Syllabus and Outline
COMMUNICATION 425
Theory and Research in Health Communication Campaigns
Fall, 2014

Instructor: Peter Andersen
Office: Communication 220
Office Hours: Tuesday 1-2; Wednesday 3-4; Thursday 1-2
Phone, voice & email: peterand@mail.sdsu.edu

Assignments: Points Due Date
Simulated Campaign 200 Points December 4
Oral Report on Theory 25 Points Sept. 11 and 16
Oral Report on the Campaign 50 Points December 2 and 4
Peer Evaluation 25 Points December 11
Midterm Exam 100 Points October 16
Final Exam 100 Points December 11

Grades: All grades will be assigned according to the following formula
465-500 = A 365-384 = C
450-464 = A- 350-364 = C-
435-449 = B+ 335-349 = D+
415-434 = B 315-334 = D
400-414 = B- 300-314 = D-
385-399 = C+ 299 and below = F

Attendance: Attendance is strongly recommended. Any material or announcements presented in the class while absent is your responsibility to obtain form other students. Since 50-70% of the tests' content is lecture material, it is imperative to attend class regularly.

Cheating: Cheating on an exam or plagiarizing a paper (i.e. copying any portion of another scholar’s or student's work and submitting it as your own without a reference citation) will result in an automatic F in the course. Likewise, giving or receiving aid on a final will result in an automatic F in the course. Please read the entire plagiarism policy at the end of this syllabus. There will be a question on this on the exam.

Late Assignments: All papers must be turned in the due date. Papers turned in the next day will lose one letter grade. Paper turned after that will lose two letter grades. No paper will be accepted more than a week late. Make-up examinations will be given only in cases of illness and family emergency with a documented excuse.
Learning Objectives:
At the conclusion of the course the student should be able to develop and deploy a complete health communication campaign that includes the following elements.

1. Design a health communication campaign based on one or more theories of health communication.
2. Conduct and collect formative research to provide a basis for a health communication campaign.
3. Demonstrate detailed knowledge of an existing health communication campaign, such as Go Sun Smart.
4. Develop and deploy assessment tools that can measure an effective health campaign.
5. Develop and deploy multiple communication media that can change human health behavior.
6. Design an experimental design to validly test the outcome of a health communication campaign.

Readings:


National Cancer Institute (2002) *Making Health Communication Programs Work*. US Department of Health and Human Services. (known heretofore as the pink book). This is one of the primary books for the course and is available FREE on line at:

http://www.cancer.gov/cancertopics/cancerlibrary/pinkbook/page1


Andersen PowerPoint on Go Sun Smart Campaign
Andersen PowerPoint on Risk Compensation

Oral Report on Theory

Create a group at break during our first class on August 28 to do a panel discussion on a theory.

Major Assignment: The Simulated Campaign
The simulated campaign is major assignment of the course.

General Instructions: This assignment is to be completed in groups of three-four. Please select two-three partners and get started.
Phase One: Background on the disease: Please document the severity, impact, morbidity, and mortality of the disease.

Phase Two: Formative Research

Phase Three: Research Design-Provide a valid experimental design to test the effectiveness of your health communication campaign.

Phase Four: Campaign Material-Present prototypes, models, and examples of the materials you are going to employ in your campaign. Provide details on brochures, posters, signage, websites, emails, social networking sites that you will employ. Electronic materials should have a link and/or be sent to Professor Andersen’s email address electronically.

Phase Five: Delivery- Discuss how you will present or communicate your campaign to your audience. Be specific! You campaign should involve the logistics, personnel, and locations for the dissemination of your campaign.

Schedule of Activities and Topics

Aug. 26: Introduction to the course: The need for improved health.
Reading: Pink Book Introduction and Overview

I. Introduction to the course. Syllabus review, introduction.

II. Create a group for the theory reports on Sept. 11 and 16. Three persons per group.

Aug 28: The Need for Improved Health

I. Liabilities of Health Campaigns
   A. Costs
   B. Potential Loss of Freedom-Reactance
   C. Boomerang Effects

II. Benefits of Health Campaigns
   A. Decreased morbidity
   B. Feeling good.
   C. Decreased mortality
   D. Reduction in health costs
   E. Reduction in sick days and absenteeism.

