

# MMC 6936

## Measuring Change

Summer 2019

### Instructor

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### Contact

I would be glad to discuss any questions and comments via email or phone. If you would like to talk via phone, please email me with that request and we can schedule a time to do so.

### Office Hours:

Please email me with your requested day/time to meet, and we can set up a call.

### Instructor Bio:

While pursuing a master's of public health from the University of North Carolina, I made the deliberate decision to become someone who *evaluates* behavior change campaigns and works with the people who implement them. With that goal in mind, I completed a doctorate in communication at the University of Pennsylvania, where I conducted research on communication effects, formative research for campaign development, and evaluation of communication campaigns. I have training in evaluation research methods, behavior change theory, study design, statistics, message strategy selection, and, importantly, reporting on evaluation results. Now, in addition to instructing this new course, I am a social scientist and research analyst in the Center for Communication Science at RTI International, a non-profit research organization charged with turning knowledge into practice to improve the human condition ([www.rti.org](http://www.rti.org)).

### Course Website and Login

Your course is Canvas (UF e-Learning). Go to <http://lss.at.ufl.edu>. Click the blue e-Learning button. Login with your GatorLink account. Your course will be in the Courses menu on the left navigation. You might have to click All Courses at the bottom depending on how many courses you have taken at UF.

Contact UF Helpdesk <http://helpdesk.ufl.edu/> (352) 392-HELP (4357) if you have any trouble with accessing your course.

### Course Description:

Good communication strategists make a habit of confronting important questions about the campaigns that they develop. Before a campaign begins, they want to know the best strategies for changing behavior in the target audience. During the campaign, they investigate whether its components are functioning as planned. After the campaign, they ask whether it had the intended impact. To answer these questions reliably, strategic communication planners work alongside evaluators to carry out

research before, during, and after campaigns are developed and launched. Funders, policymakers, and the public often want to know if a campaign “worked” in the past or will work in the future. Evaluation affords us the opportunity to answer those questions with some certainty, rather than simply guessing or assuming based on anecdotal evidence. This course takes a broad look at the role of research and evaluation in strategic communication campaigns and provides a foundation and tactics for working productively with evaluators. Students will become familiar with evaluation phases (formative, monitoring, and summative), and the types of research designs that evaluators use to measure campaign impact. We will consider why evaluation is ultimately important to successful campaigns and establish a set of tools for conducting and leveraging research as part of strategic communication practice.

## Course Objectives:

By the end of this course, students will learn:

- the role of evaluation research in strategic communication campaigns;
- evaluation “lingo” to facilitate conversations and partnerships with researchers;
- formative research approaches to drive campaign strategy, including how to glean useful insights from existing literature and how to conduct research with target audiences;
- advantages and drawbacks of different evaluation designs; and
- how to communicate about research findings responsibly and effectively with the news media, policymakers, and funders.

## Course Expectations:

Given your decision to pursue strategic communication, I imagine that you will work with evaluators or conduct some or all parts of communication campaign evaluations at some point during your career. My hope is that this course will spark your interest in evaluation and cultivate a new or enhanced appreciation for this type of social science. Toward that end, this course includes 12 modules over 13 weeks, each of which will cover different evaluation components and examples. In addition to readings and module videos, this course includes **nine assignments** of varying intensity. Students are expected to complete work on time and participate in a professional manner while respecting the instructor and fellow students. Students who complete quality assignments on time will do well in this course.

## Ownership Education:

As graduate students, you are not passive participants in this course. All students in this Program have a background in marketing, advertising, public relations, journalism, or similar fields. This class allows you to not only take ownership of your educational experience but to also provide your expertise and knowledge in helping your fellow classmates. The Canvas shell will have an open Q&A thread where you should pose questions to your classmates and instructor when you have a question as it relates to an assignment. Your classmates along with your instructor will be able to respond to these questions and provide feedback and help. This also allows everyone to gain the same knowledge in one location rather than the instructor responding back to just one student which limits the rest of the class from gaining this knowledge. For questions or comments pertaining to personal matters, please email your instructor directly.

## Recommended Texts:

You are not required to purchase these textbooks, but you may prefer to have them in your own library. Links to all required books, book excerpts and journal articles will be provided in Canvas.

Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach* (1st ed.). New York: Psychology Press Taylor & Francis Group.

Frey, B. B. (2015). *100 questions and answers about tests and measurement*. Los Angeles, CA: Sage.

Hornik, R. C. (Ed.). (2002). *Public health communication: Evidence for behavior change*. Mahwah, NJ: Lawrence Erlbaum Associates.

Rice, R. E., & Atkin, C. K. (2012). *Public communication campaigns* (4th ed.). Los Angeles, CA: SAGE.

Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage Publications.

Ruel, E. (2018). *100 questions and answers about survey research*. Los Angeles, CA: Sage.

Salkind, N. J. (2012). *100 questions and answers about research methods*. Los Angeles, CA: Sage.

Schutt, R. K. (2011). *Investigating the social world: The process and practice of research* (5<sup>th</sup> ed.). Thousand Oaks, CA: Pine Forge Press.

## Prerequisite knowledge and skills:

We will read a number of research articles pertaining to campaign evaluations. These articles will often contain statistical information. While a background in statistics is not a formal prerequisite for this course, the material we cover may be more intriguing if you have a general sense for basic statistics (e.g., what does it mean for an estimate to be “statistically significant”?). For those who do not have statistics resources available from previous training, I recommend “googling” various statistical terms as you come across them in the readings (e.g., “regression,” “weighting,” “interaction terms”) if you want to know more. One of my favorite free resources for learning about statistics and statistical analysis is the UCLA Institute for Digital Research and Education (<https://stats.idre.ucla.edu/other/mult-pkg/fag/general/>). I consult this web site regularly.

## Course Policies:

### Attendance Policy:

Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the **Announcements, Q&A, and Discussion** sections of the site.

### Late Work and Make-up Policy:

Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. If work is submitted late, it will also be evaluated late. Point deductions for late work are as follows:

- Up to 24 hours late                      05 points off
- 25 hours to 48 hours late              10 points off
- 49 hours to 5 days late                15 points off
- >5 days late                              Not accepted at all

**Issues with uploading work for a grade is not an excuse.** If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

**Suggested technical issue policy:** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

**Emergency and extenuating circumstances policy:** Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: <https://www.dso.ufl.edu/care/medical-withdrawal-process/>.

**Students MUST inform their academic advisor before dropping a course**, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Robbert, and she may be reached at [trobbert@jou.ufl.edu](mailto:trobbert@jou.ufl.edu) .

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalogue at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

#### Coursework Submissions:

All assignments will be submitted electronically through the Assignments section in Canvas.

