University of Utah  
Department of Communication  
Course Syllabus

Course Number: COMM 5117 and COMM 6117  
3.0 credit hours

Title: Health Communication Campaigns and Media

Academic Term: Fall 2019

Course Dates/Time: August 21 to December 4, 2019  
Wednesdays 3:00-6:00 pm  
Marriott Library Rm. 1715

Faculty: Kimberly Kaphingst  
Professor, Department of Communication  
LNCO Office # 2523  
HCI Research South Building Office # 4503  
Phone 801-213-5724  
Email (preferred): kim.kaphingst@hci.utah.edu

Office Hours: Wednesdays 12:30-2:30pm in LNCO 2523 or by

Course Description
This course aims to introduce you to the theories, research and practice of health communication campaigns. It will cover the following basic aspects about health communication campaigns: theories of health behavior change, campaign processes and stages (including planning, implementation, and evaluation), audience analysis, effective uses of media strategies and media channels, and health promotion through media advocacy. Through this course you will attain a solid knowledge about health communication campaigns as well as develop the skill set that will be useful to a professional career in health communication.

Course Objectives
Students completing this course will be expected to be able to:

1. Conduct the basic planning for a health communication campaign.
2. Select and apply a theoretical framework to make informed campaign decisions.
3. Design effective media strategies and messages.
4. Plan process and outcome evaluations using the appropriate research method(s).
5. Make and defend decisions for using specific channels to disseminate messages or advance a public health agenda.
Course Materials


Teaching Methods
Course activities will include lectures, small and large-group class discussions, class member presentations, and in-class activities prepared by the instructor. Students are expected to attend all class sessions. As a courtesy to other students, you are expected to arrive on time. The value of the class stems from the quality of the dialog and conversations with peers and course instructors. Students are expected to come to class having read the assigned readings.

Course Requirements
This course is designed to contain three integrated components: (1) attendance and participation; (2) exams; and (3) campaign proposal. You are required to participate fully in all parts. Specific information for each assignment will be given on Canvas and discussed in class.

(1) *Attendance and participation* (70 points). Class attendance will be taken each day. You are expected to arrive on time. More than two unexcused absences and/or instances of arriving late to class or leaving early from class will result in a lowered grade.

Class participation consists of reading assigned materials prior to class, being prepared to discuss the assigned readings and topics of discussion in class, engaging in and contributing to thoughtful class discussion, and demonstrating respect for the opinions of your peers. Use of smart phones, electronic media, and other devices for non-class purposes will result in a lowered grade.

(2) *Exams* (80 points). There will be two exams (40 points each). The exams will be in-class and closed-book, and will take place in our regular classroom. The exams will focus on information covered in class and your readings, and are not cumulative.

(3) *Campaign proposal* (150 points total). An important component of this class is a campaign proposal where you will be asked to develop a health campaign plan related to a topic of your choice. The proposal is designed to provide an opportunity for students to apply the materials covered in readings and class.

Students may work individually or in groups of no more than 3 people. Each group or individual will work on a specific health or risky behavior of their choice. For students who choose to work in a group, all members of the group will receive the same score on each assignment. There are several assignments to help you complete the proposal.
(a) Proposed topic (10 points). Each student or group will propose a specific health or risky behavior that they would like to work on.

(b) Strategy statement (50 points). Each student or group will submit a strategy statement.

(c) Evaluation plan (50 points). Each student or group will submit a process and evaluation plan.

(d) Presentation of proposal (40 points). Each student or group will present their proposal to the class.

Extra Credit Assignment
In addition to the course requirements, there is a possible extra credit assignment. This assignment is an individual assignment and is not required. Students who choose to do this extra credit assignment will submit short reflection paper on a health communication campaign research articles. Students may submit a reflection paper for one research article (10 points possible) or separate reflection papers for two research articles (20 points possible total).

Note for graduate students enrolled in 6117:
Requirements for graduate students taking this “shadow” course are similar to those for undergraduate students, with one exception. Graduate students will be required to lead a discussion of a health communication campaign case study. This may be a case study suggested by the instructor or another case study on a topic of interest to the student. This will involve: presenting the campaign and commenting upon it, preparing discussion questions and topics in advance and then leading a discussion of the campaign during the class session. These campaign discussions are expected to last about 30 minutes.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Course Outline

Week 1 (August 21)
- Introduction to course
- Review of syllabus
- Discussion of campaign examples

Readings: None
Assignments: None
Week 2 (August 28)
- Overview of health communication campaigns
- What health communication can and cannot do

Readings:
- Communicating Health (pp.5-10)
- Making Health Communication Campaigns Work (pp.1-13)

Assignments: None

Week 3 (September 4)
- Campaign planning: Models and theories
- Theory of Planned Behavior
- Health Belief Model
- Stages of Change

Reading: Communicating Health (pp.10-28)

Assignments: None

Week 4 (September 11)
- Campaign planning process
- Defining communication objectives
- Defining intended audiences
- Exploring communication settings, channel, and activities

Reading: Making Health Communication Campaigns Work (Stage 1, pp.15-51)