III. Homework: Look at maps from next week’s assignment and determine why diseases are unevenly distributed geographically.
Sept. 2: Disease Prevention, The Geography of Disease and Types of Interventions/Campaigns

I. What are the leading diseases? (Remember, this is not a health class).

II. The geography of disease
http://www.cdc.gov/gis/mg_heartdisease_stroke.htm
http://ratecalc.cancer.gov/archivedatlas/
http://ratecalc.cancer.gov/archivedatlas/

Sept 4: Is Disease Preventable?
In general can disease and injury be prevented?

A. heart disease
   B. stroke
   C. cancer
       1. skin
       2. breast
       3. lung
       4. colon
       4. prostate
       5. cervical
       6. ovarian
   D. Lung Disease
   E. Alzheimer’s
   F. Diabetes
   G. Flu
   H. Kidney Disease
   I. Blood Poisoning
   J. Suicide
   K. Liver Disease
   M. High Blood Pressure
   N. Homocides
   O. Automobile Accidents
   P. Other Injuries
   Q. Obesity
   R, HIV/Aids
   S. Obesity
   T. Environmental Contamination

Sept 9: Types of Behavior Change

A. Healthy Lifestyles (e.g. aerobic exercise, walkable communities, nutrition, vitamin uptake, weight bearing exercise, maintaining healthy body weight).
B. Avoiding Risk Behaviors (e.g. unsafe sex, drug abuse, smoking)
C. Disease and Injury Prevention (e.g. use of sports helmets, sun screen, seat belts, protective clothing)
D. Patient Compliance (e.g. medication regimens, weight loss programs, smoking cessation.
E. Health Screening (e.g. blood pressure, skin cancer, breast cancer, and colorectal cancer testing).
F. Habit Cessation (e.g. discontinuing of drug abuse, smoking, or unsafe sex)
G. Taking Collective Action

Sept. 11: A Tour of Theories of Health Campaigns
Readings: PCC: Chapter 1: Atkins and Rice

A. Diffusion of Innovation (Preview)
B. Social Marketing
C. Consistency Theories
D. Health Belief Model
E. Parallel process models
F. Uses and gratifications
G. Social Cognitive Theory
H. Extended Parallel Process Model

Sept. 16 A Tour of Theories of Health Campaigns: Continued
I. Inoculation Theory
J. Communication Accommodation Theory
K. Social Health Theory
L. Prospect (Framing) theory
M. Theory of Planned Behavior
N. Theory of Reasoned Action
O. Transportation Theory

Sept. 18: The Go Sun Smart Campaign: PowerPoint of a multitheoretical Sun Safety Program.

Reading: PCC: Chapter 13 Buller, Walkosz, Andersen, Scott, Dignan & Cutter

Sept. 23: The Go Sun Smart Campaign: Implementing Diffusion of Innovations Theory

A. The importance of opinion leaders
B. The role of change agents.
C. Predictors of Adoption
   1. simplicity
   2. trialability
   3. relative advantage
4. observability
5. compatibility

D. Adoption of Health Innovations
1. Innovators
2. Early Adopters
3. Early Majority
4. Late Majority
5. Laggards
6. Institutional vs. individual adoption
7. Resistance to adoption

Sept. 25: Planning and creating a health communication Campaign:
Formative Research

Readings: Pink book Stage 1, PCC: Chapter 4

A. Conceptualizing the Problem
B. Selecting a theoretical approach
C. Focus Groups
D. Surveying your population
F. Feasibility studies
G. Creating Alliances
H. How will you define success?

