

**Seminar in Interdisciplinary Health Communication  
JOMC/HBEH 825, Fall 2016**

<b>Class time &amp; location:</b>	Fridays, 9:05AM-11:55AM, Carroll - Rm 0338
<b>Instructor:</b>	Dr. Maria Leonora (Nori) Comello <a href="mailto:comello@email.unc.edu">comello@email.unc.edu</a> (Best way to reach me) (919) 928-2440 cell Skype: nori.comello
<b>Office location/hours:</b>	Carroll Hall 359, Tuesdays/Thursdays 2-3PM and by appointment

### **COURSE OBJECTIVES**

This seminar is intended for graduate students concerned with how communication can influence human behavior and public policy in ways that can improve human health and well-being. As the core course for the UNC Certificate in Interdisciplinary Health Communication, it is designed to serve both students who are trained in communication or other social sciences who wish to bring their theory and methods training to bear on health issues, AND students focused on public health, nutrition, exercise, and other particular health domains who wish to have a stronger background in health communication theory and methods.

The primary focus of the course will be on the theory and practice of behavior change efforts utilizing communication. The course will also touch on the positive and negative influences of existing mass media content on health behavior and health policy. We will take an ecological perspective that sees an individual living within interpersonal relationships, in communities, and in social, economic, and political systems that affect the possibility of healthy lives. Specific objectives are:

- To learn frameworks for analyzing the basic components of communication
- To identify theory-based principles and approaches applicable to health communication practice
- To study and critique the application of these principles in health communication campaigns and interventions
- To be familiar with research methods unique to health communication research and practice
- To permit students to apply these principles in a major project of their choosing in their area of interest (see major project description below).

### **PREREQUISITES**

Students should be comfortable reading behavioral science journal articles and thinking in terms of theory and methods.

### **REQUIRED READINGS**

There is no text to purchase for this class. Each week, we will discuss 3-4 readings as listed in the course schedule. There is no cost to access any of these readings, and links to all are provided under "Resources" on our Sakai website.

- Scholarly articles as assigned.
- NCI's free resource Theory at a Glance:

<http://www.sbccimplementationkits.org/demandrnmch/wp-content/uploads/2014/02/Theory-at-a-Glance-A-Guide-For-Health-Promotion-Practice.pdf>

### **RESEARCH PROJECT**

You will research a specialized area of health communication of interest to you. The main objectives are 1) to summarize the current literature in a specific area of health communication, with emphasis on the role of theory in that area, and 2) to propose a theory-based research study/professional project to examine an important issue in this area of health communication. The assignment will put to work many of the skills that you are learning in your graduate program, including: reviewing and synthesizing the literature, proposing innovative ideas in a field of study, and applying research methods to a proposed study. More details on the paper will be provided early in the semester. You will turn in the

paper in stages, with a synopsis of ideas due early in the semester, a draft literature review due mid-semester, and the full research proposal due at the end of the semester.

You will also give an oral presentation of your research proposal with a PowerPoint presentation. The length will be about 15 minutes, although this may vary based on how much time we have. This is meant to mimic the academic practice of presenting at a conference, and it also will allow you to share your proposal with the class. These presentations will take place toward the end of the semester. As we get closer to that time, more specific guidelines will be provided.

The choice of topic for the paper should be one that will advance your research and professional interests. The basic requirement is a proposal for a theory-based study or professional project. However, if you are a PhD student beyond your first year (or if you already have solid background in theory and methods), you are strongly encouraged to use the class as an opportunity to propose a study and to carry out as much of it as you can within the semester. You should then submit the paper to conference, and ideally later to journal. Communication conference deadlines that fall around the end of the semester are early November for ICA, early December for AEJMC Southeast Colloquium, mid-December for DC health communication conference (abstract only). In the spring, other possibilities are late March for National Communication Association, and early April for AEJMC. Alternative projects meeting special needs and interests of graduate students may also be proposed with my prior approval.

