HLTH234 – Global Health Messages: Understanding Exposure and Impact

Semester: Fall 2018
Classroom/Time: BPS 1236 3:30pm-6:00pm
Instructor: Prof. Dina L.G. Borzekowski
Office: SPH 1234B
Email: dborzeko@umd.edu

Office Hours: by appointment, however my door is usually open and I have candy and fruit for the taking!

THIS SYLLABUS IS NOT CONCRETE. THE SCOPE AND SPECIFICS OF THE COURSE WILL BE DETERMINED BY THE INPUT AND PROGRESSION OF THE PARTICIPANTS. PLEASE BE AWARE OF ANNOUNCED CHANGES.

Course Description:
Using a global perspective, this course teaches students to be critical consumers of current and historical health communication interventions. It also provides students with the skills to develop media interventions that target specific and general populations. Students will discover the array of diverse media messages that influence the health and well-being of individuals and communities. Through exposure to theory and applications, students will understand what drives media influence. Students will apply this information as they develop, disseminate, and evaluate a community-based health communication initiative of their own design.

Course Learning Outcomes:
Upon completing this course, the student will be able to:

1. Recognize and CRITIQUE (through writing exercises) mass media events (historical and current), communicated through different media.
2. Distinguish underlying purposes of media initiatives.
3. Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence. Consider the ethics of health communication.
4. Describe behaviors that one can affect through communication initiatives, based on communication and behavioral theory.
5. Apply skills and strategies to DEVELOP AND CONDUCT an actual communication campaign/initiative that targets a specific audience.
6. Systematically EVALUATE one’s communication campaign/initiative.
Required Materials and Texts:
Throughout this course, students will be exposed to media and communication materials (video and print). Also, students will read primary and secondary papers, describing and evaluating these media pieces. Lastly, students will read text describing the theory and application of health communication.

Media exposure will occur in class, but also students will have access through online links to videos and print materials. Articles, papers, and chapters will be organized into a reader for this class. All these materials will be accessible through CANVAS.

A great resource - Center on Media and Child Health (www.cmch.tv/)

The following is a working list of materials that will be studied during this course.


Course Requirements:
Students will think critically about media events. They will understand why communication initiatives reach and impact different audiences. To be successful in the course, students must examine and reflect on the assigned media. Additionally, students will be thoughtful about designing a communication initiative. They will engage in selecting, creating and evaluating their produced media messages. Students must immerse themselves in the material to gain the skills and insight offered through the course. Work will be cumulative and will build on lessons learned; please avoid falling behind.

Reading and exposure to material: In advance of class sessions, students must read the assigned text and/or screen the assigned media materials. The expectation is that students will have spent the necessary time to understand the materials and the context in which they were created. Additional background work on the media material is always worthwhile, such as reviewing popular press around a media piece.

Lectures: Class periods will be organized into two part. The first part of the class period will be organized into a case study approach. Time will be devoted to screen and/or discuss media materials of a historical or current media event, from the U.S. or abroad. We will analyze the political, social, and cultural influences that shaped the production and impact of the media piece/event. We will go over communication and behavioral theory that explains why media does or does not influences different audiences. We will also explore various communication channels and anticipate what are the best ways to reach people of different demographics and backgrounds. The second part of the class will offer resources and time for the development of the group projects. Groups will work on their initiative and receive feedback from the instructor.

Students are expected to attend every class and participation is a must (and 20% of a student’s grade). If a student misses class, he/she will miss key concepts and important work time.

Critical Essays: Students will write five (5) critical essays during the term. Students will select a media event similar to the ones presented in the class. Successful essays will describe the media event and their audiences. The context of the event should be described; exploring why the media event occurred and what was the impact and reach of the event. Essays will be a specified length and must be handed in on-time.

- Essay 1: 1000 words, summary and context
- Essay 2: 900 words, summary and context, main and ancillary audiences
- Essay 3: 800 words, summary and context, main and ancillary audiences, personal reflection.
- Essay 4: 700 words, summary and context, main and ancillary audiences, personal reflection, impact/relevance of the event.
- Essay 5: 600-650 words, summary and context, main and ancillary audiences, personal reflection, impact/relevance of the event.