Assignments: TOPIC DUE

Week 5 (September 18)
- Campaign planning: social and psychological factors
- Knowledge, attitudes, and behavior
- Gatekeepers and information disseminators

Reading: Communicating Health (Chapter 2, pp.29-50)

Assignments: EXAM 1

Week 6 (September 25)
- Mass media
- Social marketing
- Media advocacy

Reading: Communicating Health (Chapter 4, pp.69-93)

Assignments: None

Week 7 (October 2)
- Campaign planning: target audience considerations
- Communicating across groups
• Crossing cultural barriers
• Communication and disability

**Reading:** Communicating Health (Chapter 3, pp.51-68)

**Assignments:** None

**FALL BREAK (October 9)**

**Week 8 (October 16)**
• Information technology in communication campaigns
• Web-based approaches
• Smart phone approaches

**Reading:** Communicating Health (Chapter 5, pp.94-111)

**Assignments:** None

**Week 9 (October 23)**
• Developing concepts and messages
• Pretesting messages and materials

**Reading:** Making Health Communication Campaigns Work, Stage 2 (pp.54-89)

**Assignments:** EXAM 2

**NO CLASS ON OCTOBER 30**

**Week 10 (November 6)**
• Types of evaluation
• Process evaluation

**Readings:** Communicating Health (Chapter 8, pp.153-173)
Making Health Communication Campaigns Work, Stage 3 (pp.100-102)

**Assignments:** STRATEGY STATEMENT DUE

**Week 11 (November 13)**
• Outcome evaluation
• Types of data to collect
• How to collect outcome evaluation data

**Reading:** Making Health Communication Campaigns Work, Stage 4 (pp.107-123)
Assignments: None

Week 12 (November 20)
- Evidence-based practice
- Finding evidence
- Adaptation and transferability

Reading: Communicating Health (Chapter 7, pp.134-152)
Assignments: None

Week 13 (November 27)
Assignments: CAMPAIGN PRESENTATIONS
EVALUATION PLAN DUE

Week 14 (December 4)
Assignments: CAMPAIGN PRESENTATIONS

Course Policies

Attendance & Punctuality. In order to ensure the quality of class discussions, please be in class on time and remain in class for the entire period; interruptions are distracting to others. Class attendance will be taken each day. More than two unexcused absences and/or instances of arriving late to class or leaving early from class will result in a lowered grade.

Participation. Regular and thoughtful participation is expected and required in this course as part of the grade. Class participation consists of reading assigned materials prior to class, being prepared to discuss the assigned readings and topics of discussion in class, engaging in and contributing to thoughtful class discussion, and demonstrating respect for the opinions of your peers.

Electronic Devices in Class. The use of smart phones, electronic media, and other devices for non-class purposes will result in a lowered participation grade. Computers and smart phones may only be used for reviewing course material and notetaking.

Canvas. The official venue for instructor course communications is in-class. Any modifications to the syllabus or schedule will be presented in class. As a back-up for in-person communication, postings on CANVAS will be used as well as general email. Students are expected to check the course webpage twice per week, at the minimum. Students are invited to communicate openly with instructor (via regular email or phone) when needed. Online communications, including e-mail, are equivalent to the classroom and are subject to the Student Code.

Exams and assignments. Exams must be taken and assignments submitted on scheduled days. Generally points will be deducted for late assignments, with up to one-third of the points deducted for
each day late. In cases of unexpected hardship, a late assignment may be accepted with the permission of the instructor.

**Dropping and withdrawing from course.** The last day to drop classes is August 30; the last day to withdraw from this class is October 18. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student’s responsibility. Incompletes are given in accordance with University of Utah guidelines. See the following link for more information:  [http://registrar.utah.edu/handbook/](http://registrar.utah.edu/handbook/)

**Accommodation policy:** Curriculum accommodations take two forms: schedule accommodations and content accommodations.

- I am able to make schedule accommodations for those who have a conflict that involves religious/spiritual observances, University sanctioned activities, and personal or medical exigencies, provided that documentation is furnished. If you anticipate or when you experience any scheduling conflict with this course, please speak with me as soon as possible. In every case, it is the student’s responsibility to make these arrangements.

- As we study communication in its various forms and contexts, we will apply the concepts we engage to a variety of examples, including those that occur in the venue of popular culture. Some students may find some of the reading materials, presentations, lectures, or audio/visual materials controversial or in conflict with their values or beliefs. Please be assured that all the material that I present, assign, or require you to encounter and address has been selected for its pedagogical value and utility in relation to the concepts we are engaging. I will not make content accommodations for this material. It is your responsibility to review the syllabus, readings, assignments, and materials to be sure that this is a course you wish to take. Should you have questions or concerns, please see me immediately. Details on the university’s accommodation policy are available at this link:  [http://academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/accommodations-policy-background.pdf](http://academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/accommodations-policy-background.pdf)

**Student conduct.** All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. If at any time you are unsure whether your actions constitute academic misconduct, please see the professor in order to clarify the matter. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and failing grade. Students have the right to appeal such action to the Student Behavior Committee.  [http://www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html)
University Policies

1. **The Americans with Disabilities Act.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

2. **University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.