

HLTH234 – Global Health Messages: Understanding Exposure and Impact

Semester: Fall 2019
Classroom/Time: ESJ 1215 3:30-5:30pm
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.



Recommended 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.

- Aarsand, P. (2013). Children's digital gaming cultures. In D. Lemish (ed.), *The Routledge international handbook of children, adolescents and media* (pp. 120-126). New York, NY: Routledge.
- Alper, M. (2013). Children and convergence culture: New perspectives on youth participation with media. In D. Lemish (ed.), *The Routledge international handbook of children, adolescents and media* (pp. 148-155). New York, NY: Routledge.
- Bartz, S., Molchanov, A., Stork, P.A. (2013). When a celebrity endorser is disgraced: A twenty-five-year event study. Primacy effect or recency effect? A long-term memory test of Super Bowl commercials. *Journal of Consumer Behaviour*, 9, 32-44.
- Beck, C.S., Aubuchon, S.M., McKenna, T.P., Ruhl, S, Simmons, N. (2013). Blurring person health and public priorities: An analysis of celebrity health narratives in the public sphere. *Health Communication*, 29: 244-256.
- Borzekowski, D.L.G., Macha, J. (2010). The impact of *Kilimani Sesame* on the healthy development of Tanzanian preschool children. *Journal of Applied Developmental Psychology*, 31, 298-305.
- Borzekowski, D.L.G., Schenk, S., Wilson, J.L., Peebles, R. (2010). e-Ana and e-Mia: A content analysis of pro-ED websites. *The American Journal of Public Health*, 100, 1526-1534.
- Campaign to End Obesity. www.obesitycampaign.org.
- Champion, L., Skinner, C.S. (2008). The Health Belief Model. In K. Glanz, B.K. Rimer, K. Viswanath (eds.), *Health behavior and health education: Theory, research and practice* (pp. 45-65). New York, NY: John Wiley & Sons.
- Edberg, M. (2007). Social, cultural, and environmental theories. *Essentials of Health Behavior*. Boston, MA: Jones & Bartlett.
- Gladwell, M. (2006). The stickiness factor. *The tipping point: How little things can make a big difference*. Hachette Digital, Inc.
- Glasgow, R.E., Linnan, L.A. (2008). Evaluation of theory-based interventions. In K. Glanz, B.K. Rimer, K. Viswanath (eds.), *Health behavior and health education: Theory, research and practice* (pp. 487-508). New York, NY: John Wiley & Sons.
- Guttman, N. (2003). Ethics in health communication interventions. In T.L. Thompson, A.M. Dorsey, K.I. Miller, R. Parrott (eds.), *Handbook of health communication* (pp. 651-679). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hastings, G., Stead, M., Webb, J. (2004). Fear appeals in social marketing: Strategic and ethical reasons for concern. *Psychology & Marketing*, 21, 961-986.
- Kelly, K. (2000). Communicating for action: A contextual evaluation of youth response to HIV/AIDS. <http://www.cadre.org.za>.
- Kolucki, B. (2013). UNICEF and communication for development: An integrated approach to developing capacity to produce communication for and with children. In D. Lemish (ed.), *The Routledge international handbook of children, adolescents and media* (pp. 442-450). New York, NY: Routledge.
- Let's Move! www.letsmove.gov.
- Li, C. (2010). Primacy effect or recency effect? A long-term memory test of Super Bowl commercials. *Journal of Consumer Behaviour*, 9, 32-44.
- Montano, D.E., Kasprzyk, D., Taplin, S.H. (1997). Theory of reasoned action and theory of planned behavior. In K. Glanz, F.M. Lewis, and K. Rimer (eds.), *Health behavior and health education: Theory, research and practice* (pp. 85-112). San Francisco, CA: Jossey-Bass Publishers.
- Ogenga, F.O. Tsha Tsha: Entertainment-education series challenges masculinity among HIV positive men in Soweto. *Media, Activism and HIV/AIDS*.
- Sallis, J.F., Owen, N., Fisher, E.B. (2008). Ecological models of health behavior. In K. Glanz, B.K. Rimer, K. Viswanath (eds.), *Health behavior and health education: Theory, research and practice* (pp. 465-486). New York, NY: John Wiley & Sons.
- Schiavo, R. (2007). Part 3: Planning, implementing, and evaluation a health communication program. *Health communication: From theory to practice* (pp. 213-354). San Francisco, CA: Jossey-Bass.
- Schneider A. (2008). The truth about "Truth" and other anti-drug and anti-tobacco media campaigns aimed at youth. *Colgate Academic Review*, 3, 213-223.
- Trehan, K., Maan, G.S. (2012). Teaser campaigns: An effective advertising execution for varied goods, services and ideas. *Mass Communication & Journalism*, 2, 138.
- Wenner, L.A. (2008). Super-cooled sports dirt: Moral contagion and Super Bowl commercials in the shadows of Janet Jackson. *Television & New Media*, 9, 131-154.
- Vaughan, P.W., Rogers, E.M., Singhal, A., Swalehe, R.M. (2012). Entertainment-education and HIV/AIDS prevention: A field experiment in Tanzania. *Health Communication*, 5, 81-200.