Needs analysis: A needs analysis will be prepared by EACH student, describing a focus topic/behavior that has the potential to be addressed through the group project. What needs to change in specific group? Examples of focus topics/behaviors might be eating more dairy products, flossing, engaging in more social activities, increasing exercise, reducing binge drinking, communicating more regularly with grandparents/relatives, doing more volunteer work, donating blood, etc. Every student will write up a “need” or problem in the community, and how it can be addressed. What behaviors should people change? Why should community members change their behaviors? How will they be better off if they took on a new behavior or even attitude? This paper will consider research literature on the topic and the audience needs. This will be a one page description (10/11 pt font, single-spaced) with at least 3 research citations. PLEASE do your citations in either APA or AMA style, and make sure they are done correctly.
All needs analyses will be de-identified and shared with the class members. Groups will be formed around common topics. The needs analysis will be the starting point for the group project.

**Group projects:** There will be five groups with seven members. Students will develop and evaluate a communication initiative to reach and affect members of the local community. Materials will be created for this initiative and disseminated appropriately. Students will take the lead role on one aspect, and a secondary role on two other aspects. The aspects are:
- Background - Content
- Background - Audience
- Material Development
- Dissemination Plan
- Evaluation Plan
- Evaluation – Exposure
- Evaluation – Impact

Written information will be provided to the professor on each of these items. During the last two weeks of class, students will offer final presentations on the media initiative, indicating the purpose of the media initiative, what they tried to accomplish, and whether they were successful.

**Course Policies:**

**Absence Policy:** In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused,” and I will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. **Whenever feasible, you should contact me in advance.** Official documentation of the excuse must be provided. I will NOT accept a Health Center honor statement to verify illness.

For complete information on the university’s absence policy see: [http://www.president.umd.edu/policies/v100g.html](http://www.president.umd.edu/policies/v100g.html)

**CANVAS:** This course requires students to use CANVAS as pertinent information will be posted on the course site. Students can access CANVAS, Maryland Enterprise Learning System at [http://umd.instructure.com](http://umd.instructure.com). Students login to this system using their UMCP Directory ID (your email login) and password. Under “My Courses,” select “HLTH234.” This gives students access to all course material. For problems logging in, contact the Office of Information Technology (OIT) at 301-405-1400, as I will not be able to help.

**Religious Observances:** The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. **It is the student’s responsibility to inform me in advance of any intended absences for religious observance.**
**Special Accommodations / Disability Support Services:** If a student has a documented disability and wishes to discuss academic accommodations for test taking or other needs, please obtain documentation from Disability Support Service (301-314-7682). In case of illness or personal difficulties, please let me know as soon as possible. Students can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

**ACADEMIC INTEGRITY**
The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

**The Honor Pledge** is a statement undergraduate and graduate students should be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

> I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).

**Statement on Cheating**
The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University’s Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.
Statement on Classroom Disruptions/Code of Conduct: The success of this class is dependent not only on my abilities as an instructor to communicate new and complicated ideas, it is also dependent on our ability as a class to work together to create an environment conducive to learning. As a department and university, we expect the faculty and students to be prepared for class, be respectful, and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students of opportunities to learn.

The University of Maryland’s Code of Academic Integrity defines classroom disruption as “behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of the class.” Examples include coming late to class, repeatedly leaving or entering the classroom, making loud or distracting noises, persisting in speaking without being recognized, using cell phones and blackberries, reading outside materials, sleeping, and conducting side conversations. If a student engages in repeated participation in any of these activities in lecture or discussion, the student will be asked to leave.

Inclement Weather / University Closings: In the event that the University is closed for an emergency, I will communicate to students regarding schedule adjustments, including rescheduling of exams and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Email – The Official University Correspondence: Verify your email address by going to www.my.umd.edu. All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Due to the volume of emails that professors and TAs receive, USE the subject line “[COURSE NUMBER]” when sending an email. If you do not get a response in 48 hours, please check back with another email. Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc.
Grading Rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Critical Essays: 5 Essays, each 10 pts (lowest is dropped)</td>
<td>40 pts</td>
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<tr>
<td>Needs Analysis</td>
<td>10 pts</td>
</tr>
<tr>
<td>Individual contribution to the Group Project</td>
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<tr>
<td>Primary</td>
<td>10 pts</td>
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<tr>
<td>Secondary</td>
<td>5 pts</td>
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<tr>
<td>Secondary</td>
<td>5 pts</td>
</tr>
<tr>
<td>Overall Group Project</td>
<td>10 pts</td>
</tr>
<tr>
<td>Class Participation (this will include preparedness for in-class exercises)</td>
<td>20 pts</td>
</tr>
</tbody>
</table>

In the group project, individuals will take a primary role on one aspect and a secondary role on two aspects.