### **ABSENCES AND LATE WORK**

The seminar format of this course requires full attendance and active participation by all students. The assigned readings should be read by the scheduled date. All students are expected to participate in the discussion of each reading. Late work is penalized unless permission for a deadline extension is obtained beforehand. Likewise, if you need to miss a class, please let me know in advance by email. If at any point you are confused about assignments, expectations, or are getting lost in the course material, please set up a time to meet with me!

### **SPECIAL ACCOMMODATIONS**

If you require special accommodations to attend or participate in this course, please let me know as soon as possible. If you need information about disabilities, visit the Accessibility Services website at <https://accessibility.unc.edu/>

### **DIVERSITY**

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression. The Dean of Students (Suite 1106, Student Academic Services Building, CB# 5100, 450 Ridge Road, Chapel Hill, NC 27599-5100 or [919] 966-4042) has been designated to handle inquiries regarding the University's nondiscrimination policies.

### **ACEJMC Competencies**

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies. This course is particularly relevant to the following competencies:

- Understand concepts and apply theories in the use and presentation of images and information
- Think critically, creatively and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Contribute to knowledge appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Apply tools and technologies appropriate for the communications professions in which they work

The full list of competencies is available here: <http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML#vals&comps>

**ASSIGNMENTS (THIS IS A PREVIEW ONLY – FULL INSTRUCTIONS WILL BE PROVIDED ON SAKAI UNDER “ASSIGNMENTS.”)**

1. **Paper Synopsis: (5%)** This assignment is a one-page synopsis of the topic you plan to address in your final paper. See description of research project section above and instructions on Sakai.
2. **First draft (15%):** This assignment is designed so I can give you feedback on what you’ve accomplished around mid-semester. Write the front end including introduction, literature review, and hypotheses for a theory-based research study, or other project approved by me. For PhD students aiming for conference submission at the end of the semester, you should outline the methods section, including proposed study design, stimuli, measures, analysis plan, etc.
3. **Final paper (40%):** First, rewrite your draft based on the comments and suggestions that I made on the first draft. Second, write the methods section for the study or project. PhD students aiming for conference submission should include as much of the results and discussion as possible. A deadline is provided, but if you are submitting to a conference, consider turning in your paper early so you have time to receive feedback and incorporate it into your submission. This assignment should be roughly the length of a full paper (10 single-spaced pages).
4. **Presentation of research project (10%):** This assignment is designed to give you practice presenting in a conference-style format and to receive feedback on your work.
5. **Article critique (10%):** You will complete a written critique of a scholarly article and lead a discussion (see #6) about it in class on the due date. I will pass around a sign-up list on the first day of class, and you should sign up for a class session that is related to your topic of interest. Each written critique should be no longer than two single-spaced pages. See Sakai for further instructions.
6. **In-class discussion leading (10%):** On the day you are scheduled to present your article critique, your job is to summarize the article, discuss strengths and weaknesses, integrate the article with our readings for the day, and pose questions to the class to prompt discussion about the article/topic.
7. **Class participation (10%):** This is a graduate seminar, which means everybody plays every class period! Please keep up with the readings for each class, jot questions you’d like to ask, etc.

**Grades:** The graduate scale (H, P, L, and F) is in effect for all assignments for this seminar. Here are the basic grading criteria I will follow:

- **H** = Your very best work. These students read and critically engage with all materials. Class participation and written assignments demonstrate the ability to apply the materials, extrapolate ideas, expand the material into new areas of thought, and contribute to the body of scholarship in the area. Reserved for truly extraordinary work: *I will actually say “wow!”* In terms of correspondence to points earned, I set the minimum to 96 (the default on Sakai is 100).
- **P** = Your very best work. These students read and critically engage with all materials. They are able to apply the material and to extrapolate ideas in many instances. Comparable to A/B work. In terms of points earned, the range is 80-95.
- **L** = Students read most of the material but do not often critically engage it. They are able to apply the material and extrapolate ideas in some instances. Points range: 60-79.
- **F** = Students miss one or more classes without prior arrangement, do not always read the material, and fail to critically engage with it.