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 are organized into two parts. One part of class period involves a lecture or 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 influence 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 class offers 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 25% of a student's grade). If a student misses class, he/she will miss key concepts and important work time. If it is an excused absence, the professor will come up with an alternative assignment (usually a single page description on a topic covered in class.)

Media Essays: Students will write five (5) critical essays during the term. Students will select an event and describe media around that event. Successful essays **describe the coverage of the event**, after briefly describing the event. **DO NOT SPEND MORE THAN 20-25%** of the essay describing the event. 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.** Include references or citations, but these are NOT counted in the word count.

Essay 1: 800 words, summary and context

Essay 2: 700 words, summary and context, main and ancillary audiences

Essay 3: 650 words, summary and context, main and ancillary audiences, personal reflection.

Essay 4: 600 words, summary and context, main and ancillary audiences, personal reflection, impact/relevance of the event.

Essay 5: 600 words, summary and context, main and ancillary audiences, personal reflection, impact/relevance of the event.

Needs analysis: **EACH** student will prepare a needs analysis, describing a focus topic/behavior with the potential to be addressed via the group project. Examples of focus topics/behaviors include eating more dairy products, flossing, engaging in more social activities, increasing exercise, reducing binge drinking, communicating more regularly with sexual partners, doing more volunteer work, donating blood, etc. Every student will write up a "need" or problem they see in a 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 must 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 to six groups with six or 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.

For complete information on the university’s absence policy see:

<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>. 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>.

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>.

Statement on Cheating

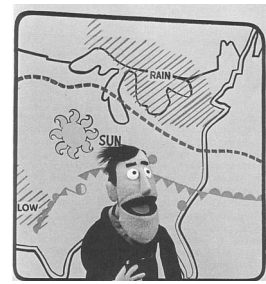
The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University's Office of Student Conduct,

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:

Class Attendance (you can miss one class, no penalty)	10 pts
Meet with the professor	2 pts
Group meeting with the professor	4 pts
Five essays (0, 1, 2)	10 pts
Needs analysis (0, 1, 2)	2 pts
Primary contribution	2 pts
Secondary contribution	1 pt
Proof of intervention participation	2 pts
Proof of evaluation participation	2 pts
Group project presentation	2 pts
Ethics presentation	2 pts
Bonus point	1 pt

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

A+	38-40	B+	32-33	C+	26-27	D+	20-21
A	36-37	B	30-31	C	24-25	D	18-19
A-	34-35	B-	28-29	C-	22-23	D-	16-17

POINTS OF 15 and below will earn you an “F” in the course.

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.



PROPOSED COURSE OUTLINE (BRIEF VERSION)

WEEK	DATE	TOPIC OF THE DAY	Individual Assignments	Group Assignment
1	August 27	Overview of Course – Short Case Study (typical of media essay)		
2	September 3	Behavior Change THEORY (Health Belief Model)	Submit on Sept 6 Needs Analysis	
3	September 10**	Behavior Change THEORY (Transtheoretical Model)		(Hand in one form per group in class) NAMES AND GROUP ORGANIZATION (primary and secondary roles)
4	September 17	Case Study – Material Development SHUGA	Critical Essay 1	
5	September 24	Communication theory related to the Audience MEENA	Individual Meetings with the Professor	Background - Content
6	October 1	Case Study – Communication campaigns FRAMING, HUMOR		Background - Audience
7	October 8	Developing LOGOS, TAGS	Critical Essay 2	Dissemination Plan
8	October 15**	Case Study – Depiction of violence around the world Testing material development		Material development
9	October 22	Group meeting with Professor		Evaluation Plan
10	October 29	Evaluating Exposure Evaluating Impact	Critical Essay 3	
11	November 5	ETHICAL DILEMMAS – First set of presentations		DO YOUR CAMPAIGN
12	November 12	ETHICAL DILEMMAS – Second set of presentations		
13	November 19	Risk Communication	Critical Essay 4	
14	November 26	GROUPS MEET W/PROFESSOR		
15	December 3	PRESENTATION OF GROUP PROJECTS		Evaluation - Exposure Evaluation - Impact
16	December 10	PRESENTATION OF GROUP PROJECTS	Critical Essay 5	Evaluation - Exposure Evaluation - Impact