Sept. 30: Getting a campaign off the ground
Reading Pink Book: Stage 2
A. Funding a campaign
B. Do no harm: Averting Disasters.
C. Building a team
D. Collecting data on the disease and possible solutions.
E. Assessing generational, gender, and cultural issues
F. Tailoring and targeting communication

Oct. 2: The psychology of health messages: Creating Optimal Messages

A. Creating Optimal Messages
B. Selecting channels
C. Commitment
D. literacy
E. self-persuasion
F. Cognitive dissonance
G. reciprocity
H. Scarcity
I. Authority
Oct. 7 Resistance to Health Messages
Reading PCC Chapter 3:
   A. Fatalism
   B. Cynicism
   C. Reactance
   D. Boomerang Effect
   E. Illiteracy
   F. Conspiracy theories
   G. Privacy
   H. Puritanism/Prudishness

Oct. 9: Fear, Risk, and Emotions in Health Campaigns
   Readings: PCC: Chapters 11, 17
   A. Fear: Producer of motivation and avoidance
   B. Melancholic Emotions
   C. Social Emotions
   D. The bright side of emotions

Oct. 14 Optional Review for the midterm

Oct. 16: 7:00 Midterm Exam

Oct. 21: Implementing a campaign
   Reading: Pink Book: Stage 3.
   A. The rollout
   B. Media Relations
      See what else the pink book says

Oct. 23 Selecting Optimal Media
Reading: PCC: Ch. 8, 14
   A. Television campaigns
   B. Radio announcements
   C. Email
   D. The Internet
   E. Social Media
   F. Signage
   G. Brochures and pamphlets
   H. Training programs
   I. Managing the program
   J. Partnerships
   K. Myths and Misconceptions
Oct. 28 Message Variables
Readings: PCC: 9

A. Message sidedness
B. the valued other
C. Message framing (Gain and Loss)
D. Fear Appears
E. Humor
F. Evidence
G. sensation Value
M. Logical Appeals
N. Narrative Messages (preview)

Oct. 30: Source Variables

A. Credibility
B. Homophily
C. Source Attractiveness
D. Power
E. Immediacy

Nov. 4 Evaluating Health Campaign Effectiveness
Reading: Pink Book Stage 4.

A. Why is evaluation important?
B. Myths about evaluation.
C. What outcomes do you assess?
See other stuff from pink book.

Nov. 6 Evaluating Health Campaign Effectiveness
Readings: PCC Chapters 5, 6, and 7.

A. Experimental data
B. Study Designs
C. Epidemiological data
B. qualitative research
C. Focus Groups
D. survey methods

Nov. 11 No Class: Veterans Day

Nov. 13: Story-telling, Narrative, Entertainment, and Social Networking-base campaigns

Green, Melanie Reading
Readings: PCC: Chapter 22
Nov. 18 Receiver Variables and Acceptance of Health Messages
Reading: PCC: Chapter 12

   A. Social Proof
   B. Conformity
   C. Subjective and Injunctive Norms
   D. Sensation Seeking
   E. Hedonism
   F. Innovativeness

Nov. 20: No Class: National Communication Association Convention: Chicago II.

No Class: Work on Groups Projects

November 25 Risk Compensation: A threat to health communication campaigns.

PowerPoint on Risk Compensation

November 27: (Thanksgiving): No Class
No Class: Work on Groups Projects

Dec. 2 Group Presentations-Oral Report on Campaign

(Simulated Campaign Project Due).

Dec. 9: Optional Review Session for Final Exam

Dec. 11: Final Exam 1-3 PM  Note new time!

Other Optional Readings:

Committee on Communication and Behavior Change in the 21st Century (2002)


PLAGIARISM

Plagiarism is one of the highest forms of academic offense. It represents several ethics violations. It is theft of intellectual property. In academe, a scholar’s words, ideas, and creative products represent essential intellectual property, which are the primary measures of scholarly identity, status and achievement. It is fraud. Students should be assessed on their own ideas and abilities; not the ideas and abilities of others. It is unfair. It introduces bias and inequity in the assessment process, producing grades for fellow students based on disadvantaged standards and expectations. It is corruption. It undermines the credibility of higher education by misrepresenting the meaning of university grades and degrees to the rest of the public. Whether by ignorance, accident, or intent, theft is still theft, fraud is still fraud, inequity is still inequity, and corruption is still corruption. Therefore, the offense, no matter how minor in quantity, is still serious, and is treated as such.