**Week-by-Week Schedule (Subject to change)**

- This schedule represents a good faith effort to outline our work over the course of the semester. However, because our needs may change, the timeline and assignments are subject to change. I will alert you via e-mail and Sakai of any changes in readings, assignments, due dates, etc., over the course of the semester. Thank you for your flexibility.
- All due items are to be submitted by start of class unless otherwise noted.
- Submission of assignments is on Sakai under Assignments unless otherwise noted.

	<b>Topic</b>
Week 1 Aug 26	Day one. Meet and greet, discuss course goals, go over syllabus, discuss research interests, etc. We will have a sign-up sheet for student-led discussions starting in Week 2.
Week 2 Sep 2	<p><b>Introduction to communicating about health.</b> <i>What is the evidence regarding impact of communication interventions on health? To what extent have they been successful? What are key problems and opportunities? What is the role of theory in health communication research and practice?</i></p> <p>Cappella, J. N. (2006). Integrating message effects and behavior change theories: Organizing comments and unanswered questions. <i>Journal of Communication, 56</i>(s1), S265-S279.</p> <p>Hornik. Preface. (xi-xv).</p> <p>Ruben, B. D. (2016). Communication Theory and Health Communication Practice: The More Things Change, the More They Stay the Same. <i>Health Communication, 31</i>(1), 1-11.</p> <p>(skim) Theory-at-a-Glance Part 1: Foundations of Theory in Health Promotion and Health Behavior.</p>
Week 3 Sep 9	<p><b>Review of theories of behavior acquisition and change as they apply to communication and health behavior (Part 1).</b> <i>Social cognitive theory, theory of reasoned action/planned behavior, Integrative Model. How are these theories different from/similar to each other? What are the strengths and weaknesses of each?</i></p> <p><b>GUEST SPEAKER: DR. ZACHARY KERR</b></p> <p>Bandura, A. (1998). Health promotion from the perspective of social cognitive theory. <i>Psychology and Health, 13</i>, 623-649.</p> <p>Fishbein, M., &amp; Cappella, J. N. (2006). The role of theory in developing effective health communications. <i>Journal of Communication, 56</i>(s1), S1-S17.</p> <p>Evans, W. D., Wallace, J., &amp; Snider, J. (2015). The 5-4-3-2-1 Go! Brand to Promote Nutrition and Physical Activity: A Case of Positive Behavior Change but Negative Change in Beliefs. <i>Journal of Health Communication, 20</i>(5), 512-520.</p>

<p>Week 4 Sep 16</p>	<p><b>Paper synopsis due</b></p> <p><b>Review of theories of behavior acquisition and change as they apply to communication and health behavior (Part 2).</b> <i>Social reaction model, stages of change, diffusion of innovations. Same questions as last class.</i></p> <p>Gerrard M, Gibbons FX, Stock ML, Lune LS, Cleveland MJ (2005) Images of smokers and willingness to smoke among African American pre-adolescents: an application of the prototype/willingness model of adolescent health risk behavior to smoking initiation. <i>Journal of Pediatric Psychology, 325-318.</i></p> <p>Prochaska, J. O., &amp; Velicer, W. F. (1997). The transtheoretical model of health behavior change. <i>American Journal of Health Promotion, 12(1), 38-48.</i></p> <p>Smith, R. A., &amp; Findeis, J. L. (2013). Exploring audience segmentation: investigating adopter categories to diffuse an innovation to prevent famine in rural Mozambique. <i>Journal of Health Communication, 18(1), 6-19.</i></p>
<p>Week 5 Sep 23</p>	<p><b>Information processing theories, as applied to health issues.</b> <i>ELM, LC4MP, SENTAR. How can these models be used in creating more effective communication-based interventions? What are the strengths and limitations of each?</i></p> <p>Briñol, P. &amp; Petty, R.E. (2006). Fundamental processes leading to attitude change: Implications for cancer prevention communications. <i>Journal of Communication, 56, S81-S96.</i></p> <p>Lang, A. (2006). Using the limited capacity model of motivated message processing (LC4MP) to design effective cancer communication messages. <i>Journal of Communication, 56, S57-S80.</i></p> <p>Palmgreen, P., Donohew, L., Lorch, E., Hoyle, R., &amp; Stephenson, M. (2001). Television campaigns and adolescent marijuana use: Tests of sensation seeking targeting. <i>American Journal of Public Health, 91, 292-295.</i></p>
<p>Week 6 Sep 30</p>	<p><b>Narrative, identity, and tailoring approaches to message design.</b> <i>What are strengths and limitations of these approaches? When are such approaches most likely to be effective? When might they be counterproductive?</i></p> <p>Kreuter, M. et al (2007). Narrative communication in cancer prevention and control: A framework to guide research and application. <i>Annals of Behavioral Medicine, 33(3), 221-235.</i></p> <p>Noar, S. M., Harrington, N. G., Van Stee, S. K., &amp; Aldrich, R. S. (2011). Tailored health communication to change lifestyle behaviors. <i>American Journal of Lifestyle Medicine, 5(2), 112-122.</i></p> <p>Wilkin, H. A., Valente, T. W., Murphy, S., Cody, M. J., Huang, G., &amp; Beck, V. (2007). Does entertainment-education work with Latinos in the United States? Identification and the effects of a telenovela breast cancer storyline. <i>Journal of Health Communication, 12(5), 455-469.</i></p>

