

updated Sept. 16, 2010

Health Communication

(Course Outline)



JXP 5807H 2010 Fall Semester

Jointly offered by Exercise Science & Dalla Lana School of Public Health

Instructors:

Margaret MacNeill, B.PHE., M.A., Ph.D.
Larry Hershfield, M.A. (Psych)

Time: Fridays 9 a.m. to 12 noon

Location of classes:

Athletic Centre, Benson Wing, Room 304: 55 Harbord Street
Note: Student card is required for swipe access to building.

Contact information:

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Email: margaret.macneill@utoronto.ca

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Director, The Health Communication Unit, Centre for Health Promotion

Phone: 416-978-0585
Office: 155 College St., 5th Floor, Room 500

Email: hershfield.larry@utoronto.ca

Course Overview

1. COURSE OBJECTIVES

After participation in lectures, professional networking, group discussions, critique of scientific and professional literature, and health campaign analysis, students will:

- i. Acquire a broad understanding of health communication theory, methods, and professional practice;
- ii. Be able to critically assess any health communication initiative with respect to:
 - a) underlying health communication and media studies theory,
 - b) best practices, approaches, values and ethics of health promotion, and
 - c) questions of scientific accuracy and discourse.
- iii. Develop the skills to identify and plan health communication actions, including campaigns.

2. CONCEPTUAL FRAMEWORK

This interdisciplinary course will examine a variety of approaches and actions that inform health communication initiatives, including behavioural, sociological and critical cultural studies approaches. The course will be structured around the objectives, channels, messages, visions of the audience, and components of health communication types such as:

- social marketing of health
- media advocacy
- Web 2.0, eHealth, on-line health communication
- risk communication
- entertainment education
- communication for social change.

3. COURSE ORGANIZATION

JXS 5807 is organized into three sections:

- i. The first section is devoted to exploring a wide range of health communication theories, methods and related tools required for assessing health communication initiatives;
- ii. The second section is comprised of a series of lectures and case studies devoted to a variety of health communication types, and
- iii. The third section of the course is devoted to student presentations of their analyses of health communication campaigns.

Generally, each week may consist of:

- Interactive lecture by co-instructors
- Review of student blogosphere regarding assigned communication piece
- Guest lecture from a professional in the field
- Discussion and application of assigned readings,
- Identification of useful health communication tools and resources, and
- Discussion of assignments.

4. COURSE REQUIREMENTS

Students will be expected to complete the following written assignments and presentations:

- 20% Health News Analysis (written critique and presentation): Oct. 8, 2010
- 30% Written analysis of major health communication campaign: Dec. 3, 2010
- 15% Presentation of health campaign analysis: Nov. 26 or Dec. 3, 2010
- 15% Class participation in discussions and debate about topics and readings
- 20% Blog (minimum 4 contributions x 5% each before last class of the semester)

5. REQUIRED READINGS

A reading list containing links to online articles available at UT libraries is posted on the course Blackboard. These readings are also listed later in this course outline.

6. JXP 5807 WEEKLY TOPICS

Sept. 17	Week 1:	Introduction to Health Communication
Sept. 24	Week 2:	Behavioral and Critical Approaches to Health Com
Oct. 1	Week 3:	Risk Communication
Oct. 8	Week 4:	Health News Framing and Analysis: Presentations
Oct. 15	Week 5:	Media Advocacy: Part 1
Oct. 22	Week 6:	Media Advocacy: Part 1I
Oct. 29	Week 7:	Communication for Social Change
Nov. 5	Week 8:	Social Marketing of Health I
Nov. 12	Week 9:	E-Health and Cybermedicalization
Nov. 19	Week 10:	Social Marketing of Health II
Nov. 26	Week 11:	Health Campaign Analysis: Student Presentations
Dec. 3	Week 12:	Health Campaign Analysis: Student Presentations

7. ASSIGNMENT OVERVIEW

20% **Health News Analysis (written critique and presentation)**

Due: Oct. 8, 2010

Assignment:

Analyze the social construction and framing of any health news story published by a news organization on any date after September 15, 2010. Deploy a communication theory and concept of news framing/representation to conduct your analysis. The news format may be print-based or broadcast format. Include a hard copy of your news article as an appendix. Sources may be online, broadsheet or tabloid newspaper, magazine, radio or television. Include a transcript of the verbal commentary as an appendix if your news item is broadcast.

Written Format: 5-6 pages, double spaced (not including cover page, references and copy of news clipping, broadcast or web transcript).

Suggested Organization:

- Cover page
- Introduction to social construction and framing
- Brief review of peer reviewed research on the health news topic
- Analysis & discussion of health news article
- Conclusion (could include recommendations for journalistic practice, editorial policy, health advocacy, and/or audience media literacy)
- References
- Appendix containing article, web, transcript or submit tape/disk of broadcast

Class Presentation: 10-15 minutes (bring copies of article for entire class).

30% **Written analysis of a health communication campaign**

Due: 3 December 2010. This may be a group project.

