

COMM 315: Health Communication 4 Units

Fall 2020 – 11:00 AM -12:20 PM PCT

Section: 20368:

Location: Online via Zoom.

(Log into USC – then Recurring Zoom Link)

Instructor:

Robin Stevens, PhD, MPH

Associate Professor of Communication

Office Hours:

By appointment: <https://calendly.com/robin-stevens>

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I. Course Description

Health communication spans activities from in-person communication to technology based interventions and mass media campaigns. Health communication interventions are applied across a variety of health promotion and disease prevention activities. In this course, we will explore a variety of approaches to

using communication strategies to improve individual and population health. The course will provide an introduction to the theory, design, and evaluation of health communication programs. We will review and critique several health communication interventions. The course will also include a special emphasis on new media and technology, as well as developing practical skills for developing health communication programs.

Behavioral approaches to health communication; communication competencies in health care settings, theories of risky behaviors and behavioral change programs.

II. Student Learning Outcomes

1. Examine how social factors like racism, homophobia and oppression drive health disparities.
2. Describe behavior change and communication theories used to design effective health communications.
3. Identify strengths, weaknesses and effectiveness of health communication campaigns and programs.
4. Use digital research methods to assess public health discourse, public opinion, and relevant stakeholders.
5. Create a health communication effort that integrates effective design strategies.

Recommended Preparation: COMM 301

III. Required Readings and Supplementary Materials

Required Title: **Communicating about Health: Current Issues and Perspectives**

Author: Athena du Pre

Publisher: Oxford University Press

ISBN# 978-0190275686

Note: 5th edition is fine.

Readings and other materials will be posted on Blackboard

IV. Description and Assessment of Assignments & Assignment Submission Policy.

1. NEWS STORY REDUX EXERCISE: Students will edit a news story describing a health disparity to include relevant drivers of the disparity. *Due 9/1 via Blackboard.*

2. THEORY IDENTIFICATION EXERCISE: Students will screen an episode of the TV show *Grownish* and identify theoretical constructs from relevant behavior change theories. *Due 9/8 via Blackboard.*
3. DIGITAL MEDIA ANALYSIS PROJECT: Using a least two social media platform (i.e. twitter, Instagram, tumblr), follow and document the dominant discourses around a health topic of choice over time. You will begin by finding a relevant news event (anniversary, law change, court case, crime), and investigate the changes in social media around the topic before and after the event. *Due 9/15 via Blackboard.*

HEALTH COMMUNICATION PROJECT (3 Parts)

Students will develop a media based health communication intervention (e.g. PSA, campaign, social media intervention). Students should choose a topic with public health significance and of interest to them. Media is broadly defined and can include traditional media, print media, social media, or new media. Students will deliver proposals orally as well as in written reports. This project will include three graded components: project pitch in class, final presentation and paper.

IS THIS YOUR FIRST DRAFT?!?!



4. HEALTH COMM PROJECT PITCH. Each student will present a project proposal to the class. This is a working session to elucidate feedback from the class. The pitch should include background on the issue, theory and, most importantly, your approach. *Presented in class and uploaded to Blackboard by 9/29.*
5. FINAL MEDIA PRESENTATION. On the final days of class, students will showcase their media project and accompanying presentation. The presentation is 5-7 minutes and 3 minutes for Q & A. The presentation will be presented *in class on November 5th.*
6. HEALTH COMM PROJECT FINAL PAPER (7-10 pages). This paper will accompany the final project presented in class. The Final paper is *due November 17th.*
The paper should include:
 - Introduction/Statement of the Problem/ Significance as a public health issues. This should include the most recent statistics.
 - Literature review of previous health communication/advocacy interventions, or approaches and outcomes related to your issue.
 - Goal/Objective
 - Theoretical Framework
 - Health Communication Strategy
 - Target Audience Profile
 - Dissemination Strategy
 - Examples of Health Communication materials
 - Reference list of 10-15 current (last 10 years) references from peer-reviewed journals.
 - Paper should be 1-inch margins, 12-pt font and double spaced, AMA or APA style references (<http://www.amamanualofstyle.com/>).

Course Participation:

Participation in course discussion is required. Topics from the readings will be discussed extensively in class. **Please contact me** if you have challenges with turning on your camera during class, internet connectivity or time zone concerns. If you are ill, please take care of yourself and don't attend class.