#### Deadlines:

This class, like others, involves deadlines. Here is a reminder. The new lecture starts on Mondays. Specific due dates for each assignment are listed in the weekly schedule later in this syllabus.

- Weekly assignments: See due dates listed later in this syllabus.
- Final assignment: August 7, 2019
- Note that this course will NOT meet during the week of June 24, 2019.

## Grading:

Your work will be evaluated according to the following distribution:

- Assignments (not including final assignment) 65%
- Final assignment 20%
- Participation (including completion of assignments) 15%

The final grade will be awarded as follows. I do not round up to next decimal. For example, 92.7 is an A-

A	100%	to	93%
A-	< 93%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 83%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 73%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 63%	to	60%
F	< 60%	to	0%

Current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Course and Assignment Details

### Weekly Lectures:

The instructor will post a lecture video or videos to Canvas for each week. In addition. Under the “Introductions” link, the instructor will post two additional videos – one is an introduction to the course and course topic and the other will cover the syllabus. These videos will vary in length depending on the material. It is your responsibility to watch each of the videos.

Although it is possible to watch the pre-recorded video lectures at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the assignments and weekly readings.

### Assignment 1 – Due May 21, 2019 – Details:

**Choose a behavioral objective:** Think of a behavior that you would like to change through a strategic communication campaign. For example, perhaps your behavioral objective is filling out a voter registration form in the next three months. Define the action, target, context, and time of this behavior as explained on **pages 29-30** in Fishbein and Ajzen (2010). See the Week 1 readings.

On the Discussion section of the course site on Canvas, post your behavioral objective, and ensure that it includes an action, target, context, and time.

Assignment 2 Rubric

<b>Choose behavioral objective</b>		
<b>Ratings</b>		
<b>Behavioral objective posted on discussion board</b>	<b>Behavioral objective not posted on discussion board</b>	<b>Score</b>
100 pts	0 pts	100 pts
<b>Total Score: 100</b>		

Note. Completing this assignment will count toward your participation grade.

Assignment 2 – Due May 21, 2019 – Details:

**Take message testing survey:** Take a short online survey on your opinions about four advertisements from the Ad Council. Survey Monkey link: <https://www.surveymonkey.com/r/62QYNSD>. We will examine the survey results later in the course! [Note: I programmed this survey for this course only.]

- 1) Watch this ad first and then answer the corresponding survey questions. [first](#)
- 2) Watch this ad second and then answer the corresponding survey questions. [second](#)
- 3) Watch this ad third and then answer the corresponding survey questions. [third](#)
- 4) Watch this ad fourth and then answer the corresponding survey questions. [fourth](#)

Assignment 1 Rubric

<b>Take message testing survey</b>		
<b>Ratings</b>		
<b>Completed the full survey</b>	<b>Completed only part of the survey</b>	<b>Score</b>
100 pts	0 pts	100 pts
<b>Total Score: 100</b>		

Note. Completing this assignment will count toward your participation grade.

Assignment 3 – Due June 4, 2019 – Details:

**Revise behavioral objective:** You have an opportunity to revise your behavioral objective based on the feedback that I provide and based on your readings from Fishbein and Ajzen (2010). You will be working with this behavior over the next few assignments, so please ensure it is one you are interested in. Note, in the next assignment, you will be interviewing two people about the behavioral objective. If you chose a behavior that is a sensitive topic and you would not feel comfortable asking others about this behavior, then please identify a different behavior that is more easily discussed with interview participants. Ensure that your revised behavior includes an action, target, context, and time.

Please write out your behavioral objective in MS Word and upload the .docx file to the Assignments section on Canvas. The file name should include your first and last name, and assignment number (e.g., SarahParvanta\_Assignment3.docx). You will be graded on whether the behavior you define includes an action, target, context, and time. If you think the first behavior that you defined includes the correct components and you want to proceed with it for the next few assignments, then list that behavior in your assignment.

## Assignment 3 Rubric

<b>Revise behavioral objective</b>				
	<b>Ratings</b>			
<b>Criteria</b>	<b>Correct</b>	<b>Incorrect</b>	<b>Not provided</b>	<b>Score</b>
Action	25 pts	15 pts	0 pts	25 pts
Target	25 pts	15 pts	0 pts	25 pts
Context	25 pts	15 pts	0 pts	25 pts
Time	25 pts	15 pts	0 pts	25 pts
				<b>Total Score: 100</b>

## Assignment 4 – Due June 14, 2019 – Details:

**Conduct elicitation interviews:** Please write this assignment in MS Word and upload the .docx file to the Assignments section on Canvas. The file name should include your first and last name, and assignment number (e.g., SarahParvanta\_Assignment4.docx). Identify two people (friends, family members, and/or coworkers) for whom the behavior is relevant.

- 1) Identify two people in your target audience and ask them 5 questions to elicit their salient behavioral beliefs, normative referents, and control factors regarding this behavior. You may ask them to write down their beliefs, or you ask for verbal responses and take notes. You can also record the interviews, but you must ask for permission from your participant before doing so. CONDUCT THE INTERVIEWS INDIVIDUALLY (I.E., SEPARATELY), RATHER THAN IN A GROUP.
- 2) Here is a summary of the 5 questions. Further details on how to ask these questions is on **pages 451-452** in Fishbein and Ajzen (2010). Please follow the question format on those two pages.
  - Question 1. What are the advantages of performing this behavior
  - Question 2. What are the disadvantages of performing this behavior?
  - Question 3. Are there individuals who think you should do this behavior?
  - Question 4. Are there individuals who think you should not do this behavior?
  - Question 5. What factors would enable you to do this behavior?
  - Question 6. What factors would hinder you from doing this behavior?
- 3) In your write-up, indicate the behavioral objective that you are evaluating. Report all of the beliefs, referents, and control factors that each participant lists in the exact order that the participants list them. Do not combine the two participants' responses into one list. Instead, present the responses for each participant separately so you can see how the lists differ or align. Underline, highlight, or boldface the first five beliefs, normative referents, and control factors for each participant. If the participant lists fewer than 5 beliefs, referents, or control factors, indicate that in your documentation under each question.

Notes: 1) If you chose a behavioral objective that is a sensitive topic and you would not feel comfortable asking close others about this behavior, then please identify a different behavior that is more easily discussed with your interview participants for this assignment. Do not list any identifying information about your interview participants on the write-up that you submit. 2) If one (or both) of your participants provide very little usable data, leaving you with little information on their salient beliefs for one or more of the questions, you may need to interview an additional participant (or two) to yield a more comprehensive set of salient beliefs. However, watch the video for this assignment for suggestions

on how to encourage your participants to provide richer responses. 3) You will not be graded on page length or line spacing (i.e., single vs. double spacing). Given the requirements of this assignment, your write-up will likely span 1-2 pages.