<p>Week 7 Oct 7</p>	<p><b>Understanding the campaign development process (Part 1). Audience segmentation and formative research.</b> What are key principles in the communication intervention development process? What is ideal? What are real-world limitations? How can we adapt the ideal to real-world problems?</p> <p>Rice &amp; Atkin, Chapter 4. Atkin, C.K., &amp; Freimuth, V.S. Formative evaluation research in campaign design (pp. 53-68). [Read just to pg. 59]</p> <p>Maibach &amp; Parrott, Chapter 10. Slater, M.D. Choosing audience segmentation strategies and methods for health communication (pp.186-198, skim).</p> <p>Dervin, B., &amp; Foreman-Wernet, L. (2012). Sense-making methodology as an approach to understanding and designing for campaign audiences. <i>Public communication campaigns</i>, 147-162.</p>
<p>Week 8 Oct 14</p>	<p><b>Understanding the campaign development process (Part 2). Message testing, channel selection, and evaluation.</b> <i>Same questions as for last class, applied to these topics.</i></p> <p><b>GUEST SPEAKER: TBA</b></p> <p>Rice &amp; Atkin, Chapter 4. Atkin, C.K., &amp; Freimuth, V.S. Formative evaluation research in campaign design (pp. 53-68). [Read pgs. 60-67]</p> <p>Berkowitz, J. M., Huhman, M., Heitzler, C. D., Potter, L. D., Nolin, M. J., &amp; Banspach, S. W. (2008). Overview of formative, process, and outcome evaluation methods used in the VERB™ campaign. <i>American Journal of Preventive Medicine</i>, 34(6), S222-S229.</p> <p>Pechmann, C., &amp; Andrews, C. (2010). Copy test methods to pretest advertisements. <i>Wiley international encyclopedia of marketing</i>.</p>
<p>Week 9 Oct 21</p>	<p>NO CLASS! HAPPY FALL BREAK!</p>
<p>Week 10 Oct 28</p>	<p><b>Initial draft due</b></p> <p><b>Cultural issues in behavior change efforts in the US and abroad.</b> <i>What do you see as the primary challenges? In what way are the approaches described adequate or inadequate? Do you see other creative ways to address these issues?</i></p> <p>Aihihenbuwa, C. (1995). Health and culture: Beyond the Western paradigm (pp. 47-62). Thousand Oaks: Sage.</p> <p>Borrayo, E. A., Buki, L. P., &amp; Feigal, B. M. (2005). Breast cancer detection among older Latinas: Is it worth the risk? <i>Qualitative Health Research</i>, 15(9), 1244-1263.</p> <p>Kreuter, M. W., Lukwago, S. N., Bucholtz, D. C., Clark, E. M., &amp; Sanders-Thompson, V. (2003). Achieving cultural appropriateness in health promotion programs: targeted and tailored approaches. <i>Health Education &amp; Behavior</i>, 30(2), 133-146.</p>

