

**ADV 4930 (Section 1A78)**  
**Planning a Health Communication Campaign**

Spring 2013

Tues.: 8th (3:00-3:50pm), Thur.: 8th -9th (3:00-4:55pm)  
Weimer G030

Instructor: Jihye Kim

Office: Weimer 2041A

Office hours: Tues.: 6th -7th, Thur.: 7th (and by Appointment)

Office phone: 352-846-1154

E-mail: jihyekim@ufl.edu

**Course Description**

This course is designed to help introduce the essential principles and applications of health communication campaign. The main objective of this course is to establish the fundamental elements into the structure, methods, innovations, and application of health communication - including the elements and strategies for health communication campaigns, different types of case studies of health communication campaigns, designing health communication messages based on health behavior change theories, and the process of health campaign development and implementation. This course provides a comprehensive overview of health communication to both advertising majors and non-majors. This course provides a synopsis for those simply interested in health communication while providing a basic framework for those interested in pursuing a career in health promotion profession.

**Required Textbook**

Hyunyi Cho (2012). Health Communication Message Design: Theory and Practice. Thousand Oaks, CA: Sage Publications.

Nova Corcoran (2011). Working on Health Communication. Thousand Oaks, CA: Sage Publications.

○ **Recommended Resources**

National Cancer Institute. (2001). Making health communication programs work. Available online at: <http://www.cancer.gov/pinkbook>

## Other Lecture Material

**The Sakai Course Website:** This course website provides all the course information including the PowerPoint lecture notes. You can access the Sakai course website at any time with your UF ID and password. Please note that you are responsible for checking the Sakai course website prior to each class period in order to obtain lecture outlines, e-mail notices, and other additional reading material.

## Student Objectives

This course has several objectives, one of which is to encourage you to think about what health communication campaign is, how it works, how it is developed, and controversies surrounding its use. Understanding these objectives will help you understand the health communication element that takes place in our everyday situations. Specific objectives include the following:

- To introduce students to components of health communication campaigns
- To familiarize students with the basic principles and underlying theories of health communication
- To understand the role that theories and research play concerning the effectiveness and organization of health communication campaign
- To understand and apply principles of audience segmentation and message design
- To better understand the fundamental areas relevant to design, implementing and assessing health communication campaign.
- To identify appropriate campaign methods and channels to achieve specified objectives
- To improve the ability to devise creative and critical-thinking processes with health communication campaign principles in order to create an actual student-generated campaign
- To create a health communication plan that demonstrates students' learning

To increase your chances of success in this course, you should expect to spend at least five hours a week on coursework. This includes accessing PowerPoint lectures, reading assigned chapters of the textbook, reviewing health communication campaigns, and preparing written assignments.

## Course Requirements

The requirements for this course have been designed to provide the student with the concepts and experiences needed to meet the above-stated objectives and to measure the amount of success toward reaching these objectives. The course requirements for students are:

### **Examinations (60 Percent)**

There will be **THREE** required exams covering the class lectures, textbook chapters and class discussions. Each exam will individually be worth 20 percent, 60 percent in total. There will be a total 40 multiple choice questions on the exams. There will be a review session before each exam that will cover the key areas to review for the exam. Exams are held during the 90 minute lecture period on dates assigned in the

tentative schedule listed on the last page of syllabus.

Make-up exams will ONLY be administer for three situations:

- Personal or family health conditions, certified by a physician or counselor and approved by the instructor;
- Personal or family legal conditions, warranting your attention during class time and certified by an attorney or judge and approved by the instructor; or
- University business certified by a University official and approved by the instructor.

Please do not ask for exceptions other than these. Keeping up with grades is your responsibility. Please find me during my office hours if you have a problem or need an exception.

**Team Project  
(25 Percent)**

Students will be allowed to work in groups of three (3) to complete a final project for the course. Each group will formulate and develop a plan for health communication campaign. Throughout the semester, a series of worksheets will be provided which will help provide guidance and initiate conversation among team members. These worksheets will produce products which can be used in the final project. More information will be provided in class. The grading rubric for this project is available on the class Sakai site. Near the end of the semester each group will be required to make a 15- to 20-minute presentation of their work to the class. This should include a Power Point presentation, a sample of the promotional material that would be used in the campaign, and any other supporting information you choose. Each group will be graded on their presentation and submit final paper at the end of the semester. Details about the team project will be discussed during the class.