V. Grading

a. Breakdown of Grade

Assignment	Points	% of Grade
News Story Redux Exercise	5	5%
Theory on TV Exercise	5	5%
Digital Media Map	25	25%
Final Project Preview & Feedback	5	5%
Final Project Presentation	20	20%
Final Project Paper	25	30%
Class Participation	10	10%
TOTAL	100	100%

b. Grading Scale

94 to 100%: A	80% to 83%: B-	67% to 69%: D+
90% to 93%: A-	77% to 79%: C+	64% to 66%: D
87% to 89%: B+	74% to 76%: C	60% to 63%: D-
84% to 86%: B	70% to 73%: C-	0% to 59%: F

c. Grading Standards

Letter Grade	Description
A	Excellent; demonstrates extraordinarily high achievement; comprehensive knowledge and understanding of subject matter; all expectations met and exceeded.
B	Good; moderately broad knowledge and understanding of subject matter; explicitly or implicitly demonstrates good, if not thorough understanding; only minor substantive shortcomings.
C	Satisfactory/Fair; reasonable knowledge and understanding of subject matter; most expectations are met; despite any shortcomings, demonstrates basic level of understanding.
D	Marginal; minimal knowledge and understanding of subject matter; more than one significant shortcoming; deficiencies indicate only the most rudimentary level of understanding.
F	Failing; unacceptably low level of knowledge and understanding of subject matter; deficiencies indicate lack of understanding.

d. Grading Timeline

Grading Timeframe and Missing or Inaccurate Score Inquiries/Disputes

For effective learning, students should receive timely feedback on assignments and exams. Therefore, every attempt will be made to grade assignments/exams and post grades within two weeks. Scores for all assignments and exams are regularly updated on Blackboard. You are responsible for notifying the Instructor **within one (1) week** of a score posting if you think a score is missing or inaccurate. Moreover, you only have this period of time to contest a score on an assignment/exam. If you fail to inquire/notify us

of any discrepancy, missing score, or contest a score within one week of the date the score is posted, no further changes will be made.

Late Assignments

Please take a few minutes to look ahead on the syllabus and review your other course assignments to see when you might have multiple deadlines and plan ahead. Every member of the class is entitled to one 36-hour extension, no questions asked. **Why? Life Happens.**

You may use this extension for any assignment except the final project. When you submit the assignment on Canvas, please note in the comment box that you are using the extension.

Other than the use of this extension, for every day that an assignment is late, one ½ letter grade will be deducted. No explanation is needed.

VI. Course Schedule: A Weekly Breakdown

Important note to students: Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class and events, where relevant. Students should consult the Registration Calendar for dates regarding add/drop deadlines, fees, grading options, etc.

	DATE	TOPIC	MATERIALS/READINGS
WEEK 1	8/18	Introduction & Overview	
	8/20	What & Why Health Communication?	Communication about Health textbook (CAH), Chapters 1 & 2 (exclude health insurance unless you are intrigued)
			How to Read a Scholarly Journal Article (youtube channel)
WEEK 2	8/25	Digital Health & Technology	CAH Chapter 9; Stevens, R. , *Bonett, S, Bannon, J, *Chittamuru, D., Slaff, B., *Browne, S.K., *Huang, S., Bauermeister, J. (2020) <i>Association Between HIV-Related Tweets and HIV Incidence in the United States: Infodemiology Study</i> . Journal of Medical Internet Research;22(6):e17196,
			Chicago Public Schools Monitored Social Media for Signs of Violence, Gang Membership https://www.propublica.org/article/chicago-public-schools-social-media-monitoring-violence-gangs
			DIG DEEPER: Patton, D. U., Brunton, D. W., Dixon, A., Miller, R. J., Leonard, P., & Hackman, R. (2017). Stop and frisk online: theorizing everyday racism in digital policing in the use of social media for identification of criminal conduct and associations. <i>Social Media+ Society</i> , 3(3), 2056305117733344.
	8/27	Identity & Race & Culture-	CAH Chapter 6 & 7 Wezerk, G. 2020 NYT - Racism's Hidden Toll https://www.nytimes.com/interactive/2020/08/11/opinion/us-coronavirus-black-mortality.html
WEEK 3	9/1	Communicating about Race & Health	Freimuth, Vicki S.; Sandra Crouse Quinn (December 2004). "The Contributions of Health Communication to Eliminating Health Disparities". <i>American Journal of Public Health</i> . 94 (12): 2053–2055.
		News Story Redo Due	Cogburn, C. D. (2019). Culture, race, and health: implications for racial inequities and population health. <i>The Milbank Quarterly</i> , 97(3), 736-761.
	9/3	Behavior Change Theory	CAH: Chapter 14