Background - Content
Background - Audience
Material Development
Dissemination Plan
Evaluation Plan
Evaluation – Exposure and Impact

Individuals will take a primary role on one aspect and a secondary role on two aspects.

GRADING RUBRIC – THERE ARE NO DEVIATIONS FROM THIS. DO NOT ASK FOR ANY EXCEPTIONS.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<td>A</td>
<td>93-95</td>
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<td>90-92</td>
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<td>B+</td>
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<td>B</td>
<td>83-85</td>
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<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>76-79</td>
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<tr>
<td>C</td>
<td>73-75</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>66-69</td>
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<td>D</td>
<td>63-65</td>
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<td>D-</td>
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POINTS OF 59 and below will earn you an “F” in the course.
# Proposed Course Outline (Brief Version)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic of the Day</th>
<th>Individual Assignments</th>
<th>Group Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>August 28</td>
<td>Overview of Course – Short Case Study</td>
<td></td>
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<tr>
<td>2</td>
<td>September 4</td>
<td>Case Study – Brainstorming – Behavior Change</td>
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<tr>
<td>3</td>
<td>September 11</td>
<td>Case Study – Behavior Change - Topic Selection and Group Formation</td>
<td>Needs Analysis</td>
<td>NAMES AND GROUP ORGANIZATION (primary and secondary roles)</td>
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<tr>
<td>4</td>
<td>September 18</td>
<td>Case Study – Audience Factors</td>
<td>Critical Essay 1</td>
<td>Dissemination Plan</td>
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<tr>
<td>5</td>
<td>September 25</td>
<td>Case Study – Communication campaigns</td>
<td>Background - Content Background - Audience</td>
<td>Material Development</td>
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<tr>
<td>6</td>
<td>October 2</td>
<td>Case Study – Material Development</td>
<td>Critical Essay 2</td>
<td>YOUR CAMPAIGN!</td>
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<tr>
<td>7</td>
<td>October 9</td>
<td>Case Study – Crisis and Risk Communication</td>
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<td>Evaluation Plan</td>
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<tr>
<td>8</td>
<td>October 16</td>
<td>Work session – material development, evaluation</td>
<td>Critical Essay 3</td>
<td>Evaluation Plan</td>
</tr>
<tr>
<td>9</td>
<td>October 23</td>
<td>Work session - material development, evaluation</td>
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<tr>
<td>10</td>
<td>October 30</td>
<td>Case Study - Dissemination</td>
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<tr>
<td>11</td>
<td>November 6</td>
<td>Case Study – Dissemination</td>
<td>Critical Essay 4</td>
<td></td>
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<tr>
<td>12</td>
<td>November 13</td>
<td>Work Session – evaluating reach and impact</td>
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<tr>
<td>13</td>
<td>November 20</td>
<td>Work Session - evaluating reach and impact</td>
<td>[Critique and revision of Individual Contribution]</td>
<td>Evaluation - Exposure</td>
</tr>
<tr>
<td>14</td>
<td>November 27</td>
<td>PRESENTATION OF GROUP PROJECTS</td>
<td>Evaluation - Impaction</td>
<td>Evaluation - Exposure</td>
</tr>
<tr>
<td>15</td>
<td>December 4</td>
<td>PRESENTATION OF GROUP PROJECTS</td>
<td>Critical Essay 5</td>
<td>Evaluation - Impaction</td>
</tr>
</tbody>
</table>

*YOUR CAMPAIGN!*
Session Outline

**Session 1**

**Introduction to Class, Description of the Group Project**
Discuss aspects that need to be included a needs analysis.
Describe format and expectation of Critical Essays.

Case Study: Twerking at the VMA

Learning Outcomes addressed in this session:
- Distinguish underlying purposes of media initiatives.
- Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence.

**Session 2**

Brainstorming exercises around communication initiatives. Resolve issues around the needs analysis.
Basics about Behavior Change Theory. Introduce 2-3 theories that explain how media impacts behaviors.

Case Study: Controversial campaigns: Raising awareness about childhood obesity.
What is the purpose of these public health campaigns? Who is the target audience? Why?
What theories about being used in this campaign?
What is the public’s reaction to these campaigns?