**Team  
Presentation  
(10 Percent)**

You and your group member will make a 10-minute PowerPoint group presentation on an assigned topic. The group work will include an analysis of a current or previous health communication campaign or a special topic for health communication. Each group will be graded on their presentation. Details about the team project will be discussed during the class.

**Attendance  
(5 Percent)**

Students are expected to attend class regularly. Each student will be allowed two (2) absences during the semester with no attendance point reductions.

***I reserve the right to reduce 1 point for each unexcused absence after two.***

Chronic tardiness and absences will result in a lower final grade.

Missing a class results in missing out on key class lectures and discussions which can directly affect your test grades. Medical excuses

and documentation of university-affiliated absences must be given to the instructor by the next class period.

### Grades

- **Determining Your Final Grade (Formula for calculating your grade in this course)**

Exams	60 percent	(20 percent each)
Team Project	25 percent	
Team Presentation	10 percent	
Attendance	5 percent	
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Total	100 percent	

- **Determining Your Final Letter Grade**

Your grade is based on the number of points that you earn out of 100. If you earn 93 of 100 points, you are assigned an A, 83 is a B, etc. (Note that this course does not assign D+)

A = 93 - 100	C + = 77 - 79
A - = 90 - 92	C = 73 - 76
B + = 87 - 89	C - = 70 - 72
B = 83 - 86	D = 60 - 69
B - = 80 - 82	F = LESS THAN 60

### Personal Emergency

It is your responsibility to advise me of any personal emergency that might affect your performance in the course. In the case of any emergency or any circumstance that causes missing class over an extended period of time, please notify me or the advertising department office (phone: 392-4046) as soon as possible via telephone, e-mail, or message. You will be held responsible for missed class notes, handouts, and any announcements made in the absence.

### Classroom procedures

- Please turn off and store your cell phone.
- No food is allowed in class. We will be taking a break during class, so you can eat a snack then.
- You may bring drinks into class, but please have a lid on the container. Dispose of the container in a trash container outside of the classroom and avoid any spills.
- Laptop use – Due to the small size of the class and the interactive nature of the course, taking notes on a laptop can be distracting to you and to your classmates.

### Student with Special Needs

I am committed to helping students with special needs in the classroom. According to University policy, students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to me when requesting accommodation.

### Additional Resources

- **Communication Coaching Center:** The Communications Coaching Center is a resource for all students in the College of Journalism and Communications. They critique resumes and coach mock interviews. Feel free to stop by for advice on classes, major choosing, or career and internship advice.
- **Reading and Writing Center:** (392-6420)- Offer students individual, half-hour sessions with an experienced grad student writing tutors. It is encouraged that students to call ahead to make an appointment, but they will also work with walk-ins if they have the time.
- **Computers:** Call 392-HELP for locations and hours of computer labs on campus.
- **Journalism Library:** It is located next door to Gannett Auditorium in Weimer Hall and provides a collection of commercial and trade publications.
- **Counseling and Wellness Center:** (392-1575)- Offer help to students to deal with problems and distress and providing brief, confidential counseling aimed at helping students succeed academically and interpersonally.
- **Disability Resources:** (392-8565)- Provide quality services to students with physical, learning, sensory or psychological disabilities. In order to ensure that you are utilizing the services/accommodations that have been provided for you, please contact the center.
- **Career Resource Center:** A centralized career center that provides a broad-range of career services for UF students and alumni. Visit <http://www.crc.ufl.edu/> for more details and to schedule an appointment.

### Academic Dishonesty

As a student at the University of Florida, you have had a formal commitment to the Honor Code. Academic dishonesty is an important issue of concern at the University of Florida and scholastic dishonesty will be strictly enforced. I encourage you to visit and read all the academic violations at <http://www.jou.ufl.edu/academic/jou/honesty/>. You are responsible for producing your own work and are subject to penalties if you are found guilty of any infractions. Academic dishonesty violations include:

- Receiving or assisting others during an exam, otherwise known as cheating.
- Obtaining informational facts and quotes without the proper attributions on projects

An excerpt from the UF Honor Code's Preamble reads, in part:

"...students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any

individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action."

