

Health News and Promotion

JOUR 7201/8201 301 and M50

Tuesday 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:

Reading and 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.

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.

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 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.

SEMINAR ASSIGNMENTS

There are three primary assignments in the course: 1) thought papers; 2) student discussion leaders; and, 3) final paper.

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.

Student Discussion Leaders

Students will work in pairs or small groups to lead weekly discussions of the assigned articles. Discussion leaders should bring 5-10 questions to pose to their peers in regard to that week's reading. Discussion leaders should aim for 45 to 60 minutes of discussion.

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.

Participation

An additional 50 points will be awarded to students for participating in class discussions and sharing in 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 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
Discussion Leader	25
Class Participation	25
Final Paper	200
Total	350

Course Readings

The readings can be found in our class Dropbox. You will be invited to join the Dropbox via University of Memphis email.

Weekly Schedule

June 3 Week 1	<i>Introduction and Overview</i>
June 10 Week 2	<i>Understanding health</i> <ul style="list-style-type: none"> • 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. • Bandura, A. (2004). Health promotion by social cognitive means. <i>Health Education & Behavior</i>, 31(2), 143-164. • Case study – condom use <p>Discussion leader: Dr. Erin Willis</p>
June 17 Week 3	<i>Health news and promotion</i> <ul style="list-style-type: none"> • <i>Theory at a Glance</i>, Part 2 – Theories and Applications (cont. reading from Week 1). • 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. • Tanner, A.H. (2004). Agenda building, source selection, and health news at local television stations. <i>Science Communication</i>, 25(4), 350-363. • Willis, E., Schauster, E., Rodgers, S., & Everett, K. (2014). Print newspaper advertising as a resource for tobacco control advocates: A content analysis of tobacco advertising, 2006-2010. <i>Newspaper Research Journal</i>, forthcoming.
<p>Thought paper (1) due by June 20th via email to enwillis@memphis.edu.</p>	
June 24 Week 4	<i>Framing of health issues</i> <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</i>, 15(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</i>, 9(3), 56-75. • Rock, M. (2005). Diabetes portrayals in North American print media: A qualitative and quantitative analysis. <i>American Journal of Public Health</i>, 95(10), 1832-1838.

	<ul style="list-style-type: none"> • 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.
July 1 Week 5	<p><i>Mass media health campaigns</i></p> <ul style="list-style-type: none"> • 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. • 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. • Case study – substance abuse
Thought paper (2) due by July 4th via email to enwillis@memphis.edu .	
July 8 Week 6	<p><i>Pharmaceutical advertising</i></p> <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. • Donohue, J.M., Cevasco, M., & Rosenthal, M.B. (2007). A decade of direct-to-consumer advertising of prescription drugs. <i>New England Journal of Medicine, 57</i>, 673-681. • Liang, B.A., & Mackey, T.K. (2011). Prevalence and global health implications in social media in direct-to-consumer drug advertising. <i>Journal of Medical Internet Research, 13</i>(3), e64. http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3222189/
July 15 Week 7	<p><i>Social determinants of health</i></p> <ul style="list-style-type: none"> • 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, 25</i>(3), 387-394. • Willis, E., Ham, C.D., & Rodgers, S. (2014). Social determinants of health and level of blame in health news reporting: General audience versus ethnic newspapers. <i>Newspaper Research Journal</i>, forthcoming. • Case study – MTV
July 22 Week 8	<p><i>The literature review</i></p>

July 29 Week 9	No class – finish final papers
August 5 Week 10	Students' final papers due Aug. 5 by 5 p.m. to enwillis@memphis.edu .