			Fishbein, M., & Yzer, M. C. (2003). Using Theory to Design Effective Health Behavior Interventions. <i>Communication Theory</i> , 13(2), 164-183.
WEEK 4	9/8	Behavior Change Theory	CAH: Chapter 14
		TV Theory Assignment Due	Theory at A Glance (reference)
	9/10	Behavior Change Theory	CAH: Chapter 14
WEEK 5	9/15	Public Health Campaigns, Overview	CAH: Chapter 13
		Social Media Map Due	Matthew C. Farrelly, Cheryl G. Heaton, Kevin C. Davis, Peter Messeri, James C. Hersey, M. Lyndon Haviland, "Getting to the Truth: Evaluating National Tobacco Countermarketing Campaigns", <i>American Journal of Public Health</i> 92, no. 6 (June 1, 2002): pp. 901-907.
	9/17	Health Campaigns	Kwate, N.O.A. "Racism Still Exists" <i>J Urban Health</i> (2014) 91: 851.; http://racismstillexists.tumblr.com/
WEEK 6	9/22	Health Campaigns: Message Characteristics	Erceg-Hurn, David M. (August 7, 2008). "Drugs, Money, and Graphic Ads: A Critical Review of the Montana Meth Project". <i>Prevention Science</i> . 9 (4): 256–263.
	9/24	Health Campaigns: Message Characteristics	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-S264.
WEEK 7	9/29	Project Pitches	
		Initial Pitches Due	
	10/1	Project Pitches	
WEEK 8	10/6	Community Level Change & Diffusion	Martins MC, Diaz JE, Valino R, et al. Havens of risks or resources? A study of two Latino neighborhoods in New York City. <i>J Urban Health</i> 2014;91:477-488.
			CAH Chapter 11;
	10/8	Edutainment	Rogers, E. M. (1994). Elements of diffusion. In <i>Diffusion of Innovations</i> . New York: Free Press (pp. 1-37)
WEEK 9	10/13	Edutainment	Wang, H., & Singhal, A. (2016). <u>East Los High: Transmedia edutainment to promote the sexual and reproductive health of young Latina/o Americans</u> . <i>American Journal of Public Health</i> , 106, 1002-1010.
	10/15	Media Advocacy, Digital Activism	CAH, Chapter 15
			<u>The Second Act of Social-Media Activism</u> <u>Has the Internet become better at mediating change?</u> , By Jane Hu
WEEK 10	10/20	Advertising	CAH , Chapter 11;
			Stevens, R., & Hornik, R. (2014). AIDS in Black & White: The influence of newspaper coverage of HIV/AIDS on HIV/AIDS testing among African Americans and White Americans, 1993-2007. <i>Journal of Health Communication</i> , 19(8), 893-906.
	10/22	News Coverage & Advertising	Cohen, Cathy, <i>The Boundaries of Blackness: AIDS and the Breakdown of Black Politics</i> (Chicago: University of Chicago Press, 1999)., Chapter 1, 3, 5
WEEK 11	10/27		Check In / Catch Up
	10/29	Patient Provider	CAH Chapters 3-5 (read sections of personal interest)

			Smedley, B. D., Stith, A. Y., & Nelson, A. R. (2003). Patient-provider communication: the effect of race and ethnicity on process and outcomes of healthcare. Martin, Nina & Montague, Renne "Black Mothers Keep Dying After Giving Birth. Shalon Irving's Story Explains Why" 12/2017, NPR/ProPublica Annie Waldman, How Hospitals are failing black mothers, 12/27/2017 - ProPublica
WEEK 12	11/3	No Class	CAH Chapter 12
		Election Day	
	11/5	Final Presentations	In Class
WEEK 13	11/10	Final Presentations	In Class
	11/12	Wrap Up & Evaluations	
FINALS WEEK	11/17	Final Papers Due	Submit via Blackboard

VII. Policies and Procedures

Additional Policies

Communication

I am best reached via email or by zoom appointment (<https://calendly.com/robin-stevens>). https://youtu.be/yQq1-_ujXrM.

I do not expect you to have your camera on during individual zoom meetings.

I do not respond to emails during evenings and weekends, nor do I expect this of you.

Statement on Academic Conduct and Support Systems

Academic Integrity Policy:

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on **Campus Safety and Emergency Preparedness**.

Support Systems: Life is hard.

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call studenthealth.usc.edu/sexual-assault
 Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776 dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710 - campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101 - diversity.usc.edu

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, *HSC:* (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, *HSC:* (323) 442-120 – 24/7 on call
dps.usc.edu

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

Breaking Bread Program [undergraduate students only]

<https://undergrad.usc.edu/faculty/bread/>

The Breaking Bread Program is designed to provide individual undergraduate students with an opportunity to meet and have scholarly discussions with faculty members outside of the normal classroom setting. Through this program, students and faculty enjoy good company and great conversation by literally “breaking bread” over a meal together and USC will pick up the tab! Your meal event can take place anywhere outside of the normal classroom setting. Your venue can be a restaurant or eatery on or off-campus