#### Assignment 4 Rubric

<b>Conduct Elicitation Interviews</b>				
<b>Criteria</b>	<b>Ratings</b>			<b>Score</b>
	<b>Clear and easy to understand</b>	<b>Not clear or easy to understand</b>	<b>Not provided</b>	
Behavioral objective	8 pts	4 pts	0 pts	8 pts
Advantages for participant 1	8 pts	4 pts	0 pts	8 pts
Disadvantages for participant 1	8 pts	4 pts	0 pts	8 pts
Normative referents for participant 1	12 pts	4 pts	0 pts	12 pts
Facilitating control factors for participant 1	8 pts	4 pts	0 pts	8 pts
Inhibiting control factors for participant 1	8 pts	4 pts	0 pts	8 pts
Advantages for participant 2	8 pts	4 pts	0 pts	8 pts
Disadvantages for participant 2	8 pts	4 pts	0 pts	8 pts
Normative referents for participant 2	8 pts	4 pts	0 pts	8 pts
Facilitating control factors for participant 2	8 pts	4 pts	0 pts	8 pts
Inhibiting control factors for participant 2	8 pts	4 pts	0 pts	8 pts
Document formatting	8 pts	4 pts	0 pts	8 pts
<b>Total Score: 100</b>				

#### Assignment 5 – Due June 14, 2019 – Details:

**Conduct secondary research:** Please write this assignment in MS Word and upload the .docx file to the Assignments section on Canvas. The file name should include your first and last name, and assignment number (e.g., SarahParvanta\_Assignment5.docx). Using the same behavioral objective that you investigated in your elicitation interviews:

- 1) Identify 1-3 journal articles or other peer-reviewed sources describing empirical research on factors that may be associated with your behavioral objective, including the factors listed in the Integrative Model (beliefs, attitudes, perceived social norms, self-efficacy, skills, environmental factors; Fishbein & Ajzen, 2010).

- 2) Please identify at least 5 factors across the sources that you collect in Step 1. It may be difficult to find literature on the exact behavior you have chosen. In that case, find literature on similar behaviors that you think are pertinent.
- 3) On one page, list the behavioral objective, and list each of the factors that you identified in your literature review. Cite each of the factors. Include a reference list at the bottom of the page in *American Psychological Association (APA)* format.

Note, it is fine if you're interested in identifying more than 3 articles and/or if your write-up requires 2 pages rather than 1 page. However, you will not receive extra credit for this extra work.

Assignment 5 Rubric

<b>Conduct Secondary Research</b>				
<b>Criteria</b>	<b>Ratings</b>			<b>Score</b>
	<b>Clear and easy to understand</b>	<b>Not clear or easy to understand</b>	<b>Not provided</b>	
Behavioral objective	10 pts	5 pts	0 pts	10 pts
1-3 sources	20 pts	10 pts	0 pts	20 pts
At least 5 factors associated with behavior	40 pts	20 pts	0 pts	40 pts
All factors cited using APA style	11 pts	6 pts	0 pts	11 pts
Reference list in APA style	11 pts	6 pts	0 pts	11 pts
Document formatting	8 pts	4 pts	0 pts	8 pts
				<b>Total Score: 100</b>

Assignment 6 – Due June 21, 2019 – Details:

**Develop questionnaire:** Please write this assignment in MS Word and upload the .docx file to the Assignments section on Canvas. The file name should include your first and last name, and assignment number (e.g., SarahParvanta\_Assignment6.docx). Design a closed-ended questionnaire based on the behavioral objective that you selected in Assignment #3 and the beliefs that you identified from elicitation interviews and secondary research. The questionnaire will include 8-12 questions. Three questions will measure intentions to perform the behavior. The remaining 5-9 questions will ask about the top five salient beliefs that emerged in your elicitation interviews, and the factors that you identified through secondary research. The questions should include response options.

Use the question examples on **pages 457-463** in Fishbein & Ajzen (2010) to help you write your questions. For the belief questions, focus on the following types of questions (which are relevant for foundational surveys used in campaign message planning):

- 1) Behavioral belief strength – p. 458
- 2) Injunctive belief strength – p. 459
- 3) Power of control factors – pp. 460-461

You are also permitted to model your question design on other examples in the literature or on surveys from reputable organizations. Label your questions (e.g., behavioral intentions, behavioral belief

strength, etc.). Cite all sources that you use and include a reference list in *American Psychological Association* (APA) format at the end of your questionnaire. You will not be graded on word count.

Here are example questions from one of my dissertation surveys: [Dissertation questionnaire excerpt.docx](#)

Assignment 6 Rubric

<b>Develop questionnaire</b>				
	<b>Ratings</b>			
<b>Criteria</b>	<b>All listed in questionnaire</b>	<b>Only some listed in questionnaire</b>	<b>None listed in questionnaire</b>	<b>Score</b>
3 intention questions	35 pts	15 pts	0 pts	35 pts
5-9 belief questions	45 pts	20 pts	0 pts	45 pts
Citations in APA style	10 pts	5 pts	0 pts	10 pts
Reference list in APA style	10 pts	5 pts	0 pts	10 pts
				<b>Total Score: 100</b>

Assignment 7 – Due July 3, 2019 – Details:

**Develop campaign brief:** Write a campaign brief describing the analysis of potential message strategies for campaigns and your recommendations based on the findings. Please write this assignment in MS Word and upload the .docx file to the Assignments section on Canvas. The file name should include your first and last name, and assignment number (e.g., SarahParvanta\_Assignment7.docx). You will not be graded on wordcount. However, in terms of guidance on the appropriate level of detail for your write-up, please see the campaign brief example and instructional video provided on Canvas under this assignment. Resources for assignment:

- [Campaign Brief Example \(Canvas\).docx](#)
- [Campaign Brief Instruction Template \(Canvas\).docx](#)

Assignment 7 Rubric

<b>Develop campaign brief</b>				
	<b>Ratings</b>			
<b>Criteria</b>	<b>Excellent</b>	<b>Satisfactory</b>	<b>Not completed</b>	<b>Score</b>
Correct interpretation of behavioral intention distribution	10 pts	5 pts	0 pts	10 pts
Correct % to convince calculations	10 pts	5 pts	0 pts	10 pts
Correct % to gain calculations	10 pts	5 pts	0 pts	10 pts