Assignment: Critically analyze a local and current public health campaign promoting health. Your detailed analysis of the health communication campaign will include an examination of the campaign's theoretical and evidence foundation, planning and execution by the organization.

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Format: Academic essay (suggested organization: introduction, thesis or purpose, review of literature, method of analysis, results, discussion, conclusion and recommendations, references, appendix with campaign copy). See end of outline for further information.

Length: 12-15 double spaced pages, plus references, endnotes, & appendix. Group projects will negotiate a longer assignment with MacNeill.

Option: Write a 10 page analysis of a campaign (20%) plus produce a PSA that redresses the limitations of the campaign you critique (10%).

See pages 19-20 for further details

15% Presentation of health campaign analysis

Presentation dates: Nov. 26 or Dec. 3, 2010.

Length: 20 minute presentation plus 10 minutes of discussion with class.

20% Blog Contribution (4 comments x 5%)

A blog (short form for "web log") will be open to our class on the JXP 5807 Blackboard site.

Due: Ongoing submissions to be posted by Dec 3, 2010

Assignment:

The course instructors will start five threads on the blog linked to a specific health communication piece. Students will contribute a minimum of **four** "comments" about any of the 5 threads on the class blog this semester. To be included in our blogosphere discussion in class, blogs should be posted by Thursday morning for the Friday class.

Format:

A wide array of writing styles is acceptable on blogs (including poetic).

Each response should

1. Assess the communication piece presented
2. Use at least one health communication concept as a "lens" to do so
3. On the basis of this assessment, recommend what practitioners ought do in response to the piece appearing in the mediascape
4. Students cannot use the same "lens" twice, that is, not use the same theoretical framework/model more than once

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5. Students are encouraged to use material from the weekly readings
6. Can add links to other related texts, images, graphs to illustrate.

Length:

Each of the **four** comments should be at least **250 words** and be posted at least **24 hours** before the class in which the featured media piece will be discussed.

15% Class participation (informed participation)

Students are expected to arrive at class ready to discuss, debate and apply new knowledge from assigned readings, course content, and your ongoing research. Students are encouraged to infuse current media and professional issues, experiences and knowledge into class discussions and into dialogue with guests. Students are welcome to extend class discussions by blogging about readings on the JXP 5807 Blackboard discussion board.

Assignment Late Penalty:

Late written assignments will be deducted one half of a mark per weekday of lateness (no penalties will apply to late assignments caused by medical or other unavoidable documented emergencies). Missed presentations and late assignments will require petition for rescheduling.

JXP 5807 Weekly Topics and Readings

Week 1: September 17, 2010

Introduction to Health Communication & Literacy

Required Reading: Review the full course outline.

There are no required e-journal articles in this first week.

The "required" readings can be downloaded from UT library website (links will be posted on our Blackboard portal site for each JXP 5807 module). Each weekly module also has a list of supplementary readings suggested for those wanting to explore the topic further.

Suggested Surfing:

- JXP 5807 Blackboard site on the UT Portal.
- Health Communication Wiki: <http://healthcomm.wetpaint.com/>
- The Communication Initiative: <http://www.comminit.com/changetheories.html>
- THCU web: The Health Communication Unit (1998). *Overview of Health Communication*

Campaigns: www.thcu.ca

Supplementary Readings:

- Dozier, D.M., & Grunig, J.E. (2001), Public relations as communication campaign. In E.R. Rice, & C.K. Atkin, (Eds.) *Public communication campaigns* (3rd ed.), pp. 231-248. Thousand Oaks, CA: Sage.
- Backer, T., Rogers, E., & Sopory, P. (1992). *Designing health communication campaigns: What works?* Newbury Park, CA: Sage Publications.
- Egger, G., Dovnovan, R., & Spark, R. (1993). Background to the use of media in health promotion, *Health and the Media*, pp. 3-13. Sydney: McGraw-Hill.
- Flora, J., Maibach, E., & Maccoby, N. (1989). The role of media across four levels of health promotion intervention. *Annual Review of Public Health, 10, 191-201*.
- Guttman, N., and Ressler, W.H. (2001). On being responsible: Ethical issues in appeals to personal responsibility in health campaigns, *Journal of Health Communication*, volume 6, pp. 117-136.
- Hargreaves, I., Lewis, J., & Speers, T. Towards a Better Map: Science, the public and the media. Read "Science and the News: An Overview" section, pp. 9-28. Online: <http://www.esrc.ac.uk/esrccontent/DownloadDocs/Mapdocfinal.pdf>
- Hyndman, B. (1995). Health communication and community mobilization: complementary strategies for health promotion. Toronto: The Health Communication Unit at the Centre for Health Promotion.
- Institute of Medicine of the National Academies. (2002). Health communication campaigns exemplar, *Speaking of health*, pp. 76-126. Washington: The National Academies Press.
- Maibach & Holtgrave (1995). Advances in public health communication. *Annual Review of Public Health, 16, 219-238*.
- Maibach et al (1996). Translating health psychology into effective health communication: The American healthstyles audience segmentation project. *Journal of Health Psychology, 1(3), 261-277*.
- Maibach, E., Maxfield, A. Ladin, K., & Slater, M. (1996). Translating health psychology into effective health communication: the American healthstyles audience segmentation project. *Journal of health psychology, 1(3), p. 261-277*.
- McAlister, A. (1995). Behavioral journalism: beyond the marketing model for health communication. *American journal of health promotion, 9(6), p. 417-420*.
- Noar (2006). A 10-year retrospective of research in health mass media campaigns: Where do we go from here? *Journal of Health Communication, 11, 21-42*.
- Rootman, I., & Ronson, B. Literacy in health research in Canada: Where have we been and where should we go?. (2005). *Canadian Journal of Public Health, 96(Sup 2), S62-S97*.

