

Health News and Promotion

JOUR 7201/8201 301 and M50

Monday 5:30-8:30 synchronous online

300 Meeman

Dr. Erin Willis

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COURSE REQUIREMENTS**CATALOGUE/COURSE DESCRIPTION:**

Advanced seminar that examines and critiques the literature on health communication in two specific areas: news about health and its impact on individuals, and health promotion campaigns.

PREREQUISITES:

Must be in graduate standing.

TEXTBOOK:

No textbook required. Scholarly journal articles and other academic literature will be provided.

CLASSROOM FORMAT:

The class is offered synchronously online, allowing on campus and online students to converge.

DEADLINES:

Assignments are due on date assigned. **No late assignments will be accepted.**

GRADING:

Course work will be accomplished every week. Each must be completed by its due date and time, which varies by assignment and project.

Other parts of your grade will come from participating in class discussions.

Your success in this course will depend on your willingness to read the textual and supplemental learning materials, successfully complete assignments, and participate in discussion activities, as assigned.

FOR DOCTORAL STUDENTS:

Weekly “thought papers” will be assigned, based on pointed questions that require students to firmly grasp the assigned readings and begin creating arguments from the literature read.

SEMINAR REQUIREMENTS

- Complete all readings, as assigned.
- Be in class on time and ready to discuss the readings.
- Participate in each class discussion.
- Write weekly thought papers and turn in on time. **No late assignments will be accepted.**
- Make several informal presentations to the entire class.
- Write a final paper on a health topic.

SEMINAR ASSIGNMENTS

There are three primary assignments in the course: 1) thought papers (bi-weekly for master's students; weekly for doctoral students); 2) student presentations; and 3) final paper and presentation.

Thought Papers

Students are asked to critically analyze that week's readings in the form of a typed, 1- to 2-page paper. The idea is not to "factually" summarize but to provide insights and comments that demonstrate that the student not only read but also understood the theories and concepts discussed in the week's readings. There is no need to define concepts or theories but be sure to provide examples when appropriate. Above all, be sure to provide your opinion on the topic.

Thought papers are to be typed in Word or Rich Text Format (RTF). Double-spaced papers and indent new paragraphs. When appropriate, use APA format and in-text citations.

Thought paper due dates:

MA – 6/10, 6/24, 7/8, 7/22,

Ph.D. – 6/10, 6/17, 6/24, 7/1, 7/8, 7/15, 7/22, 7/29

Student Presentations

Each student is asked to make a presentation to the class on a health topic of his or her choosing. The presentation will focus on both the "news" and "promotions" aspect of the student's health topic. The presentation will lay the groundwork for the final paper.

Presentations will be about a practical health topic (e.g., breast cancer, obesity, AIDS, ADHD, etc.) but will have a predominantly theoretical angle with some practical applications. Students should not rely too heavily on the medical aspect of their topic but, rather, use the health/medical information as part of the overview (1-2 slides, for instance). After the introduction (1 slide) and overview of the health problem (1-2 slides), the primary focus of the remainder of the presentation is to be about media coverage – including news, ads, public relations, entertainment TV, and so on. This will require a literature search of academic journals. Students will summarize and critically analyze what other scholars have found on their topic with an eye toward media effects, frames, etc. Try to be as thorough as possible with this portion of the presentation – the who, what, where, when, how and why of their studies.

The presentations should also include the student's perspective on how the student thinks the media handle the health topic selected. For instance, take some time and read six or so stories

from newspapers and magazines on the particular topic. Take time to look at a dozen or so ads that deal with the selected health issue. Then, tell the class what you think and bring these as examples to class. **The overview of the academic studies on your health topic AND your perspective are the two most important aspects of the presentation.**

When possible, try to have interesting examples, anecdotes, etc. and involve the class whenever possible – this is the practical or applied aspect of the presentation. Students may ask the class to read an additional article or two in anticipation of the presentation, but please try to keep additional readings to a minimum.

At the end of the presentation, you should involve students in either a discussion and/or in-class exercise of your choosing. Try to select something that applies (in the practical sense) the information you have presented as a real world problem. Be as creative as possible. Discussions and in-class exercises can take between 15-20 minutes. The presentation is worth 50 points.

The student will also make a brief, informal presentation of his or her final paper topic.

Final Paper

Students will work independently on a final paper that includes a literature review, a theoretical perspective (including research questions and/or hypotheses) and a research design. Students need not carry out the research project during the course of the semester. However, the research must be of such high quality that it could be carried out after the semester is completed, at the student's choosing. Page length is at your discretion but probably will not exceed 20-25 pages. Use APA style and cite references.