Analysis on belief performance	20 pts	10 pts	0 pts	20 pts
Subgroup analysis	10 pts	5 pts	0 pts	10 pts
Media channels analysis	10 pts	5 pts	0 pts	10 pts
Full write-up	20 pts	10 pts	0 pts	20 pts
Document formatting is clear	10 pts	5 pts	0 pts	10 pts
<b>Total Score: 100</b>				

Assignment 8 – Due July 24, 2019 – Details:

**Critique a published summative evaluation:** Please write this assignment in MS Word and upload the .docx file to the Assignments section on Canvas. The file name should include your first and last name, and assignment number (e.g., SarahParvanta\_Assignment8.docx). CHOOSE ONE of the following articles describing a summative/impact evaluation of a strategic communication/social change campaign:

- Habarta, N., Boudewyns, V., Badal, H., Johnston, J., Uhrig, J., Green, D., ... & Stryker, J. E. (2017). CDC'S Testing Makes Us Stronger (TMUS) campaign: Was campaign exposure associated with HIV testing behavior among black gay and bisexual men?. *AIDS Education and Prevention, 29*(3), 228-240.
- Vallone, D., Cantrell, J., Bennett, M., Smith, A., Rath, J. M., Xiao, H., ... & Hair, E. C. (2017). Evidence of the Impact of the truth FinishIt Campaign. *Nicotine and Tobacco Research, 20*(5), 543-551.

Describe the evaluation design, behavioral objective, independent variable(s), dependent variable(s), sample recruitment and data collection methods, and the main findings. Did the authors evaluate exposure level and if so, how? What are the strengths of the evaluation approach. What are the weaknesses? In discussing these strengths and weaknesses, be sure to describe any threats to internal validity and how the authors controlled or did not control for those threats. Also, describe how you would improve the evaluation approach to reduce threats to internal or external validity (i.e., the weaknesses)? Your assessment should be 1-3 pages. Include the reference to the article you present in *American Psychological Association* (APA) format.

Assignment 8 Rubric

<b>Critique a published summative evaluation</b>					
<b>Criteria</b>	<b>Ratings</b>				<b>Score</b>
	<b>Excellent</b>	<b>Very good</b>	<b>Satisfactory</b>	<b>Not provided</b>	
Evaluation design	25 pts	20 pts	10 pts	0 pts	25 pts
Behavioral objective	5 pts	3 pts	1 pts	0 pts	5 pts
Independent variable(s)	10 pts	7 pts	3 pts	0 pts	10 pts
Dependent variable(s)	10 pts	7 pts	3 pts	0 pts	10 pts
Sample recruitment and data collection methods	5 pts	3 pts	1 pts	0 pts	5 pts
Main findings	10 pts	7 pts	3 pts	0 pts	10 pts
Strengths and weaknesses	25 pts	20 pts	10 pts	0 pts	25 pts
Document formatting	10 pts (clear)	NA	NA	0 pts (not clear)	10 pts

### Final Assignment – Due August 7, 2019 – Details:

**Design a Campaign Evaluation:** I strongly recommend that you re-read Hornik & Yanovitzky (2003) and the epilogue in Hornik (2002) for insight on most of the questions below. Another great example is the Evaluation plan from the Colorado Department of Public Health & Environment Retail Marijuana Education Program “Responsibility Grows Here” Campaign (RTI International, 2019) that you read in week 10. For all of your responses, provide justification based on credible literature, your own theories or experiences, or both. For example, one of the questions asks about measures. Citing research that has validated your choice of measures would be especially compelling. Prioritize published and peer-reviewed literature where possible. Cite all sources that you use within the text and provide full references at the end of the document. Use American Psychological Association (APA) formatting for in-text citations and references. Please write at least one paragraph in response to each question. The paper should be no more than 10 or 12 pages long including figures and references, double-spaced, 12-point font, 1-inch margins. If you can write a well-informed paper in less than 10 pages, that is also acceptable. Please write this assignment in MS Word and upload the .docx file to the Assignments section on Canvas. The file name should include your first and last name, and assignment number (e.g., SarahParvanta\_FinalAssignment.docx).

For the final assignment, you will design an evaluation for a strategic communication/social change campaign. You may use initiative A or B as a basis for the campaign that you would evaluate, if you choose.

- A. Face Value Project: <http://www.thecrimson.com/article/2010/12/15/lgbt-research-face-people/>
- B. The [Foundation for the Conservation of Water in the Metropolitan Region of Guatemala \(FUNCAGUA\)](#) has assembled to protect water resources in Guatemala, and is working with [Universidad del Valle de Guatemala \(UVG\)](#) and the [Private Institute for Climate Change Research \(ICC\)](#) to create water conservation strategies for Guatemala City. UVG and ICC aim to improve water quality and quantity for Guatemala City residents located near Lake Amatitlan. Guatemala City has a growing population which presents increasing demand for drinking water. Lake Amatitlan would be an important source of drinking water, but the reservoir is currently unsafe due to pollution from human and industrial waste from nearby Guatemala City. The community and relevant local agencies, including the authorities who manage the lake watershed, have not mobilized to treat the current pollution or prevent new pollution. This issue has also attracted little political attention or support thus far. UVG and ICC intend to design, implement, and evaluate a communication campaign that informs the population, farmers, and/or governing agencies about water quality and quantity in Lake Amatitlan. Ultimately, the organization hopes to generate public demand for pollution mitigation in the lake and improved access to a high-quality water supply. This public demand, UVG and ICC hope, will mobilize agencies and policy makers to implement structural and environmental changes that address public demand.

These initiatives do not have existing communication campaigns, and so you will need to envision a campaign that builds on the formative research approach that you propose, and then design the

evaluation plans for that campaign. Do not spend excessive time thinking about the campaign's creative approach (e.g., advertisements, PSAs); this course is not focused on message effects research. Instead, focus on designing an evaluation tailored to your campaign. If you don't want to design a communication campaign evaluation for initiatives A or B above, but you have another real-world initiative in mind that has not been evaluated, please contact me to discuss. Students should not use an imaginary initiative for this paper. Evaluators are often asked to design research around initiatives that clients and campaign planners have already chosen. Therefore, using an existing initiative for this assignment provides an opportunity for real-world evaluation practice. The prompts above do not provide you with detailed information on behavioral objectives, routes of effect, target populations, etc. Very often, organizations aiming to roll out a campaign have not clearly defined these important components and so the evaluator must make these recommendations. Therefore, try to imagine that you are an evaluation expert and you are proposing a plan to evaluate your client's campaign. In writing your paper, please address the following questions:

- 1) Define the specific behavior that the campaign will change. Include the behavioral criteria laid out by Fishbein & Ajzen (2010). See Assignment 3.
- 2) What are the routes of effect? Will the campaign affect behavior through individuals, institutions, social networks, or a combination of these routes? Draw a general model showing how the campaign will influence the behavior. See Figure 1 in Hornik & Yanovitzky (2003) for guidance.
- 3) How long do you expect it to take for the campaign to have an effect (i.e., what kind of lag time do you expect between when the campaign launches and when you will be able to observe an impact on behavior)?
- 4) Which population or subpopulations will the campaign target?
- 5) Which individual-level beliefs predict the behavior, if any? What are potential obstacles to performing the behavior (e.g., skills, environmental factors)? See Assignments 4-5, as well as Fishbein & Ajzen (2010) for guidance. (It is not possible during this course to conduct surveys or interviews with the target audience to answer Question 5. However, you should conduct secondary research using credible sources to identify the possible predictors of the behavior.) Of the beliefs that you identify through secondary research, which ones should the campaign aim to change, if any?
- 6) Based on your informed responses to Questions 1-5, how would you implement your campaign? Which channels, message strategies, or other communication strategies would you use? This section does not need to be extensive as this course focuses on evaluation rather than actual creative design or campaign implementation. This section simply helps to set up priorities for your evaluation design (see Questions 7-8). How would you monitor that your campaign is implemented as planned?
- 7) How would you evaluate the campaign's effects (i.e., what is your impact evaluation design)? Create a figure illustrating your evaluation model. See Figure 2 in Hornik & Yanovitzky (2003) for guidance. How would you measure each of the factors in your evaluation model, including exposure, changes in beliefs, and all other factors? Would you measure these factors before and after the campaign (i.e., a pre-post design), at more than two timepoints, or using another type of summative evaluation design? When would you conduct your measurements? Think about the expected time lag(s) between campaign exposure and changes in your target outcomes. Would your evaluation methods use closed-ended surveys, in-person interviews, observation, existing data sources, and/or other data sources? Describe your study sample(s).

- 8) What are the weaknesses of the evaluation design that you proposed in Question 7? In other words, what are the threats to internal validity, or alternative explanations for observed effects? What kind of evidence could you use to help reduce those threats? See the Epilogue in Hornik (2002) for ideas and guidance on the kinds of evidence that you may need to make a claim about campaign effects more convincing. Describe the strengths of your evaluation design.

Final Assignment Rubric

Final Assignment: <i>Design a Campaign Evaluation</i>						
Criteria	Ratings					Score
	Excellent		Satisfactory		Insufficient	
Question 1	10 pts	8 pts	6 pts	4 pts	0 pts	10 pts
Question 2	15 pts	10 pts	8 pts	6 pts	0 pts	15 pts
Question 3	10 pts	8 pts	6 pts	4 pts	0 pts	10 pts
Question 4	10 pts	8 pts	6 pts	4 pts	0 pts	10 pts
Question 5	15 pts	10 pts	8 pts	6 pts	0 pts	15 pts
Question 6	5 pts	4 pts	3 pts	2 pts	0 pts	5 pts
Question 7	20 pts	15 pts	10 pts	5 pts	0 pts	20 pts
Question 8	10 pts	8 pts	6 pts	4 pts	0 pts	10 pts
Follows formatting instructions	5 pts	4 pts	3 pts	2 pts	0 pts	5 pts
<b>Total Score: 100</b>						

# Schedule

Weekly module dates:

The weekly modules start on Monday, May 13, 2019. Each module (e.g., Week 1, Week 2, Week 3, etc.) will start on a Monday and the module ends the following Sunday. Modules will remain on Canvas even after they end. See Table 1 below for dates of each module, as well as assignment due dates.

Table 1. Overview of module dates, weekly topics, and assignment due dates

Module	Topic(s)	Assignment(s)	Assignment due date*
<b>Week 1</b> May 13 - May 17	<ul style="list-style-type: none"> <li>• Testing campaign messages</li> <li>• Choosing target outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Take message testing survey</li> <li>• Choose a behavioral objective</li> </ul>	May 21
<b>Week 2</b> May 20 - May 24	<ul style="list-style-type: none"> <li>• Campaign model of effect</li> <li>• Phases of campaign evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	--
<b>Week 3</b> May 28 - May 31	<ul style="list-style-type: none"> <li>• Behavior change theory</li> </ul>	<ul style="list-style-type: none"> <li>• Revise behavioral objective</li> </ul>	June 4
<b>Week 4</b> June 3 - June 7	<ul style="list-style-type: none"> <li>• Elicitation interviews</li> <li>• Secondary research</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct elicitation interviews</li> <li>• Conduct secondary research</li> </ul>	June 14
<b>Week 5</b> June 10 - June 14	<ul style="list-style-type: none"> <li>• Questionnaire development</li> </ul>	<ul style="list-style-type: none"> <li>• Develop questionnaire</li> </ul>	June 21

<b>Week 6</b> June 17 - June 21	<ul style="list-style-type: none"> <li>• Choosing message strategies</li> <li>• Campaign brief development</li> </ul>	<ul style="list-style-type: none"> <li>• Develop campaign brief</li> </ul>	July 3
<b>Week 7</b> June 24 - June 28	<ul style="list-style-type: none"> <li>• Summer break - No Lecture</li> </ul>	None	--
<b>Week 8</b> July 1 - July 5	<ul style="list-style-type: none"> <li>• Quantitative and qualitative message testing</li> </ul>	None	--
<b>Week 9</b> July 8 - July 12	<ul style="list-style-type: none"> <li>• Campaign monitoring</li> <li>• Key performance indicators</li> </ul>	None	--
<b>Week 10:</b> July 15 - July 19	<ul style="list-style-type: none"> <li>• Impact evaluation designs</li> <li>• Interpreting evaluation studies</li> </ul>	<ul style="list-style-type: none"> <li>• Critique a published summative evaluation</li> </ul>	July 24
<b>Week 11</b> July 22 - July 26	<ul style="list-style-type: none"> <li>• Impact evaluation surveys</li> </ul>	None	--
<b>Week 12</b> July 29 - August 2	<ul style="list-style-type: none"> <li>• Sampling</li> </ul>	None	--
<b>Week 13</b> August 5 - August 9	<ul style="list-style-type: none"> <li>• Disseminating research findings</li> </ul>	<ul style="list-style-type: none"> <li>• Final assignment: Design a campaign evaluation</li> </ul>	August 7

\*Assignments are due by 11:59PM EST, CST, or PST (the time zone is your choice).

# Weekly Lectures, Readings & Assignments

## Week 1: Testing campaign messages and choosing target outcomes

### Learning Objectives:

- Introduce the course, syllabus, and evaluation as a central component of campaign planning.
- Participate in one type of evaluation approach: Message testing.
- Understand how behavior change and measurement are connected.