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Parrott, R. (2004). Emphasizing "Communication" in Health Communication, *Journal of Communication*, December, 751-787.

Slater, M.D. (1995) Choosing audience segmentation strategies and methods for health communication. In Maibach and Parrott (Eds.), *Designing health messages: Approaches from communication theory and public health practice*, pp. 186-198.

Southwell, B. (2009). Health communication as interdisciplinary intersection rather than separate field, *Journal of Health and Mass Communication*, 1(1/2), 8-11.

Week 2: September 24, 2010

Behavioural and Critical Approaches to Health Communication

Required Readings:

Cappella, J.N. (2006). Integrating message effects and behavior change theories: Organizing comments and unanswered questions. *Journal of Communication*, 56, S265-S279.

Craig, R.T. (1999). Communication theory as a field. *Communication Theory*, 9(2), 119-161.

Cockerham, W.C. (2005). Health lifestyle theory and the convergence of agency and structure. *Journal of Health and Social Behavior*, 46(1), 51-67.

Fishbein, M., & Cappella, J. (2006). The role of theory in developing effective health communications. *Journal of Communication*, 56, S1-S17.

Supplementary Readings:

Atkin, C. (2001). Theory and principles of media health campaign. In E.R. Rice, & C.K. Atkin, (Eds.) *Public communication campaigns* (3rd ed.), pp. 49-68. Thousand Oaks, CA: Sage. ISBN 0-7619-2206-7

Atkin, C. & Atkin, E.B. (1990). Issues and initiatives in communicating health information. In C. Atkin & L. Wallack, (Eds). *Mass communication and public health: Complexities and conflict*, pp. 13-40. Newbury Park, CA: Sage Publication.

Babrow, A.S., & Mattson, M. (2003). "Theorizing about health communication". In T.L. Thompson, T.L., A. Dorsey, K. Miller, & R. Parrott (Eds.), *Handbook of Health Communication*, pp. 35-61. NJ: Lawrence Erlbaum Associates Ltd. Library: Gerstein Science Library: **Call number R118 .H26 2003X**

Barker, C. An introduction to cultural studies, *Cultural Studies: Theory and Practice*, pp. 3-31. London: Sage.

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- Brooks, R., & Holbrook, B. (1998). 'Mad cows and Englishmen': Gender implications of news reporting on the British beef crisis. In C. Carter, G. Branston, & S. Allan, *News, Gender and Power*, pp. 174-185. London: Routledge.
- Curran, J., Gurevitch, M., & Woollacott, J. (1982). "The study of the media: Theoretical approaches", pp. 11-29, in M. Gurevitch, T. Bennett, J. Curran & J. Woollacott (Eds.), *Culture, Society and the Media*. London: Methuen.
- Dyer, G. (1982). Semiotics and ideology, *Advertising as Communication*. London: Methuen, pp. 114-138.
- Ferguson, T. (1991). The health-activated, health-responsible consumer. In A. Rees (Ed.). *Managing consumer health information services*. Arizona: Oryx Press.
- Freund, P.E.S., & McGuire, M.B. (1999). The social construction of medical knowledge, *Health, illness and the social body: A critical sociology*, pp. 188-216. New Jersey: Prentice Hall.
- Gard, M. and Wright, J. (2005). Obesity science for the people, *The Obesity Epidemic: Science, Morality and the Ideology*, 126-152. London and New York: Routledge.
- Hall, S. (1997). The work of representation. In S. Hall (Ed.), *Representation: Cultural Representations and Signifying Practices*, pp. 13-64. London: Sage.
- Kar, S.B, Alcalay, R., with Alex, S. (2001). Communicating with Multicultural Populations. In S.B. Kar & R. Alcalay, *Health Communication: A Multicultural Perspective*, pp. 109-137. London: Sage. Library: Gerstein call number: RA 423.2.H42 2001X Gerst)
- Kline, K, (2006). A decade of research on health content in the media: The focus of health challenges and sociocultural context and attendant informational and ideological problems. *Journal of Health Communication*, 11, 43-59.
- Knuf, J. & Caughlin, J. (1993). Weighty issues: Semiotic notes on dieting as a secular ritual. *Health Communication*, 5(3), 161-179.
- Maibach, E. & Holtgrave, D. (1995). Advances in public health communication. *Annual review of public health*, 16, pp. 219-238.
- O'Sullivan, T., Hartley, J, Saunders, D., Montgomery, M. & Fiske, J. (1994). *Key Concepts in Communication and Cultural Studies*, 2nd Edition. New York: Routledge.
- Payne, M. (Ed.). (1997). *A Dictionary of Cultural and Critical Studies*. Oxford: Blackwell.
- Renaud, L. (2006). A model of mechanisms underlying the influence of media on health behaviour norm, *Canadian Journal of Public Health*, 97(2), p. 149-152.
- Seale, C. (2002). Media health and every day life (pp. 1-24), The forms of media health (pp. 25-43), *Media and Health*. London: Sage. Library: Robarts call number P96 .H43 S425 2002
- Seedhouse, D. (1997). The political taproots of health promotion, *Health Promotion: Philosophy*,