Students will present their research paper to the entire class the last week of the semester. The final written paper is due **August 5th at 5:30 p.m** and is worth 150 points.

For extra help and guidance on scholarly sources and library resources, contact Lauren Cantwell at lcantwell@memphis.edu. She is also embedded into the class eCourseware site and is readily available for questions.

Participation

An additional 50 points will be awarded to students for participating in class discussions and leading discussions. Students are asked to seek out interesting examples and anecdotes to share with the class. Students should take care not to dominate class discussions, but allow everyone to share his or her ideas.

The idea is not to “regurgitate” the readings but to provide insights and comments that demonstrate that the student grasps the concepts and can apply them to a specific instance. During class time, students may be asked to carry out in-class exercises that will further help to illustrate course concepts.

The classroom is a safe environment and opinions should be shared freely without fear of judgment or harm from others. Please be courteous of your classmates and respect their opinions.

Grades

| Assignments | Point value |
|------------------------------|-------------|
| Thought Papers | 25 each |
| Presentation | 50 |
| Class Participation | 50 |
| Final Paper | 150 |
| Total Points Possible | 300 |

Course Readings

The readings can be found in our class Dropbox. You will be invited to join the Dropbox via University of Memphis email. Please notify the instructor if you do not receive an invitation to join the Dropbox folder before June 3rd.

Weekly Schedule

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| June 3 | Introduction and Overview |
| June 10 | <ul style="list-style-type: none">• Dutta, M.J. (2009). Health communication: Trends and future directions. In Parker, J.C. & Thorson, E. (Eds.), <i>Health communication in the new media landscape</i> (pp. 59-92). New York: Springer Publishing Company.• Zarcadoolas, C., Pleasant, A., & Greer, D.S. (2005). Understanding health literacy: An expanded model. <i>Health Promotion International</i>, 20(2), 195-203.• <i>Theory at a Glance</i>, Part 1 – Foundations of Theory in Health Promotion and Health Behavior; Part 2 – Theories and Applications - http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf.• Bandura, A. (2004). Health promotion by social cognitive means. <i>Health Education & Behavior</i>, 31(2), 143-164.• Case study – condom use |
| June 17 | <ul style="list-style-type: none">• Stitt, C., & Kunkel, D. (2008). Food advertising during children's television programming on broadcast and cable channels. <i>Health Communication</i>, 23(6), 573-584.• Park, H., Rodgers, S., & Stemmler, J. (2011). Health organizations' use of Facebook for health advertising and promotion. <i>Journal of Interactive Advertising</i>, 12(1) - http://jiad.org/article153.html.• Barry, A.E., & Goodson, P. (2010). Use (and misuse) of the responsible drinking message in public health and alcohol advertising: A review. <i>Health Education & Behavior</i>, 37(2), 288-303.• Tanner, A.H. (2004). Agenda building, source selection, and health news at local television stations. <i>Science Communication</i>, 25(4), 350-363.• Brodie, M., Hamel, E.C., Altman, D.E., Blendon, R.J., & Benson, J.M. (2003). Health news and the American public, 1996-2002. <i>Journal of Health Politics, Policy and Law</i>, 28(5), 927-950. |

