the case should be presented and justified as drawn from what we know concerning best practices for campaign design, execution and evaluation. To the extent that relevant information is available, you should evaluate:

- The adequacy of the problem conceptualization and planning that informed the development of the campaign.
 - How well the campaign objectives align with the mission of the sponsor
 - Can the sponsor be viewed as a credible source for the message? Why/ not?
 - The branding decisions made with regard to the campaign
 - If the campaign sponsor's brand is used, do you think this was a good/bad decision? Why?
 - If a new brand mark was developed for the campaign, do you think this was a good/bad decision? Why?
 - What you think the reward and support statements might have been when the campaign creators developed their creative brief.
 - Explain why/how you came to your determination of what these statements might have been
 - Discuss whether you believe this reward/support offer will be enough to motivate the target audience so that the campaign achieves its objectives
 - Detail which health behavior theory you think the campaign creators used in developing the message for the campaign.
 - Explain why you think the campaign is based on the theory you identified as opposed to any of the other theories we reviewed this semester.
- The adequacy of campaign execution and adaptation, giving careful attentions to deviations from or adjustments that were made to the original campaign plan. Were such deviations/adjustments intentional? Were they informed by any sort of monitoring or evaluation process?
- The adequacy of the campaign evaluation.
 - The overall results of the campaign, including the degree to which the campaign planners judged the campaign to be successful and your opinion of how valid and reliable these claims may be.

Part III: In the third part of the paper, you should provide a discussion of case effectiveness and significance. Finally, provide an assessment of whether **you** think the campaign is well-designed. That is, does it follow most of the steps/topics we reviewed in class regarding health communication campaign strategy formulation? Is it culturally sensitive? Does it meet general health literacy guidelines? Provide suggestions for improvement (or continued success) in the future. Be sure to explain why you think your suggestions will improve or ensure continued success for the campaign. In this part of the paper, you should also provide your opinion as to the overall significance of the case. In what ways is this health communication campaign significant and important? What overall insights/lessons about health communication campaigns can we develop from this case study?

OPTION B: Health Communication Campaign in Progress.

This option involves getting an up close look at a health communication campaign that is in progress. Ordinarily, this would include some interviewing of people involved in development and execution of the campaign, and/or observation of some of the planning, execution and evaluation of the public communication campaign. The case paper in this option will address many of the same issues as listed for Option A above. However, significant modifications to the paper will be needed depending on the stage that the campaign is in at the time of your research. If you opt to study a campaign in progress, the case description part of the paper (part I) should cover the points listed above for Option A, to the extent that those parts of the campaign have been developed or executed. If parts of the campaign have not yet been executed (e.g., dissemination media), you will primarily describe the communication campaign as it is currently conceptualized or planned.

Part II of your paper will be a bit different from that covered in Option A in that you may play the role of the "communication consultant" with regard to the campaign. You can critically evaluate the adequacy of the problem conceptualization and planning relating to the campaign. As a communication consultant you can also identify any midcourse adaptations that you think can be incorporated in the campaign or should have been incorporated in the campaign based on what we've discussed in this course (consider theoretical underpinnings, cultural sensitivity, health literacy, and creative strategy concepts here). Finally, part III of the paper should also discuss of the importance/significance of the campaign and the lessons that can be learned from this specific campaign.

Overall, your case paper should demonstrate a deep understanding of this particular health communication campaign in its specific context.

*** Please Note: Case studies should be uploaded twice in Blackboard. Both submission links can be found under the "Submit Assignments" header. First, you will need to "officially submit your assignment for a grade" using SafeAssign. Second, you will need to upload your proposal to the discussion forum so that your peers may review it. To do this, simply click the "Case studies and peer reviews" link, create a thread, and then browse for your paper.

*** Please Note: You will need to provide a peer-review of another student's case study during the following week. Please review the student whose name **immediately follows** your name in the class roster (if you are the last person you will review the first person's paper). You should critique your peer's paper using the outline provided above as a guide. Your review, as a minimum, should be 400 words and posted to the discussion forum for others to read and comment on. The quality of your peer review will be included in your assignment grade.

TENTATIVE SCHEDULE

Introduction			
Date	Topic	Reading	Assignment(s) Due
Wk 1 5/31	Introduction to Social Marketing	Social Marketing (SM): Chapters 1-2 Supp. Readings (see BB): <ul style="list-style-type: none"> • Lefebvre & Flora • Walsh et al • Weinreich 	Theory Correspondent: Upload your theory-related article to BB before Monday 6/6 (by 11:59pm)
Wk 2 6/7	Campaign planning: Strategy development Cultural Sensitivity	Social Marketing (SM): Chapter 3 Supp. Readings (see BB): <ul style="list-style-type: none"> • Geist-Martin & Sharf • du Pre (Chapter 8) • Kreuter • Kumanyika 	Theory Correspondent: If you are assigned a theory that is being discussed next week, upload your Tegrity recording by 6/13
Planning and Strategy Development			
Wk 3 6/14	Health Communication Theories	SM: Chapters 4-5 Supp. Readings (see BB): <ul style="list-style-type: none"> • Keller & Lehmann • Entman <i>Plus, Peer-posted readings on:</i> <ul style="list-style-type: none"> • Extended Parallel Process Model • Inoculation Theory • Framing Theory 	Theory Correspondent: If you are assigned a theory that is being discussed next week, be sure to upload your Tegrity recording by 6/20
Wk 4 6/21	Health Behavior Change Theories	SM: Chapter 7-8 Supp. Readings (see BB): <ul style="list-style-type: none"> • Braverman (ELM) • Theory at a Glance <i>Plus, Peer-posted readings on:</i> <ul style="list-style-type: none"> • Health Belief Model • Transtheoretical Model 	
Wk 5 6/28	Health literacy Positioning & Creative Briefs	SM: Chapter 6 & 9 <ul style="list-style-type: none"> • CDC Clear Communication Index Users Guide/Index Tool • Lawrence • Sutton, et al 	Health Literacy: Collateral critique due Thursday, 6/30 by 4:00pm EST
Implementing the Campaign			
Wk 6 7/5	Case Studies	SM: Chapters 10-11 <ul style="list-style-type: none"> • Landers, Mitchell, Smith et al. • Additional Reading - TBD 	Position Paper Due: Due Sunday, 7/10 by 4:00pm (upload to SafeAssign)
Wk 7 7/12	Channel Selection – Planning the tactical execution	SM: Chapters 12 -14 <ul style="list-style-type: none"> • Duffy & Thorson • Siegel & Lotenberg (Chapter 15) • Feaster, Dimmick & Ramirez 	Peer-review of Position Paper: Due this week in the discussion board
Wk 8 7/19	Oversight, adjustment, and evaluation	SM: Chapters 15 & 17 <ul style="list-style-type: none"> • Weinreich • CDC publication (logic models) • Huhman, Heitzler, & Wong • Patton (chapter 9) 	
Wk 9 7/26	Budgeting resources and evaluation	SM: Chapter 16 <ul style="list-style-type: none"> • Seigel & Lotenberg (Chapter 17) 	Campaign Case Study: Due Sunday 7/30 by 4:00pm (upload to SafeAssign)
Wk 10 8/2	Final Week	Supp. Readings (see BB): <ul style="list-style-type: none"> • Patton (Chapters 12 & 13) 	Peer-review of Campaign Case Study: Due this week in the discussion board

TENTATIVE SCHEDULE