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Prejudice and Practice, pp. 83-101. New York: John Wiley and Sons.

Turner, B. (1997). From governmentality to risk: Some reflections on Foucault's Contribution to medical sociology. In A. Petersen & R. Bunton, *Foucault: Health and Medicine*, pp. xi-xxi. London: Routledge.

Wallack, L. Mass media and health promotion: Promise, problem and challenge, In C. Atkin & L. Wallack, (Eds). *Mass communication and public health: Complexities and conflict*, pp. 41-51. Newbury Park, CA: Sage Publications.

Week 3: October 1, 2010

Risk Communication

Required Readings:

Leung, C., & Guan, J. (June 2004). Yellow Peril Revisited: Impact of SARS in the Chinese and SE Asian Canadian Communities. Available online at:
<http://ccnc.ca/sars/SARS%20Research%20Final%20Report.pdf>

Petts, J, Horlick-Jones, T., & Murdock, G. Social amplification, the media and the public: Background, pp. 1-12. *Social Amplification of Risk: The Media & the Public*. Available online, Health and Safety Executive. Available online:
http://www.hse.gov.uk/research/crr_pdf/2001/crr01329.pdf

Seeger, M.W., & Reynolds, B. (2008). Crisis communication and the public health. In Seeger, M.W., Sellnew, T., & Ulmer, R.L. (Eds.). (2008). *Crisis Communication and the Public Health*, pp. 3-20. . Cresshill, NJ: Hampton Press. [** or another article as assigned by guest speaker Matt Seeger this week: Gerstein: RA 423.2.C75 2008x]

Wallis, P. & Nerlich, B. (2005). Disease metaphors in new epidemics: The UK media framing of the 2003 SARS epidemic, *Social Science and Medicine*, 60, 2629-2639.

Supplementary Readings:

Bennett, P. (1999). Understanding responses to risk: Some basic findings. In P. Bennett and K. Calman (Eds), *Risk Communication and Public Health*, pp. 3-19. Oxford: Oxford University Press. Library: Gerstein call number RA 423.2.R55 1999x

Branston, G., & Stafford, R. (2006). Audiences, *The Media Student's Book*, pp. 268-295. London: Routledge.

Brown, W.J., & Basil, M.D. (1995). Media celebrities and public health: Responses to 'Magic' Johnson's HIV disclosure and its impact on AIDS risk and high-risk behaviours, *Health Communication*, 7(4), 371-370.

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- Covello, V., Peters, R.G., Wojtecki, J.G., & Hyde, R.C. (2001). Risk Communication, The West Nile Virus Epidemic, and Bioterrorism, *Journal of Urban Health*, 78(2), 382-391.
- Fox, N. (1999). Postmodern reflection on 'risk', 'hazards' and life choices. In D. Lupton (Ed.) *Risk and Sociocultural Theory: New Directions and Perspectives*, pp. 12-33. Cambridge: Cambridge University Press.
- Friedman, S.M., Dunwoody, S., & Rogers, C. (1999). *Communicating uncertainty: Media coverage of new and controversial science*. Mahwah, NJ: Lawrence Erlbaum.
- Gwyn, R. (2002). Media, expert opinion and health scares, *Communicating Health and Illness*, pp. 92-119. London: Sage. Library: Gerstein call number R118.G98 2002.
- Holtgrave, D., Tinsley, B.J., & Kay, L.S. (1995). Encouraging risk reduction: A decision making approach to message design. In Maibach and Parrott (Eds.), *Designing health messages: Approaches from communication theory and public health practice*, pp. 24-40.
- Kahlor et al. (2003). Studying heuristic-systematic processing of risk communication. *Risk Analysis*, 23(2), 355-368.
- Kasperson, J.X., Kasperson, R.E., Pigeon, N, Slovic, P. (2003). The social amplification of risk: Assessing fifteen years of research and theory. In N. Pigeon, R.E. Kasperson, & P. Slovic, *The Social Amplification of Risk*, pp. 13-46. Cambridge: Cambridge University Press. Library: Robarts: call number HM 1101.S63 2003.
- Stephenson, M & Witte, K. (2001). Creating fear in a risky world: Generating effective health risk messages. In E.R. Rice, & C.K. Atkin, (Eds.) *Public communication campaigns* (3rd ed.), pp. 88-102. Thousand Oaks, CA: Sage.
- Langford, I.H., Marris, C., and O'Riordan, T. (1999), Public reactions to risk: Social structures, images of science and the role of trust. In P. Bennett and K. Calman, *Risk communication and public health*, pp. 33-50. Toronto: Oxford University Press. Library: Gerstein call number RA 423.2.R55 1999x
- Leiss, W. (1994). Risk communication and public knowledge. In D. Crowley & D. Mitchell, *Communication Theory Today*, pp. 127-139. Sanford, CA: Standford University Press.
- Lum, M., Tinker, T. (1994). *A Primer on Health Risk Communication Principles and Practices*. U.S. Department of Health and Human Services.
- McComas (2006). Defining moments in risk communication research: 1996-2005. *Journal of Health Communication*, 11, 75-91.
- Murdoch, G., Petts, J., Horlick-Jones, T. (2003). "After amplification: rethinking the role of the media in risk communication". In N. Pigeon, R.E. Kasperson, & P. Slovic, *The Social Amplification of Risk*, pp. 156-178. Cambridge: Cambridge University Press.
- Willis, J., with Okunade, A.A. (1997). The Field of Risk Communication. *Reporting on Risks: The Practice and Ethics of Health and Safety Communication*, pp. 1-15. London: Praeger. Gerstein Science Library call number RA 423.2 W55 1997x BMED