Learning Outcomes addressed in this session:
- Recognize and critique mass media events (historical and current), communicated through different media.
- Distinguish underlying purposes of media initiatives.
- Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence. Consider the ethics of health communication.
- Describe behaviors that one can affect through communication initiatives, based on communication and behavioral theory.

**READINGS:**

**Session 3**

Present different topics for communication initiatives.
Vote on topics and form groups for the communication initiative.
Further information on Behavior Change Theory. What are the variables that mediate the outcomes?

Case Study: Celebrity health narratives
Present information on the recent Angelina Jolie disclosure about BRAC and the double mastectomy.
What are other known celebrity health narratives? How are they similar? Different?
What ethical responsibilities does the celebrity have? The media reporter?

Learning Outcomes addressed in this session:
- Recognize and critique mass media events (historical and current), communicated via different media.
- Distinguish underlying purposes of media initiatives.
- Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence. Consider the ethics of health communication.
- Describe behaviors that one can affect through communication initiatives, based on communication and behavioral theory.
- Apply skills and strategies to develop a communication campaign/initiative that targets a specific audience.
### Session 4

**Audience Factors** - Review of literature on audience groups. Examine how people of different demographics, background and experience are impacted by media. In particular, consider how cognitive development plays a role in media use and reception.

- Review Social Marketing and understand how it is used in health communication.

  **Case Study:** Children’s understanding of advertising
  - Screen advertising and commercials, from different eras and locations.

  - Compare advertising to health behavior campaigns.

**Learning Outcomes addressed in this session:**
- Distinguish underlying purposes of media initiatives.
- Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence.
- Describe behaviors that one can affect through communication initiatives, based on communication and behavioral theory.
- Apply skills and strategies to develop a communication campaign/initiative that targets a specific audience.

**READINGS**


### Session 5

**Health Communication Campaigns**

- Review the evaluations literature on different health campaigns. What has been tried? What has worked? What hasn’t worked? What variables are measured when evaluating health campaigns?
  - **Case Study:** Historical and current health campaigns
  - Screen examples of health campaigns, from different eras and locations.

**Learning Outcomes addressed in this session:**
- Distinguish underlying purposes of media initiatives.
- Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence.
- Describe behaviors that one can affect through communication initiatives, based on communication and behavioral theory.
- Systematically evaluate one’s communication campaign/initiative.

**READINGS**

**Session 6**

**Material Development**

**Case Study: What do Super Bowl commercials tell us about health and behaviors in America?**
What are some of the most effective messages that have been produced? What makes the production good? What do these “best” advertisements say about our culture in America? What is valued? Highlighted?

**Learning Outcomes addressed in this session:**
- Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence.
- Apply skills and strategies to develop a communication campaign/initiative that targets a specific audience.

**READINGS:**


**Session 7**

**Evaluation**
Continue exploring the ways to examine reach and impact of health communication campaigns. How do you ask questions to reveal what people have been exposed to and have learned? What are the best measures in evaluation? How do you consider the long-term impact of a health communication campaign.

**Case Study: HIV/AIDS Edutainment - Shuga**
Explore cultural influences on message production and impact. Explore the range of HIV/AIDS messages that have been created over the last three decades, from the U.S. and abroad.

**Learning Outcomes addressed in this session:**
- Recognize and critique mass media events (historical and current), communicated through different media.
- Distinguish underlying purposes of media initiatives.
- Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence.
- Describe behaviors that one can affect through communication initiatives, based on communication and behavioral theory.
- Apply skills and strategies to develop a communication campaign/initiative that targets a specific audience.
- Systematically evaluate one’s communication campaign/initiative.

**READINGS:**


**Session 8**

**Work session on the Communication Initiatives**
Material Development, Evaluation Plan

This is an in-person work session. Come to class prepared to create materials for your communication initiative, especially for the message development and the evaluation.

This session is devoted to designing and working on materials. Similar to a studio class, students will work in their
groups, creating materials for dissemination and evaluation. By holding a work session with the professor, TA and classmates present, the groups will receive direction and immediate feedback on materials.

Additionally, the groups will develop their evaluation plans. In this session, groups may share instruments and protocols on how to best collect data on the reach and impact of the intervention. The Professor and T.A. will provide different examples of evaluation materials and question batteries.

Learning Outcomes addressed in this session:
- Apply skills and strategies to develop a communication campaign/initiative that targets a specific audience.
- Systematically evaluate one’s communication campaign/initiative.