The 2008-2009 SDSU Graduate Bulletin policy states:

Plagiarism is formal work publicly misrepresented as original; …. Work shall be deemed plagiarism: (1) when prior work of another has been demonstrated as the accessible source; (2) when substantial or material parts of the source have been literally or evasively appropriated (substance denoting quantity; matter denoting qualitative format or style); and (3) when the work lacks sufficient or unequivocal citation so as to indicate or imply that the work was neither a copy nor an imitation. This definition comprises oral, written, and crafted pieces. In short, if one purports to present an original piece but copies ideas word for word or by paraphrase, those ideas should be duly noted. (Lindley, 1952, Plagiarism and Originality)

The 2008-2009 Graduate Bulletin continues by stating:

San Diego State University is a publicly assisted institution legislatively empowered to certify competence and accomplishment in general and discrete categories of knowledge. The president and faculty of this university are therefore obligated not only to society at large but to the citizenry of the State of California to guarantee honest and substantive knowledge in those to whom they assign grades and whom they recommend for degrees. Wittingly or willfully to ignore or to allow students’ ascription of others’ work to themselves is to condone dishonesty, to deny the purpose of formal education, and to fail the public trust.

One of the primary objectives of higher education is to advance humanity by increasing and refining knowledge. Such an objective is therefore threatened by students who commit plagiarism, in which the evidence of the student’s knowledge is not genuine. Given the gravity of the offense, students suspected or accused of disregarding, concealing, aiding, or committing plagiarism must be assured of thorough, impartial and conclusive investigation of any such accusation. Likewise, students guilty of such an offense must be liable for an appropriate penalty, even severance from the University and in some cases revocation of an advanced degree, should the demonstrated plagiarism clearly call into question a student’s academic ethics, competence or accomplishments.

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1 San Diego State University Graduate Bulletin, 2008-2009, p. 35.
THE ACADEMIC DISHONESTY POLICY OF
THE SCHOOL OF COMMUNICATION

In any case in which an instructor identifies evidence for charging a student with violation of academic conduct standards or plagiarism, the presumption will be with that instructor’s determination. The instructor(s) will confer with the School Director to confirm the evidence. Once confirmed, the student will be informed and presented with the evidence. Some conditions and terms below clarify the School policy and procedure.

**Proper source attribution**: Proper attribution occurs by specifying the source of content or ideas. This is done by (a) providing quotation marks around text, when directly quoted, and (b) clearly designating the source of the text or information relied upon in an assignment.

**Intellectual contents**: Intellectual contents include all forms of ‘text’ produced by another person or persons. It includes: writings, course syllabi, course lectures and recordings of lectures, visual information such as models, videos, lyrics, software, etc.

**Secondary citations**: Secondary citation is not strictly a form of plagiarism, but in blatant forms, it can present similar ethical challenges. A secondary citation is citing source A, which in turn cites source B, but it is source B’s ideas or content that provide the basis for the claims the student intends to make in the assignment. For example, assume that there is an article by Jones (2006) in the student’s hands, in which there is a discussion or quotation of an article by Smith (1998). Assume further that what Smith seems to be saying is very important to the student’s analysis. In such a situation, the student should always try to locate the original Smith source. *In general, if an idea is important enough to discuss in an assignment, it is important enough to locate and cite the original source for that idea.* There are several reasons for these policies: (a) Authors sometimes commit citation errors, which might be replicated without knowing it; (b) Authors sometimes make interpretation errors, which might be ignorantly reinforced (c) Therefore, reliability of scholarly activity is made more difficult to assure and enforce; (d) By relying on only a few sources of review, the learning process is short-circuited, and the student’s own research competencies are diminished, which are integral to any liberal education; (e) By masking the actual sources of ideas, readers must second guess which sources come from which citations, making the readers’ own research more difficult; (f) By masking the origin of the information, the actual source of ideas is misrepresented. Some suggestions that assist with this principle:

- When the ideas Jones discusses are clearly attributed to, or unique to, Smith, then find the Smith source and citation.
- When the ideas Jones is discussing are historically associated more with Smith than with Jones, then find the Smith source and citation.
- In contrast, Jones is sometimes merely using Smith to back up what Jones is saying and believes, and is independently qualified to claim, whether or not Smith would have also said it; in such a case, citing Jones is sufficient.
- Never simply copy a series of citations at the end of a statement by Jones, and reproduce the reference list without actually going to look up what those references report—the only guarantee that claims are valid is for a student to read the original sources of those claims.