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| June 24 | <ul style="list-style-type: none"> • Calloway, C., Jorgensen, C.M., Saraiya, M., & Tsui, J. (2006). A content analysis of news coverage of the HPV vaccine by U.S. newspapers, January 2002-June 2005. <i>Journal of Women's Health, 15</i>(7), 803-809. • Lawrence, R.G. (2004). Framing obesity: The evolution of news discourse on a public health issue. <i>International Journal of Press/Politics, 9</i>(3), 56-75. • Rock, M. (2005). Diabetes portrayals in North American print media: A qualitative and quantitative analysis. <i>American Journal of Public Health, 95</i>(10), 1832-1838. • Schneider, T.R., Salovey, P., Apanovitch, A.M., Pizarro, J., McCarthy, D., Zullo, J., & Rothman, A.J. (2001). The effects of message framing and ethnic targeting on mammography use among low-income women. <i>Health Psychology, 20</i>(4), 256-266. • Case study – substance abuse |
| July 1 | <ul style="list-style-type: none"> • Dutta-Bergman, M.J. (2004). Reaching unhealthy eaters: Applying a strategic approach to media vehicle choice. <i>Health Communication, 16</i>(4), 493-506. • Snyder, L.B. (2007). Health communication campaigns and their impact on behavior. <i>Journal of Nutrition Education & Behavior, 39</i>, S32-40. • Randolph, W., & Viswanath, K. (2004). Lessons learned from public health mass media campaigns: Marketing health in a crowded media world. <i>Annual Review of Public Health, 25</i>, 419-437. • Snyder, L.B., Hamilton, M.A., Mitchell, E.W., Kiwanuka-Tondo, J., et al. (2004). A meta-analysis of the effect of mediated health communication campaigns on behavior change in the United States. <i>Journal of Health Communication, 9</i>(1), 71-96. • Hagglund, K.J., Shigaki, C.L., & McCall, J.G. (2009). New media: A third force in health care. In Parker, J.C., & Thorson, E. (Eds.), <i>Health communication in the new media landscape</i> (pp. 417-436). New York: Springer Publishing Company. • Scheier, L.M., & Grenard, J.L. (2010). Influence of a nationwide social marketing campaign on adolescent drug use. <i>Journal of Health Communication, 15</i>(3), 240-271. |
| July 8 | <ul style="list-style-type: none"> • Frosch, D.L., Krueger, P.M., Hornik, R.C., Cronholm, P.F., & Barg, F.K. (2007). Creating a demand for prescription drugs: A content analysis of television direct-to-consumer advertising. <i>Annals of Family Medicine, 5</i>(1), 6-13. • Moynihan, R., Bero, L., Ross-Degnan, D., et al. (2000). Coverage of the news media of the benefits and risks of medications. <i>The New England Journal of Medicine, 342</i>(22), 1645-1650. • Welch Cline, R.J., & Young, H.N. (2004). Marketing drugs, marketing health care relationships: A content analysis of visual cues in direct-to-consumer advertising. <i>Health Communication, 16</i>(2), 131-157. • Kravitz, R.L., Epstein, R.M., Feldman, M.D., et al. (2005). Influence of patients' requests for direct-to-consumer advertised antidepressants: A randomized controlled trial. <i>Journal of the American Medical Association, 293</i>(16), 1995-2002. • Deshpande, A., Menon, A., Perri, M., & Zinkhan, G. (2004). Direct-to-consumer advertising and its utility in health care decision making: A |

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| | <p>consumer perspective. <i>Journal of Health Communication</i>, 9(6), 499-513.</p> <ul style="list-style-type: none"> • Menon, A.M., Deshpande, A.D., Perri, M., & Zinkhan, G. (2003). Trust in online prescription drug information among Internet users: The impact on information search behavior after exposure to direct-to-consumer advertising. <i>Health Marketing Quarterly</i>, 20(1), 17-35. |
| July 15 | <ul style="list-style-type: none"> • Levine, D., Wright, E., Barar, R.E., Santelli, J., & Bull, S. (2011). Formative research on MySpace: Online methods to engage hard-to-reach populations. <i>Journal of Health Communication</i>, 16, 448-454. • Mohajer, N., & Earnest, J. (2010). Widening the aim of health promotion to include the most disadvantages: Vulnerable adolescents and the social determinants of health. <i>Health Education Research</i>, 25(3), 387-394. • Marmot, M. (2005). Social determinants of health inequalities. <i>Lancet</i>, 365, 1099-1104. • Schulz, A., & Northridge, M. (2004). Social determinants of health: Implications for environmental health promotion. <i>Health Education & Behavior</i>, 31(4), 455-471. • Viswanath, K., & Emmons, K.M. (2006). Message effects and social determinants of health: Its application to cancer disparities. <i>Journal of Communication</i>, 56(S1), S238-264. • Case study – MTV |
| July 22 | <ul style="list-style-type: none"> • Quick, B. (2010). Applying the Health Belief Model to examine news coverage regarding steroids in sports by ABC, CBS, and NBC between March 1990 and May 2008. <i>Health Communication</i>, 25, 247-257. • Fishbein, M., & Cappella, J.N. (2006). The role of theory in developing effective health communications. <i>Journal of Communication</i>, 56(S1), S1-17. • Bridle, C., Riemsma, R.P., Pattenden, J., et al. (2005). Systematic review of the effectiveness of health behavior interventions based on the transtheoretical model. <i>Psychology & Health</i>, 20(3), 283-301. • Stead, M., Tagg, S., MacKintosh, A.M., & Eadie, D. (2005). Development and evaluation of a mass media Theory of Planned Behavior intervention to reduce speeding. <i>Health Education Research</i>, 20(1), 36-50. |
| July 29 | No class – finish final papers |
| August 5 | Students' final paper presentations |

ASSESSMENT

PROFESSIONAL VALUES AND COMPETENCIES FOR J7201/8201:

Students will be able to:

- Demonstrate a working knowledge of the primary theoretical approaches of health-related behaviors, the processes of shaping behavior, and the effects of community and environmental factors on behavior.
- Synthesize assigned readings and analyze and critique recent publications.
- Understand concepts and apply theories in the use and presentation of images and information.
- Think critically, creatively and independently.