### Watch:

- MMC6936 Introduction (Canvas)
- MMC6936 Syllabus Review (Canvas)
- Choosing target outcomes (Canvas)

### Required Readings:

- Rice, R. E., & Atkin, C. K. (Eds.). (2012). *Public communication campaigns*. Los Angeles, CA: SAGE. **Read pages 83-87.**
- **Review this web page:** Substance Abuse and Mental Health Services Administration. (2018). *Evaluating Social Media Efforts: One Approach to Consider*. Retrieved 14 April 2019 from, <https://www.samhsa.gov/capt/tools-learning-resources/evaluating-social-media-efforts>
- Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach* (1st ed.). New York: Psychology Press Taylor & Francis Group. **Read pages 29-36.**

### Assignments:

- Choose a behavioral objective – due May 21, 2019
- Take message testing survey – due May 21, 2019

*Additional readings if interested (not required):*

- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage Publications. **Read pages 3, 6-7, 32-65.**

## Week 2: Campaign model of effect and phases of campaign evaluation

Learning Objectives:

- Conceptualize a campaign's route(s) of effect as one of the first steps in campaign planning.
- Distinguish between formative, monitoring, and summative evaluation phases.

Watch:

- Campaign model of effect (Canvas)

Required Readings:

- [Hornik, R. C., & Yanovitzky, I. \(2003\). Using Theory to Design Evaluations of Communication Campaigns: The Case of the National Youth Anti-Drug Media Campaign. \*Communication Theory\*, 13\(2\), 204-224.](#)

Assignments:

- None

## Week 3: Behavior change theory

Learning Objectives:

- Apply behavior change theory to the design of campaign evaluations.
- Leverage a comprehensive theory of behavior change to plan campaign messages empirically.

Watch:

- Behavior change theory (Canvas)

Required Readings:

- Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach* (1st ed.). New York: Psychology Press Taylor & Francis Group. **Read pages 1–27.**
- Yoo, S. W., Kim, J., & Lee, Y. (2018). The effect of health beliefs, media perceptions, and communicative behaviors on health behavioral intention: An integrated health campaign model on social media. *Health Communication*, 33(1), 32-40.

Assignments:

- Revise behavioral objective – due June 4, 2019

*Additional readings if interested (not required):*

- [Fishbein, M., & Yzer, M. C. \(2003\). Using Theory to Design Effective Health Behavior Interventions. \*Communication Theory\*, 13\(2\), 164-183. \*\*Read pages 164–172.\*\*](#)

## Week 4: Elicitation interviews and secondary research

### Learning Objectives:

- Review approaches to conducting formative research as part of a campaign and evaluation planning.
- Practice elicitation interview methods and carry out secondary research for campaign planning.

### Watch:

- Overview of formative research approaches (Canvas)
- Elicitation interviews (Canvas)
- Secondary research (Canvas)

### Required Readings:

- Atkin, C. K. & Freimuth, V. (2012). Guidelines for Formative Evaluation Research in Campaign Design. In R. E. Rice & C. K. Atkin (Eds.), *Public communication campaigns* (4th ed., pp. 53-68). Los Angeles, CA: SAGE. **Read chapter 4.**
- [Yzer, M., Weisman, S., Mejia, N., Hennrikus, D., Choi, K., & DeSimone, S. \(2015\). Informing tobacco cessation benefit use interventions for unionized blue-collar workers: A mixed-methods reasoned action approach. \*Prevention Science, 16\*\(6\), 811-821.](#)
- Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach* (1st ed.). New York: Psychology Press Taylor & Francis Group. **Read pages 100-103 and 451-452.**

### Assignments:

- Conduct elicitation interviews – due June 14, 2019
- Conduct secondary research – due June 14, 2019

### *Additional readings if interested (not required):*

- [Damon, S. A., Poehlman, J. A., Rupert, D. J., & Williams, P. N. \(2013\). Storm-related carbon monoxide poisoning: An investigation of target audience knowledge and risk behaviors. \*Social Marketing Quarterly, 19\*\(3\), 188–199.](#) **This is an example of the kinds of articles you might uncover when searching for predictors of a behavioral objective. See the Methods and Findings sections.**
- Namey, E., Guest, G., McKenna, K., & Chen, M. (2016). Evaluating Bang for the Buck: A Cost-Effectiveness Comparison Between Individual Interviews and Focus Groups Based on Thematic Saturation Levels. *American Journal of Evaluation, 37*(3), 425–440. **Read pages 425-427, Appendix A, Appendix B.**
- [Guest, G., Namey, E., & McKenna, K. \(2017\). How many focus groups are enough? Building an evidence base for nonprobability sample sizes. \*Field Methods, 29\*\(1\), 3-22.](#) **Read pages 3-12, 16-19.**
- [Rupert, D. J., Poehlman, J. A., Hayes, J. J., Ray, S. E., & Moultrie, R. R. \(2017\). Virtual versus in-person focus groups: Comparison of costs, recruitment, and participant logistics. \*Journal of Medical Internet Research, 19\*\(3\), e80.](#)

## Week 5: Questionnaire development

### Learning Objectives:

- Practice designing a foundational survey to inform campaign development.

### Watch:

- Questionnaire development (Canvas)

### Required Readings:

- Fishbein, M., & Ajzen, I. (2010). *Predicting and changing behavior: The reasoned action approach* (1st ed.). New York: Psychology Press Taylor & Francis Group. **Read pages 457-463.**
- [Yzer, M., Weisman, S., Mejia, N., Hennrikus, D., Choi, K., & DeSimone, S. \(2015\). Informing tobacco cessation benefit use interventions for unionized blue-collar workers: A mixed-methods reasoned action approach. \*Prevention Science, 16\*\(6\), 811-821.](#) **Review the Survey section of this article, which you read in Week 4.**

### Assignments:

- [Develop questionnaire \(Canvas\)](#) – Due June 21, 2019.

## Week 6: Choosing message strategies and campaign brief development

### Learning Objectives:

- Practice a highly useful approach for empirically selecting promising strategies (i.e., topics) for campaign messages.