<p>Week 11 Nov 4</p>	<p><b>Fear, humor, and positive emotions.</b></p> <p><b>GUEST SPEAKER: MISSIE ABO</b></p> <p>Abo, M. M., Slater, M. D., &amp; Jain, P. (2016). Using Health Conditions for Laughs and Health Policy Support: The Case of Food Allergies. <i>Health Communication</i>, 1-9.</p> <p>Emery, S. L., Szczypka, G., Abril, E. P., Kim, Y., &amp; Vera, L. (2014). Are you scared yet? Evaluating fear appeal messages in tweets about the tips campaign. <i>Journal of Communication</i>, 64(2), 278-295.</p> <p>Myrick, J. G., &amp; Oliver, M. B. (2015). Laughing and crying: Mixed emotions, compassion, and the effectiveness of a YouTube PSA about skin cancer. <i>Health Communication</i>, 30(8), 820-829.</p> <p>(SKIM). Tannenbaum, M. B., Hepler, J., Zimmerman, R. S., Saul, L., Jacobs, S., Wilson, K., &amp; Albarracín, D. (2015). Appealing to fear: A meta-analysis of fear appeal effectiveness and theories. <i>Psychological Bulletin</i>, 141(6), 1178.</p>
<p>Week 12 Nov 11</p>	<p><b>Interpersonal communication</b></p> <p><b>GUEST SPEAKER: LAURA MARSHALL</b></p> <p>Boulay, M., Storey, J. D., &amp; Sood, S. (2002). Indirect exposure to a family planning mass media campaign in Nepal. <i>Journal of Health Communication</i>, 7(5), 379-399.</p> <p>Krieger, J. L., Coveleski, S., Hecht, M. L., Miller-Day, M., Graham, J. W., Pettigrew, J., &amp; Kootsikas, A. (2013). From kids, through kids, to kids: Examining the social influence strategies used by adolescents to promote prevention among peers. <i>Health Communication</i>, 28(7), 683-695.</p> <p>Street, R. L., Makoul, G., Arora, N. K., &amp; Epstein, R. M. (2009). How does communication heal? Pathways linking clinician–patient communication to health outcomes. <i>Patient Education and Counseling</i>, 74(3), 295-301.</p>
<p>Week 13 Nov 18</p>	<p><b>Research presentations</b></p>
<p>Week 14 Nov 23</p>	<p>HAPPY THANKSGIVING BREAK!</p>
<p>Week 15 Dec 2</p>	<p><b>Effects of media content on health behavior/wrap up.</b> <i>How strong is the evidence for effects of popular media and news coverage on health outcomes? What do we need to understand about possible mechanisms for effects? Considering the approaches we’ve studied throughout the semester, what are major takeaways for you?</i></p> <p>Dorfman, L., Wallack, L., &amp; Woodruff, K. (2005). More than a message: Framing public health advocacy to change corporate practices. <i>Health Education &amp; Behavior</i>, 32(3), 320-336.</p> <p>McGinty, E. E., Goldman, H. H., Pescosolido, B., &amp; Barry, C. L. (2015). Portraying mental illness and drug addiction as treatable health conditions: Effects of a randomized experiment on stigma and discrimination. <i>Social Science &amp; Medicine</i>, 126, 73-85.</p> <p>Nagler, R. H. (2014). Adverse outcomes associated with media exposure to contradictory nutrition messages. <i>Journal of Health Communication</i>, 19(1), 24-40.</p>

Week 16 Dec 9	NO CLASS THIS WEEK – FALL SEMESTER ENDS DEC 7 <b>FINAL PAPERS DUE DEC 9 BY 5PM</b>
	HAPPY HOLIDAYS!