HOW PROFESSIONAL VALUES AND COMPETENCIES WILL BE MET:

Cognitive Objectives To Be Mastered (Ability to Explain, Analyze, Understand, Think Critically):

Students will:

- Conceptualize “theory” in read to health news and promotion and the influence of such on audiences’ behaviors.
- Attain familiarity with the broad range of theories in the field of health communication and public health.
- Meaningfully apply theories to the practical daily work of journalists, advertisers, and public relations professionals.
- Learn how to develop sources for and write an academic literature review in association with a set of hypotheses or research questions.
- Develop skills in synthesizing substantial amounts of complicated information and identifying important points in the literature.

Performance Standards To Be Met (Demonstrable Skills, Abilities, Techniques, Applied Competencies):

Students will:

- Read and critically analyze journal articles and book chapters and public health information on specific health issues.
- Practice breaking down academic research articles to their most important points to facilitate their understanding of the first steps in synthesizing a broad array of information.
- Lead and participate in class discussions that deepen their understanding of health behavior change theories and how they apply to practice.
- Research and write a 15-page literature review that will require demonstration of in-depth understanding of academic theory and the ability to clearly synthesize the information.

HOW ASSESSMENT OF STUDENT LEARNING WILL BE MET FOR JOUR 4440:

This capstone public relations course is designed to develop and test students’ abilities to apply their knowledge and skills to solve public relations problems in a group setting. Students will draw upon and apply all of their coursework to succeed.

Students will:

- Lead and participate in class discussions in which readings and their implications are explored.
- Complete writing assignments that require synthesis of the literature.

- Develop their own research questions or hypothesis, find and obtain relevant academic literature, and synthesize this literature into a comprehensive literature review.

PROFESSIONAL VALUES AND COMPETENCIES FOR JOURNALISM PROGRAM:

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be to

- Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;
- Conduct research and evaluate information by methods 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;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

ASSESSMENT OF STUDENT LEARNING FOR JOURNALISM PROGRAM:

The Council seeks to promote student learning and encourages experimentation and innovation. Assessment is a system of evaluation of student learning at the course or unit level (as opposed to grading at the individual level). Three criteria should guide assessment of student learning:

- Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.
- Understanding: assimilation and comprehension of information, concepts, theories and ideas.
- Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

DEPARTMENT POLICIES

EMAIL:

You must have your UM email account activated. If you are using another provider such as Google, you are required to have your UM email forwarded to that account. Go to the <http://iam.memphis.edu> website to implement forwarding of UM email. You are required to check your email daily. You are responsible for complying with any email sent to you by your professor or the University.

CELLPHONES AND LAPTOPS:

No cellphones or laptops are permitted in class. You will be asked to leave if either is used during class.

ATTENDANCE:

Class attendance is **mandatory** in the Department of Journalism. You may be assigned a failing grade for the semester for nonattendance, or habitual late arrival. No late work will be accepted without prior arrangements, which are acceptable to your professor. Students may not be permitted to make up any missing work unless it is for an absence due to illness or other catastrophic emergency such as a death in the family that can be documented (e.g. with a doctor's note or a copy of the newspaper obituary). This is a professional program for journalists who are expected to understand and comply with deadlines. If you have some problem making it to class on time make arrangements to fix the problem or consider taking another class. You should consider this class your "job" in the educational process and be on time just as you would elsewhere.

CHEATING:

In addition to university-wide policies stated in the Code of Student Rights and Responsibilities, the Department of Journalism considers making up quotes from sources, turning in substantially the same assignment for credit in two different courses, or a student receiving any assistance from others for work assigned to be done on his/her own, as acts of cheating punishable to the degree determined appropriate by the course instructor and department chair. That may include grade reductions or seeking dismissal of the student from the university.

"Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

DISABILITY:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at (901) 678-2880 in 110 Wilder Tower Hall to coordinate reasonable accommodations for students with documented disabilities.

ONLINE SETEs:

You are urged to complete the SETEs evaluation of this course. Once your instructor has posted your grade, you can immediately see that grade, provided you completed a teacher evaluation for

that class. How to access your evaluation forms: Log in using your UUID and email password; click on the gray “Student” tab; complete an evaluation for each course listed and hit the “Submit” button at the bottom of the form. It will only take a few minutes of your time. We take the evaluations very seriously and use them to improve courses and instructional quality. Your feedback is essential and will be appreciated.