Therefore, on all work submitted for credit by students at the University of Florida, the following pledge is implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

If you have any information concerning another student conduct or have questions regarding the policy, please do not hesitate to contact me personally or contact the Office of Student Services at 392-1261.

## Tentative Course Schedule

The following schedule is a representation of the tentative outline of topics that will be covered during the course. It is advised that you use it as a reference for keeping up with readings, assignments, and deadlines. I will make any announcement to the class of any events that require any changes to the present schedule. It is highly recommended to make sure and review the chapter before lecture to familiarize yourself with the content to be discussed in class.

Note: Extra reading materials available on the class Sakai site. They should all be available by week 2 of class.

Week	Date	Topic	Assignment	Reading
1	1/8	Introduction to Planning a Health Communication Campaign		
	1/10	What is Health Communication?: Overview	Bio Due (1/11 noon)	National Cancer Institute. (2001). Introduction. In Making health communication programs work (pp. 1-9). Available online at: <a href="http://www.cancer.gov/pinkbook">http://www.cancer.gov/pinkbook</a>

### **I. Health communication message design – (1) Theory-based message design**

2	1/15	Health communication message design: An introduction		Dutta-Bergman, M. J. (2005). Theory and practice in health communication campaigns: A critical interrogation. <i>Health communication</i> , 18(2), 103-122.
	1/17	Health Belief Model and Social Cognitive Theory <ul style="list-style-type: none"> <li>• Case study: “Control your Diabetes, For life”, “NFL PLAY 60”</li> </ul>		Rosenstock, I. M. (1974). Historical origins of the health belief model. <i>Health Education Monographs</i> , 2, 328-335.  Bandura, A. (1990). Perceived self-efficacy in the exercise of control over AIDS infection. <i>Evaluation &amp; Program Planning</i> , 13(1), 9-17.

3	1/22	Theory of Reasoned Action/ Theory of Planned Behavior • Case study: <i>VERB™</i> , Foolsspeed		Chap.2 (Cho)
	1/24	Major Health Issues, Gain-framed and Lose-framed persuasive messages		Chap.1 (Cho)
4	1/29	Fear Apple: Extended Parallel Process Model		Chap. 3 (Cho)
	1/31	Emotional Appeals • Case study: <i>Georgia "Stop Sugarcoating" campaign</i>		Chap. 4 (Cho)
5	2/5	Inoculation Message  Review		Chap. 5 (Cho)
	2/7	<b>Exam 1</b>		

**II. Health communication message design – (2) Audience-centered message design**

6	2/12	The cultural variance framework		Chap. 7 (Cho)
	2/14	Stage of Change • Case study: <i>Florida TRUTH anti-smoking campaign</i>	Group 1 presentation	Chap. 12 (Cho)
7	2/19	Designing high sensation value		Chap. 13 (Cho)
	2/21	Addressing Health Literacy • Case study: <i>Breast</i>	Group 2 presentation	Chap. 10 (Cho)



		<i>cancer awareness</i>		
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### III. Special topics

8	2/26	Health communication campaign within online media	Group 3 presentation	
	2/28	Corporate social responsibility campaigns/ Cause related Marketing • Case study: <i>Yoplait</i>	Group 4 presentation	
9	3/5	No Class (Spring break)		
	3/7	No Class (Spring break)		
10	3/12	Direct-to-consumer advertising  Review	Group 5 presentation	
	3/14	<b>Exam 2</b>		

### IV. The process of health communication design and evaluation

11	3/19	Planning campaigns		Chap 1 (Corcoran)
	3/21	Frameworks and foundations • Case study: <i>Click it or ticket</i>	Group 6 presentation	Chap 2 (Corcoran)
12	3/26	Starting the campaign process		Chap 3 (Corcoran)
	3/28	Target groups • Case study: <i>Change4Life</i>	Group 7 presentation	Chap 4 (Corcoran)
13	4/2	Channels of communication		Chap 5 (Corcoran)

	4/4	Guest lecture		
14	4/9	Designing resources		Chap 6 (Corcoran)
	4/11	Evaluation in practice • Case study: <i>Cow – The film that will stop you texting and driving</i>	Group 8 presentation	Chap 7 (Corcoran)
15	4/16	Team Project Day		
	4/18	Team Project Presentation 1		
16	4/23	Team Project Presentation 2 Review		
	4/25	<b>Exam 3</b>		