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Browse:

The Health Communication Unit Website

http://www.thcu.ca/infoandresources/risk_communication.htm

Week 4: Oct. 8, 2010

Health News Analysis: Student Presentations & Written Assignment

Required Readings:

Hayes, M., Ross, I.E., Gasher, M., Gutstein, D., Dunn, J.R., & Hackett, R.A. (2007). Telling stories: News media, health literacy and public policy in Canada, *Social Science and Medicine*, 64, 1842-1852.

Supplementary Readings:

Collins, P.A., Abelson, J., Pyman, H, Lavis, J.N. (2006). Are we expecting too much from print media? An analysis of newspaper coverage of the 2002 Canadian healthcare reform debate, *Social Science and Medicine*, 63, 89-102.

Cybercollege: www.cybercollege.com/newscri.htm

Hackett, R., & Gruneau, R. (2000). *The Missing News: Filters and Blind Spots in Canada's Press*. Toronto: Garamond.

Johnson-Cartee, K.S. (2004). *News Narratives and News Framing: Constructing Political Reality*. Publisher: Rowman & Littlefield.

Lupton, D. (1994). Analyzing News Coverage. In S. Chapman and D. Lupton (Eds), *The Fight for Public Health: Principles and Practices of Media Advocacy*, pp. 23-57. London: BMJ Publishing Group.

Major, L.H. (2009). Break it to me harshly: The effects of intersecting news frames in lung cancer and obesity coverage. *Journal of Health Communication*, 14(2), 174-188.

Scheufele, D.A. (Winter 2002). Framing as a theory of media effects. *Journal of Communication*, 102-122.

Week 5 October 15, 2010

Media Advocacy – Part I

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Required Readings:

Galer-Unti, R.A., Tappe, M.K., & Lachenmayr, S. (2004). Advocacy 101: Getting started in health education advocacy. *Health Promotion Practice*, 5(3), 280-288.

Winnett and Wallack. (1996). Advancing public health goals through the mass media. *Journal of Health Communication* 1, 173-196. Read sections on social marketing.

Supplementary Readings: See part II below

Week 6 Oct. 22, 2010

Media Advocacy – Part II

Required Readings:

Jernigan & Wright (1996). Media advocacy: Lessons from community experiences. *Journal of Public Health Policy*, 17, 306-330.

Supplementary Readings:

Bracht, N. (2001). Community partnership strategies in health campaigns. In E.R. Rice, & C.K. Atkin, (Eds.) *Public communication campaigns* (3rd ed.), pp. 323-342. Thousand Oaks, CA: Sage.

Cartwright, L. (2000). Community and the public body in breast cancer media activism. In J. Marchessault and K. Sawchuk, *Wild Science: Reading feminism, medicine and the media*, pp. 120-138. London: Routledge.

Freudenberg, N. (2005). Public health advocacy to change corporate practices: Implications for health education practice and research, *Health Education and Behaviour*, 32(3), 298-319. Available online from University of Toronto e-journal.

Klaidman, S. (1990). Roles and responsibilities of journalists. In C. Atkin & L. Wallack, (Eds). *Mass communication and public health: Complexities and conflict*, pp. 60-70. Newbury Park, CA: Sage Publication.

Loue, S., Lloyd, L.S., & O'Shea, D.J. (2003). The media, pp. 119-137, *Community Health Advocacy*. NY: Kluwer Academic/ Plenum Publishers. Library: Gerstein Science call number R727.45.L68 2003x GERSTM

Meyer, P. (1990). News Media Responsiveness to public health. In C. Atkin & L. Wallack, (Eds). *Mass communication and public health: Complexities and conflict*, pp. 52-59. Newbury Park, CA: Sage Publication.

