

## ADV322/PR322/ADV391K: HEALTH COMMUNICATION - MESSAGES, CAMPAIGNS, AND THE MEDIA

Spring 2019

• M W 2:00-3:30pm

• CMA 3.120

**Professor: Michael Mackert, Ph.D.**

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Office Hours: Thursdays 10:30am-12:00pm (or by appointment)

### COURSE OBJECTIVES

There are three primary areas to be covered for this health communication course:

1. **A discussion of health communication theories.** Basic health communication theories, such as the Health Belief Model and Theory of Planned Behavior, will be covered as useful frameworks for approaching the design of health communication campaigns. Other fundamental concepts, such as health literacy, will also be discussed.
2. **Instruction in health communication campaign design.** This course will also cover the effective development of health communication campaigns. This will range from the process of formative research to developing messages to evaluating campaign effectiveness.
3. **A review of health communication in the media and trends in health communication.** This will include health information in different media (traditional mass media vs. new digital media), embedding of health messages in popular media (e.g., *Grey's Anatomy*), health-oriented advertising (e.g., direct-to-consumer prescription drug advertising), and coverage of media controversies related to health (e.g., the link between vaccines and autism).

The overall objective for the course is to introduce students to a range of health communication topics, supplementing existing health and communication knowledge with new contexts and communication techniques. The course will also provide practical experience designing health communication campaigns, including strategies for evaluating the success of those campaigns.

### COURSE MATERIALS

There is one required book for this class: *Designing Effective Health Messages* (Mackert, Lazard, and Love). Additional readings and materials will be posted to Canvas. Some class discussions will be driven by materials – ads, articles, etc. – generated by the class.

While it is not required reading for the class, I always highly recommend Jon Steel's *Perfect Pitch*. It is an extremely useful book about making presentations and winning new business. It will be useful not only for the presentations in this class, but for presentations you make in other classes and as you move forward with your careers.

## COURSE GRADING

In general, team members receive the same grades for group exercises and projects. The individual project offers a chance for personal distinction, since you will have time to work on it and can use essentially all the resources at your command. Plus/minus grades will be assigned for the final grade.

The assignments for this class include:

- **Crash Exercises:** These will be short (2-day) exercises conducted in conjunction with clients.
- **Team Projects:** These longer-term team projects will involve solving communication problems for clients.
- **Individual Paper:** An individual paper will challenge you to determine your personal approach to health communication and what it means for your future education and career.
- **Class Participation:** Your participation in class – during in-class exercises and discussions – is an important element of completing the class. It is important to show up prepared for class discussions, and effective participation includes balancing of quality and quantity.
- **Peer Evaluations:** Your teammates will evaluate your performance for the class. Their evaluations will be averaged and included as a component of your final grade.

Assignment	Weight
Crash Exercise #1	5%
Crash Exercise #2	10%
Team Project #1	20%
Team Project #2	25%
Individual Paper	20%
Class Participation	15%
Peer Evaluations	5%

Letter Grade	Number Grade
A	93-100
A-	90-92.9
B+	87-.89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	66-69.9
D	63-66.9
D-	60-62.9

## COURSE SCHEDULE

It is expected readings for each class day have been read prior to attending class. Additional materials will be provided in class and on Canvas. The class schedule is subject to change.

DATE	TOPICS	NOTES/READINGS
1/23	Course Overview and Introductions	First day of class will start at 2:45.
1/28	Models of Individual Health Behavior	<i>Designing Effective Health Messages</i> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Theories: Tools for Solving Problems</li> </ul>
1/30	Models of Interpersonal and Group Behavior	
2/4	Health Literacy	<i>Designing Effective Health Messages</i> <ul style="list-style-type: none"> <li>• Principles of Clear Communication</li> </ul>
2/6	Intercultural Issues in Health Communication	
2/11	Planning and Strategy Development	<i>Designing Effective Health Messages</i> <ul style="list-style-type: none"> <li>• Campaign Development Process</li> </ul>
2/13	Developing and Pre-testing Concepts and Messages	
2/18	Account Planning and the User-Based Approach	<i>Designing Effective Health Messages</i> <ul style="list-style-type: none"> <li>• Account Planning</li> </ul>
2/20	Crash Exercise #1 Launch	
2/25	Crash Exercise #1 Presentations	
2/27	Crash Exercise #1 Review Case Studies in Health Communication	<i>Designing Effective Health Messages</i> <ul style="list-style-type: none"> <li>• Section 3: Case studies</li> </ul>
3/4	Team Project #1 Consultations	
3/6	Team Project #1 Consultations	
3/11	Team Project #1 Presentations	
3/13	Team Project #1 Presentations	
3/18	NO CLASS: SPRING BREAK	
3/20	NO CLASS: SPRING BREAK	
3/25	Team Project #1 Review Implementing a Program and Assessing Effectiveness	
3/27	Direct-to-Consumer Drug Advertising	
4/1	Health Journalism Media Depictions of Health and the Healthcare System	
4/3	Digital and Social Health Communication	
4/8	Guest Lecture TBD Health Communication Office Hours	
4/10	Crash Exercise #2 Launch	
4/15	Crash Exercise #2 Presentations	
4/17	Crash Exercise #2 Review	

	Public Health, Social Marketing, and Ethics	
4/22	Guest Lecture TBD Health Communication Office Hours	
4/24	Team Project #2: Consultations	
4/29	Team Project #2: Consultations	
5/1	Team Project 2 Presentations	
5/6	Team Project 2 Presentations	
5/8	Selling Yourself as a Health Communication Problem Solver & Wrapping Up	<i>Designing Effective Health Messages</i> <ul style="list-style-type: none"> <li>• Conclusion</li> </ul>

### **RELIGIOUS HOLY DAYS OBSERVANCE POLICY**

The Texas Education Code specifies that an institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

Visit <http://www.utexas.edu/student/registrar/catalogs/gi03-04/ch4/ch4g.html#attendance> for more.

### **STUDENTS WITH DISABILITIES**

Please notify your instructor of any modification/adaptation you may require to accommodate a disability-related need. You will be requested to provide documentation to the Dean of Student's Office in order that the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities.

Visit <http://www.utexas.edu/diversity/ddce/ssd/> for more.

### **POLICY ON SCHOLASTIC DISHONESTY**

The University defines academic dishonesty as cheating, plagiarism, unauthorized collaboration, falsifying academic records, and any act designed to avoid participating honestly in the learning process. Scholastic dishonesty also includes, but is not limited to, providing false or misleading information to receive a postponement or an extension on a test, quiz, or other assignment, and submission of essentially the same written assignment for two courses without the prior permission of the instructor. By accepting this syllabus, you have agreed to these guidelines and must adhere to them. Scholastic dishonesty damages both the student's learning experience and readiness for the future demands of a work-career. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

Visit [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php) for more.