### Watch:

- [Choosing Message Strategies for Campaigns \(Canvas\)](#)
- Campaign brief development

### Required Readings:

- Hornik, R., & Woolf, K. D. (1999). Using Cross-Sectional Surveys to Plan Message Strategies. *Social Marketing Quarterly, 5*(2), **34-41**.
- Robbins, R., & Niederdeppe, J. (2015). Using the Integrative Model of Behavioral Prediction to Identify Promising Message Strategies to Promote Healthy Sleep Behavior Among College Students. *Health Communication, 30*(1), 26-38.
- [Brennan, E., Gibson, L. A., Kybert-Momjian, A., Liu, J., & Hornik, R. C. \(2017\). Promising Themes for Antismoking Campaigns Targeting Youth and Young Adults. \*Tobacco Regulatory Science, 3\*\(1\), 29-46.](#)

### Assignments:

- [Develop campaign brief \(Canvas\)](#) – Due July 3, 2019.
- Resources for completing campaign brief assignment:
  - [Campaign Brief Example \(Canvas\).docx](#)
  - [Campaign Brief Instruction Template \(Canvas\).docx](#)

*Additional readings if interested (not required):*

- Fishbein, M., & Yzer, M. C. (2003). Using Theory to Design Effective Health Behavior Interventions. *Communication Theory*, 13(2), 164-183. **Read pages 172–181.**
- Niederdeppe, J., Porticella, N., & Shapiro, M. A. (2011). Using Theory to Identify Beliefs Associated with Support for Policies to Raise the Price of High-Fat and High-Sugar Foods. *Journal of Health Communication*, 17(1), 90–104.
- Niederdeppe, J., Connelly, N. A., Labuer, T. B., & Knuth, B. A. (2015). Using Theory to Identify Beliefs Associated with Intentions to Follow Fish Consumption Advisories Among Anglers Living in the Great Lakes Region. *Risk Analysis*, 35(11), 1996-2008.
- Brennan, E., Gibson, L., Momjian, A., & Hornik, R. C. (2015). Are Young People’s Beliefs About Menthol Cigarettes Associated with Smoking-Related Intentions and Behaviors? *Nicotine & Tobacco Research*, 17(1), 81–90.

## Week 7: SUMMER BREAK - NO LECTURE

## Week 8: Quantitative and qualitative message testing

### Learning Objectives:

- Identify approaches for formatively testing campaign messages.
- Learn about qualitative formative research from a guest expert.
- Review the application of formative research methods in real-world campaign contexts.

### Watch/Listen:

- [Quantitative message testing \(Canvas\)](#)
- Qualitative message testing with guest lecturer: Alyssa Jordan, MPH
  - [Alyssa Jordan - Qualitative Formative Research \(Canvas\)](#)
- [PODCAST EPISODE] Southwell, B. (2016). *Perceived Ad Effectiveness. The Measure of Everyday Life*. Retrieved 20 October 2017, from <https://measureradio.libsyn.com/size/5/?search=zyer>
  - Listen to the first 13 minutes of this podcast episode, which features an interview with expert Marco Yzer on evaluating the effectiveness of campaign messages. **Listen from 00:00 – 13:20.**

### Required Readings:

- Atkin, C. K. & Freimuth, V. (2012). Guidelines for Formative Evaluation Research in Campaign Design. In R. E. Rice & C. K. Atkin (Eds.), *Public communication campaigns* (4th ed., pp. 53-68). Los Angeles, CA: SAGE. **Review pages 61–63, which you read during Week 4.**
- [Fishbein, M., Hall-Jamieson, K., Zimmer, E., von Haefen, I., & Nabi, R. \(2002\). Avoiding the boomerang: Testing the relative effectiveness of antidrug public service announcements before a national campaign. \*American Journal of Public Health\*, 92, 238–245.](#)
- [Parvanta, S., Gibson, L., Forquer, H., Shapiro-Luft, D., Dean, L., Freres, D., ... Hornik, R. \(2013\). Applying quantitative approaches to the formative evaluation of antismoking campaign messages. \*Social Marketing Quarterly\*, 19\(4\), 242–264.](#)

### Assignments:

- None

Resources from Alyssa Jordan's lecture if interested (not required):

- [Formative Research Plan Template.docx](#)
- [Formative Moderator Guide Template.docx](#)
- IDEO (2015). *The Field Guide to Human-Centered Design*. Retrieved from <http://www.designkit.org/resources/1>
- Hasso Plattner Institute of Design at Stanford University (2017). *Bootcamp Bootleg*. Retrieved from <https://dschool.stanford.edu/resources/the-bootcamp-bootleg>
- Frog Design (2016). *Collective Action Toolkit*. Retrieved from [https://www.frogdesign.com/wp-content/uploads/2016/03/CAT\\_2.0\\_English.pdf](https://www.frogdesign.com/wp-content/uploads/2016/03/CAT_2.0_English.pdf)

Additional readings if interested (not required):

- [Yzer, M., LoRusso, S., & Nagler, R. H. \(2015\). On the Conceptual Ambiguity Surrounding Perceived Message Effectiveness. \*Health Communication\*, 30\(2\), 125–134.](#)
- Cialdini, R. B. (2003). Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, 12(4), 105-109.
- Hull, S. J., Gasiorowicz, M., Hollander, G., & Short, K. (2013). Using theory to inform practice: The role of formative research in the construction and implementation of the Acceptance Journeys social marketing campaign to reduce homophobia. *Social Marketing Quarterly*, 19(3), 139-155.

## Week 9: Campaign monitoring and key performance indicators

Learning Objectives:

- Describe the utility of campaign monitoring.
- Hear from guest experts on how process evaluation is applied in real-world campaign contexts.
- Learn how to track key performance indicators for social media-based campaigns.

Watch:

- Intro to campaign monitoring
- Key performance indicators with guest lecturer: Stephanie McInnis, MA
- Process evaluation with guest lecturer: Katherine Cullen Hobbs, M.Ed.

Required Readings:

- [Hornik, R. C. \(2002\). Exposure: Theory and evidence about all the ways it matters. \*Social Marketing Quarterly\*, 8\(3\), 31–37.](#)
- Kindness, J. (2018). *7 Instagram Metrics You Should Track to Measure Performance*. Retrieved 13 April 2019, from <https://agencyanalytics.com/blog/instagram-metrics-to-measure-success>

Assignments:

- None

Additional readings if interested (not required):

- Cho, H., & Salmon, C. T. (2007). Unintended effects of health communication campaigns. *Journal of Communication*, 57(2), 293–317.

## Week 10: Impact evaluation designs and interpreting evaluation studies

### Learning Objectives:

- Examine a variety of summative/impact evaluation designs for testing campaign effects.
- Consider why randomized controlled trials are not always the most valid designs for evaluating the impact of communication campaigns.
- Demonstrate an ability to interpret methods and findings in published evaluations.
- Examine evaluation case studies with a guest expert.