### Session 9

#### Work session on the Communication Initiatives

**Material Development, Evaluation Plan**

Come to class prepared to create materials for your communication initiative, especially for the message development and the evaluation.

This session is devoted to designing and working on materials. Similar to a studio class, students will work in their groups, creating materials for dissemination and evaluation. By holding a work session with the professor, TA and classmates present, the groups will receive direction and immediate feedback on materials.

Additionally, the groups will develop their evaluation plans. In this session, groups may share instruments and protocols on how to best collect data on the reach and impact of the intervention. The Professor and T.A. will provide different examples of evaluation materials and question batteries.

Learning Outcomes addressed in this session:
- Apply skills and strategies to develop a communication campaign/initiative that targets a specific audience.
- Systematically evaluate one’s communication campaign/initiative.

### Session 10

#### Launch of Communication Initiatives

**Evaluation**

(During this week, groups will be launching their communication initiatives. Students should be collecting information on the reach and impact of the initiatives.)

*Case Study: The ethics of *Sesame Street*’s international co-productions*

Students will screen episodes from South Africa’s *Takalani Sesame*, Indonesia’s *Jalan Sesama*, and materials created for the water hygiene campaign in India, Bangladesh, and Nigeria.

We will review and debate Nurit Guttman’s ethical analysis of health communication campaigns.

Learning Outcomes addressed in this session:
- Distinguish underlying purposes of media initiatives.
- Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence.
- Describe behaviors that one can affect through communication initiatives, based on communication and behavioral theory.


### Session 11

#### Ongoing dissemination of Communication Initiatives

(During this week, groups will continue disseminating their communication initiatives. Students should be collecting information on the reach and impact of the initiatives.)

*Case Study: Risky messages delivered through the Internet and Social Media (anorexia, smoking, and drinking)*

Often the impact of media is negative on audiences. In this session, students will screen risky messages delivered through the Internet. What is the potential impact of these messages? Should we regulate such messages, and if so,
Learning Outcomes addressed in this session:

- Distinguish underlying purposes of media initiatives.
- Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence.
- Describe behaviors that one can affect through communication initiatives, based on communication and behavioral theory.

Reading: TBA

### Session 12

**Work Session (Examining data from the evaluation)**

Come to class with collected data from the evaluation, examining of the reach and impact of the intervention. The Professor and TA will offer instruction on how to make sense of evaluation data. For some, the evaluation analyses will be simple and straightforward but for others, statistical tests will be applied.

**Case Study: Developing forward thinking messages**

In a perfect world, what types of messages would you develop? Students will reflect on the course content, and suggest what topics they would consider for future work. What are novel ways to convey such messages? Students will be encouraged to “think out of the box” for these health communication approaches.

Learning Outcomes addressed in this session:

- Identify the influence of media events on different audiences. Anticipate how political, economic, and cultural aspects affect this influence.
- Describe behaviors that one can affect through communication initiatives, based on communication and behavioral theory.
- Apply skills and strategies to develop a communication campaign/initiative that targets a specific audience.
- Systematically evaluate one’s communication campaign/initiative.

### Session 13

**Work Session**

This is another in-person work session. Come to class prepared to work on your group’s presentation. With the guidance of the Professor. There will be information provided and materials developed to describe the initiative, the findings from the evaluation, and insight on the entire process.

Learning Outcomes addressed in this session:

- Apply skills and strategies to develop a communication campaign/initiative that targets a specific audience.
- Systematically evaluate one’s communication campaign/initiative.

### Session 14

**Presentation and critique of Group Communication Initiatives**

### Session 15

**Presentation and critique of Group Communication Initiatives**
GROUP PROJECT – ORGANIZATION SHEET

WHAT IS YOUR GROUP’S NAME? ______________________________________

WHAT IS THE BROAD TOPIC YOU ARE ADDRESSING? ____________________________

GROUP MEMBERS

<table>
<thead>
<tr>
<th>NAME</th>
<th>Primary Aspect</th>
<th>Secondary Aspect</th>
<th>Secondary Aspect</th>
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</thead>
<tbody>
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<tr>
<td>Background – Audience</td>
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<td>Dissemination Plan</td>
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<td>Material Development</td>
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<td>Evaluation Plan</td>
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<td>Evaluation – Exposure and Impact</td>
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