**Self-plagiarism**: Students often practice some form of ‘double-dipping,’ in which they write on a given topic across more than one course assignment. In general, there is nothing wrong with double-dipping topics or sources, but there is a problem with double-dipping exact and redundant text. It is common for scholars to write on the same topic across many publication outlets; this is part of developing expertise and the reputation of being a scholar on a topic. Scholars, however, are
not permitted to *repeat exact text* across papers or publications except when noted and attributed, as this wastes precious intellectual space with repetition and does a disservice to the particular source of original presentation by ‘diluting’ the value of the original presentation. Any time that a writer simply ‘cuts-and-pastes’ exact text from former papers into a new paper without proper attribution, it is a form of *self-plagiarism*. Consequently, a given paper should never be turned in to multiple classes. Entire paragraphs, or even sentences, should not be repeated word-for-word across course assignments. Each new writing assignment is precisely that, a new writing assignment, requiring new composition on the student’s part.

**Specific exemplary infractions and consequences:**

- **Course failure:** Reproducing a whole paper, paragraph, or large portions of unattributed materials without proper attribution, whether represented by: (a) multiple sentences, images, or portions of images; or (b) by percentage of assignment length, will result in assignment of an “F” in the course in which the infraction occurred, and a report to the Center for Student Rights and Responsibilities (CSRR²).
- **Assignment failure:** Reproducing a sentence or sentence fragment with no quotation marks, but with source citation, or subsets of visual images without source attribution, will *minimally* result in an “F” on the assignment, and may result in greater penalty, including a report to the CSRR, depending factors noted below.
- **Exacerbating conditions—Amount:** Evidence of infraction, even if fragmentary, is increased with a greater: (a) number of infractions; (b) distribution of infractions across an assignment; or (c) proportion of the assignment consisting of infractions.
- **Exacerbating conditions—Intent:** Evidence of foreknowledge and intent to deceive magnifies the seriousness of the offense and the grounds for official response. Plagiarism, whether ‘by accident’ or ‘by ignorance,’ still qualifies as plagiarism—it is all students’ responsibility to make sure their assignments are not committing the offense.
- **Exceptions:** Any exceptions to these policies will be considered on a case-by-case basis, and only under exceptional circumstances.

**Additional Stipulations for Graduate Students & GTAs:** If, following a review with a Communication graduate student, a faculty member and School Director determine academic dishonesty has occurred, the evidence will be submitted to the Center of Student Rights and Responsibilities (CSRR). The report “identifies the student who was found responsible, the general nature of the offense, the action taken, and a recommendation as to whether or not additional action should be considered by the campus judicial affairs office” (CSRR Website²). The student will be permitted to continue as a student in the Communication graduate program and as a Teaching Associate (if so assigned), until such time as CSRR due process has taken its course. If CSRR rules in favor of the student, the student’s status in the program will continue. If due process rules against the student, then the student will immediately be dropped from all classes in the Communication graduate program and any Teaching Associate position in the School will be terminated. Graduate students may voluntarily withdraw from classes and Teaching Associate duties when charges are brought forward. The School’s Director must be notified in writing. Students who voluntarily withdraw, notify the director in a timely manner, and who are subsequently found not guilty of plagiarism may be reinstated without prejudice at the start of the next semester.

**SafeAssign:** In most classes, major writing assignments will be turned in to *SafeAssign* via Blackboard. Faculty may use additional methods to detect plagiarism.

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² [http://csrr.sdsu.edu/academics1.html](http://csrr.sdsu.edu/academics1.html)