### Watch:

- Impact evaluation designs (Canvas)
- Interpreting evaluation studies (Canvas)
- Measuring campaign effects with guest lecturer: Anna MacMonegle, MA

### Required Readings:

- Hornik, R. C. (Ed.). (2002). Epilogue. In *Public health communication: Evidence for behavior change* (pp. 385-405). Mahwah, NJ: Lawrence Erlbaum Associates. **Read the epilogue.**
- RTI International (2019). Colorado Department of Public Health & Environment Retail Marijuana Education Program: Adult Study Evaluation Plan. “Responsibility Grows Here” Campaign.
- Brooks-Russell, A., Levinson, A., Li, Y., Roppolo, R. H., & Bull, S. (2017). What do Colorado adults know about legal use of recreational marijuana after a media campaign?. *Health Promotion Practice, 18*(2), 193-200.
- Habarta, N., Boudewyns, V., Badal, H., Johnston, J., Uhrig, J., Green, D., ... & Stryker, J. E. (2017). CDC'S Testing Makes Us Stronger (TMUS) campaign: Was campaign exposure associated with HIV testing behavior among black gay and bisexual men? *AIDS Education and Prevention, 29*(3), 228-240.
- Vallone, D., Cantrell, J., Bennett, M., Smith, A., Rath, J. M., Xiao, H., ... & Hair, E. C. (2017). Evidence of the Impact of the truth FinishIt Campaign. *Nicotine and Tobacco Research, 20*(5), 543-551.

### Assignments:

- Critique a published summative evaluation (Canvas) – Due July 24, 2019.
- Final Assignment Video (Canvas).
- Reminder that your final assignment is due August 7, 2019. Contact me if you have questions about this assignment.

### Additional readings if interested (not required):

- Studies referenced in Anna MacMonegle’s lecture:
  - Duke, J. C., Alexander, T. N., Zhao, X., Delahanty, J. C., Allen, J. A., MacMonegle, A. J., & Farrelly, M. C. (2015). Youth’s awareness of and reactions to The Real Cost National Tobacco Public Education Campaign. *PLOS ONE, 10*(12), e0144827. <https://doi.org/10.1371/journal.pone.0144827>
  - Farrelly, M. C. (2017). Association between The Real Cost Media Campaign and smoking initiation among youths — United States, 2014–2016. *MMWR. Morbidity and Mortality Weekly Report, 66*. <https://doi.org/10.15585/mmwr.mm6602a2>

- Gibson, L. A., Parvanta, S. A., Jeong, M., & Hornik, R. C. (2014). Evaluation of a mass media campaign promoting using help to quit smoking. *American Journal of Preventive Medicine*, 46(5), 487–495.
- Hornik, R., Jacobsohn, L., Orwin, R., Piesse, A., & Kalton, G. (2008). Effects of the National Youth Anti-Drug Media Campaign on youths. *American Journal of Public Health*, 98(12), 2229–2236.
- Schutt, R. K. (2011). Causation and research design. In *Investigating the social world: The process and practice of research* (pp. 171-232). Thousand Oaks, CA: Pine Forge Press. **Suggested pages 175-196.**
- Example of a poorly constructed evaluation: Staats, H. J., Wit, A. P., & Midden, C. Y. H. (1996). Communicating the greenhouse effect to the public: Evaluation of a mass media campaign from a social dilemma perspective. *Journal of Environmental Management*, 46(2), 189–203.

## Week 11: Impact evaluation surveys

### Learning Objectives:

- Break down existing evaluation surveys into their component parts, such as measuring exposure, belief change, and behavior change.

### Watch:

- Provide link to recorded lectures

### Required Readings:

- Frey, B. B. (2015). *100 questions and answers about tests and measurement*. Los Angeles, CA: Sage. **Read the answers to the following 'Questions': #7, #8, #10, #11, #16, #17, #18, #21, #22, #94, #95, #100.**
- Example Campaign Evaluation Surveys:
  - Philadelphia Help Campaign Survey (2011)
  - Colorado Responsibility Grows Here Campaign Survey (Ongoing)

### Assignments:

- None
- Course evaluations are available on Canvas.
- Reminder that your final assignment is due August 7, 2019. Contact me if you have questions about this assignment.

## Week 12: Sampling

### Learning Objectives:

- Identify advantages and disadvantages of different sampling strategies for campaign evaluation.

### Watch:

- Provide link to recorded lectures

### Required Readings:

- Salkind, N. J. (2012). *100 questions and answers about research methods*. Los Angeles, CA: Sage. **Read Part 5, pages 70-81.**

- Frey, B. B. (2015). *100 questions and answers about tests and measurement*. Los Angeles, CA: Sage. **Read Question #96.**
- Dr Nic's Maths and Stats. (2012). *Sampling: Simple Random, Convenience, systematic, cluster, stratified - Statistics Help*. Retrieved 13 April 2019, from <https://www.youtube.com/watch?v=be9e-Q-jC-0>

#### Assignments:

- None
- Course evaluations are available on Canvas.
- Reminder that your final assignment is due August 7, 2019. Contact me if you have questions about this assignment.

#### *Additional readings if interested (not required):*

- Schutt, R. K. (2011). Sampling. In *Investigating the social world: The process and practice of research* (pp. 132-170). Thousand Oaks, CA: Pine Forge Press. **Read pages 132-157.**

## Week 13: Disseminating research findings

#### Learning Objectives:

- Explain the importance of sharing evaluation results responsibly, honestly, and with appropriate stakeholders including policymakers, funders, and the news media.

#### Watch/Listen:

- Provide link to recorded lectures
- Glass, I. (2016). *584: For Your Reconsideration. This American Life*. Retrieved 20 October 2017, from <https://www.thisamericanlife.org/radio-archives/episode/584/for-your-reconsideration>
  - After reading Matthews (2017), listen to the first 30 minutes of this podcast episode, which describes a researcher who fabricated findings in the initial study on the canvassing campaign. **Listen from 00:00 – 30:00 (Prologue and Act 1).**

#### Required Readings:

- Matthews, D. (2017, September 28). A massive new study reviews the evidence on whether campaigning works. The answer's bleak. *Vox*. Retrieved from <https://www.vox.com/policy-and-politics/2017/9/28/16367580/campaigning-doesnt-work-general-election-study-kalla-broockman>
- Schutt, R. K. (2011). Reporting research. In *Investigating the social world: The process and practice of research* (pp. 489-515). Thousand Oaks, CA: Pine Forge Press. **Read pages 511-513.**

#### Assignments:

- Course evaluations are available on Canvas.
- [Final Assignment – Campaign Evaluation Design](#) – Due August 7, 2019.

#### *Additional readings if interested (not required):*

- Broockman, D., & Kalla, J. (2016). Durably reducing transphobia: A field experiment on door-to-door canvassing. *Science*, 352(6282), 220–224.

- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage Publications. **Read pages 411-420.**

Have a nice summer!