Novelli, W. (1990). Controversies in advertising of health-related products. In C. Atkin & L. Wallack, (Eds). *Mass communication and public health: Complexities and conflict*, pp. 78-87. Newbury

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Park, CA: Sage.

Stuyck, S.C. (1990). Public Health and the Media: Unequal Partners? In C. Atkin & L. Wallack, (Eds). *Mass communication and public health: Complexities and conflict*, pp. 71-77. Newbury Park, CA: Sage Publication.

Wallack, L. Media Advocacy: A Strategy for Advancing Policy and Promoting Health. In *Health Education Quarterly*, Vol. 23(3); 293-317 (August 1996).

Wallack, L., & Dorfman, L. (1990). Improving Health Promotion: Media Advocacy and Social Marketing Approaches. In C. Atkin & L. Wallack, (Eds). *Mass communication and public health: Complexities and conflict*, pp. 147-63. Newbury Park, CA: Sage.

Wallack, L., & Dorfman, L. (2001). Putting policy in health communication: The role of media advocacy. In E.R. Rice, & C.K. Atkin, (Eds.) *Public communication campaigns* (3rd ed.), pp. 389-401. Thousand Oaks, CA: Sage. ISBN 0-7619-2206-7

Wallack, L., Dorfman, L., Jernigan, D., & Themba, M. (1993). MADD fixes the 'Flaw in the Law", *Media advocacy and public health: Power for prevention*, pp. 1-25. Sage: Newbury Park, CA. ISBN 0-839-4289-3

Wallack, L., Dorfman, L., Jernigan, D., & Themba, M. (1993). Public health and media advocacy, *Media advocacy and public health: Power for prevention*, pp. 1-25. Sage: Newbury Park, CA. ISBN 0-839-4289-3 Library: Gerstein call number RA440.5.M427 1993

Wallack, L., Dorfman, L., Jernigan, D., & Themba, M. (1993). Thinking Media Advocacy, pp. 86-120, *Media Advocacy and Public Health: Power for Prevention*. London: Sage. Library: Gerstein call number RA440.5.M427 1993

Week 7: Oct. 19, 2010

Communication for Social Change

(Development Communication Revisited and Decolonized)

Required Readings:

Rogers, E. M. (2000). Communications for HIV/AIDS prevention, care, and support: contexts for individual and social change. Introduction 6. *Journal of Health Communication*, 5 Supplement, 1-3.

Figuroa, M.E., Kincaid, D.L., Rani, M., Lewis, G. (2002). *Communication for Social Change: An Integrated Model for Measuring the Process and Its Outcomes*. Working Paper. New York: The Rockefeller Foundation and John Hopkins University Centre for Communication Programs. Read Section 1, pages 2-13: <http://www.communicationforsocialchange.org/pdf/socialchange.pdf>

Zoller, H.M. (2005). Health activism: Communication theory and action for social change.

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Communication Theory, 15(4), 341-364.

Supplementary Readings: Social Change and Development Communication

Glik, D., Berkanovic, E., Stone, K., Ibarra, L. (1998). Health education goes Hollywood: Working with prime-time and daytime entertainment television for immunization promotion, *Journal of health communication*, Volume 3, pp. 263-282.

Montgomery, K.C. (1990). Promoting health through entertainment television. In C. Atkin & L. Wallack, (Eds). *Mass communication and public health: Complexities and conflict*, pp. 114-128. Newbury Park, CA: Sage.

Piotrow, P.T., & Kincaid, D.L. (2001) "Strategic communication for international health programs", pp. 249-266. In Rice, E.R., & Atkin, C.K. (Eds.). *Public communication campaigns* (3rd ed.). Thousand Oaks, CA: Sage.

Singhal, A., & Rogers, E. (2001). The entertainment-education strategy in communication campaigns. In E.R. Rice, & C.K. Atkin, (Eds.) *Public communication campaigns* (3rd ed.), pp. 343-356. Thousand Oaks, CA: Sage.

Tufte, T. (2005). "Communicating for what? How globalization and HIV/AIDS pushes the ComDev agenda". In O. Hemer and T. Tufte (Eds.). *Media and Glocal Change: Rethinking Communication For Development*, pp. 105-119. Sweden: Nordicom and CLACSO. ISBN 987-1183-26-7

Tufte, T. (2005). "Entertainment-education in development communication: Between marketing behaviours and empowering people". In O. Hemer and T. Tufte (Eds.). *Media and Glocal Change: Rethinking Communication for Development*, pp. 159-174. Sweden: Nordicom & CLACSO books. ISBN 987-1183-26-7

Week 8: Nov. 5, 2010

Social Marketing - Part I

Required Readings:

Latimer, A.E., Salovey, P., Rothman, A.J. (2007). The effectiveness of gain-framed messages for encouraging disease prevention behaviour. *Journal of Health Communication*. 12(7), 645-649.

Lombarbo, A.P., & Leger, Y.A. (2007). Thinking about 'Think Again' in Canada: Assessing a Social Marketing HIV/AIDS Prevention Campaign, *Journal of Health Communication*, 12, 377-397. [Use Informaworld rather than Scholar's Portal for 2007].

Winnett and Wallack. (1996). Advancing public health goals through the mass media. *Journal of Health Communication* 1, 173-196. Read sections on social marketing.

Supplementary Readings:

updated Sept. 16, 2010

- Buller, D.B., Woodall, W.G., Hall, J.R., Borland, R., Ax, B., Brown, M. & Hines, J.M. (2001). A web-based smoking cessation and prevention program for children aged 12 to 15. In E.R. Rice, & C.K. Atkin, (Eds.) *Public communication campaigns* (3rd ed.), pp. 357-372 Thousand Oaks, CA: Sage.
- Collins, et al. (2003). Entertainment television as a healthy sex educator: the impact of condom-efficacy information in an episode of Friends. *Pediatrics*, 112, 1115-1121.
- Flora, J.A. (2001). The Stanford Community Studies. In E.R. Rice, & C.K. Atkin, (Eds.) *Public communication campaigns* (3rd ed.), pp. 193-213. Thousand Oaks, CA: Sage.
- Goldman, K.D. (2003). Social marketing concepts. In R.J. Bensley (Ed.), *Community health education methods*, pp. 83-108. Toronto: Jones and Bartlett Publications. ISBN 0-7637-1801-7.
- Guttman, N. (2000). Even when they apply the same justification, interventions are not the same: The personal responsibility typology, *Public Health Communication Interventions: Values and Ethical Dilemmas*, pp. 106-140. Sage: London.
- Hornick, R.C. Public Health Communication: Making Sense of Contradictory Evidence. In R. C. Hornick (Ed.), *Public Health Communication: Evidence of Behavior Change*, pp. 1-19. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. Gerstein Science Library: RA 440.5.P83 2002X Gerstm
- Ling, J., Franklin, B., Lindsteadt, J. & Gearon, S. (1992). Social marketing: Its place in public health. *Annual review of public health*, 13, pp. 341-362.
- Montgomery, K.C. (1993). The Harvard Alcohol Project: Promoting the designated driver project. In T.E. Backer and E.M. Rogers, *Organizational aspects of health communication campaigns: What works?*, pp. 178-202. Sage: Newbury Park: Ca. ISBN 0-8039-4998-7
- Signorielli, N. (1990). Television and health: Images and impact, . In C. Atkin & L. Wallack, (Eds). *Mass communication and public health: Complexities and conflict*, pp. 96-113. Newbury Park, CA: Sage.
- Salmon, C., & Atkin, C. (2003). Using media campaigns for health promotion. In T.L. Thompson, T.L., A. Dorsey, K. Miller, & R. Parrott (Eds.), *Handbook of Health Communication*, pp. 449-472. NJ: Lawrence Erlbaum Associates Ltd.
- Witte, k. (1992). Putting the fear back into fear appeals: The extended parallel process model, *Communication Monographs*, (59), 331-349.

Week 9: Nov. 12, 2010

E-Health and CyberMedicalization

Required Readings:

Add Keelan

updated Sept. 16, 2010

Lewis, T. (2006). Seeking health information on the internet: Lifestyle choice or bad attack of cyberchondria?, *Media, Culture and Society*, 28(4), 521-539.

Skinner, H.A., Maley, O. & Norman, C.D. (2006). Developing Internet-Based eHealth Promotion Programs: The Spiral Technology Action Research (STAR) Model. *Health Promotion Practice*, 7(4), 406-417.

Rich, E., & Miah, A. (2009). Prosthetic surveillance: The medical governance of healthy bodies in cyberspace. *Surveillance and Society*, 6(2), 163-177.

Supplementary Readings

Buller, D.B., Woodall, W.G., Hall, J.R., Borland, R., Ax, B., Brown, M. & Hines, J.M. (2001). A web-based smoking cessation and prevention program for children aged 12 to 15. In E.R. Rice, & C.K. Atkin, (Eds.) *Public communication campaigns* (3rd ed.), pp. 357-372 Thousand Oaks, CA: Sage.

Lieberman, D.A. (2001). Using interactive media in communication campaigns for children and adolescents. In E.R. Rice, & C.K. Atkin, (Eds.) *Public communication campaigns* (3rd ed.), pp. 373-388. Thousand Oaks, CA: Sage.

Miah, A., & Rich, E. (2008). *The Medicalization of Cyberspace*. London: Routledge.

Webster, A. (2002). Innovative health technologies and the social: Redefining health, medicine and the body. *Current Sociology*, 50(3), 443-457.

Week 10: Nov. 19, 2010

Social Marketing of Health – Part II: Immunization Campaigns and/or Active Living and Obesity Campaigns

Required Readings:

Immunization and Social Marketing:

Opel, D.J., Diekema, D.S., & Lee, N.R. 2009. Social marketing as a strategy to increase immunization rates. *Archives of Pediatrics and Adolescent Medicine*. 163(5), 432-437.

Active Living and Obesity Campaigns:

Finlay, S.J., & Faulkner, G. (2005). Physical activity promotion through the mass media: Inception, production, transmission and consumption, *Preventive Medicine*, 40, 121-130.

Herrick, C. (2006). Risky bodies: Public health, social marketing and the governance of obesity. *Geoforum*, 38, 90-102,

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Lagarde, F. (2004). The mouse under the microscope: Keys to ParticipACTION's success, *Canadian Journal of Public Health*, Vol. 95, Supplement 2, pp. S20-S24.

Supplementary Readings:

Bordo, S. (1993). Reading the slender body, *Unbearable weight: Feminism, western culture, and the body*. L.A.: University of California Press, pp. 185-212.

Ingham, A. (1985). From public issue to personal trouble: Well-being and the fiscal crisis of the state, *Sport and Social Issues*, 2(1), pp. 43-55.

MacNeill, M. (1998). Sex, lies and videotape: The political and cultural economies of celebrity fitness videos, in Rail, G. (Ed.), *Sport and postmodern times*, 163-184. New York: SUNY Press.

MacNeill, M. (1999). Social marketing, gender and the science of fitness: A case-study of ParticipACTION campaigns, in P. White and K. Young (Eds.), *Sport and gender in Canada, [1st edition]*, pp. 215-231. Toronto: Oxford University Press. ISBN 0-19-541317-2. Library: Robarts call number GV 706.5.S657 1999

White, P., Young, K, & Gillett, J. (1995). Bodywork as a moral imperative: Some critical notes on health and fitness, *Society and Leisure*, 18(1), pp. 159-182.

Weeks 11, 12: Nov. 26, Dec. 3, 2010

Health Campaign Analysis: Student Presentations

Students will sign-up for a specific date and time to present: you must first decide if you wish to work alone or in a group. If class size is large, an extra date may need to be tacked onto the schedule at the end of term during the examination period.

Health Communication Campaign Analysis Assignment

Due: Dec. 3, 2010

Worth: Written campaign analysis is worth 30% of final grade.

Class presentation of your campaign analysis is worth an additional 15% of final grade.

Format: A.P.A. style of formatting (Typed, double-spaced, 12 font, one inch page margins).

Length: 12-15 pages plus title page, references and, if appropriate, endnotes and appendices.

Assignment:

Critically analyze a current public health campaign promoting health. Your detailed analysis of the health communication campaign will include an examination of the campaign's theoretical and evidence foundation, planning and execution by the organization.

Investigative Tasks:

- Confirm choice of health communication campaign with course professors.
- If you plan to interview people, submit an ethics protocol to Margaret MacNeill who will take it to the EXS Research Committee for expedited review and approval.
- Review health communication lens/theory and topic-related literature to form a framework to evaluate your chosen campaign.
- Contact key informants and obtain information associated with (1) the selected community-based group/agency and, (2) the "consumers" of the group/agency's programs or services (where possible) to request documents and/or interviews.
- Gather documents and materials related to campaign research, design, audience/consumer/client/patient analysis, etc.
- Employ key findings of the review of the literature to analyze the strengths and weaknesses of the campaign.
- Consider addressing: the value of the model of health communication they deploy; ethical and professional practices in the design, production and delivery of the message; the conception of the audience; the deployment of audience members in the formative stage of planning; mode(s) of campaign evaluation by agency/group; overall effectiveness of health message content conveyed or advocated;

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recommendations to improve campaign design, content, channels of communication, knowledge of the target audience, participation of audience, and evaluation.

- Students have the option of also drafting a new public service announcement (draft of an original poster, webpage, radio or Utube spot, television PSA, health tweets on Twitter, kid's colouring book, etc.) as an appendix and applied conclusion. This original PSA will infuse the current health information your review of literature uncovered, and/or address the intended audience in a more appropriate format or lay language than the campaign analyzed in your paper, and/or offer the important health advice to an audience ignored by the campaign analyzed. The original PSA production should logically be related to your conclusions and recommendations. If you choose this option, the written assignment length could be renegotiated to a shorter length. The written assignment would be worth 20% and the PSA production would be worth 10%.

Evaluation

The University of Toronto Policy on Grading Practices will be employed to evaluate this assignment. See attached criteria and grading scales.

ADDITIONAL RESOURCES

The Health Communication Unit

All students are encouraged to visit The Health Communication Unit's website at www.thcu.ca for links to additional resources.

Scholarly Skills Development: Health Sciences Writing Centre

It is strongly recommended that you write a draft all assignments early in the semester and make at least one appointment at the Health Sciences Writing Centre in the Benson Building (Room 317). This will help you finely tune your writing and analysis abilities. The Centre and related website offer a number of resources to facilitate graduate studies at the University of Toronto. To make an appointment, book online at www.hswriting.ca Also see: www.library.utoronto.ca/writing/

Academic Success Centre (www.asc.utoronto.ca)

Accessibility Services (<http://disability.ca/atrc>)

All students are expected to be familiar with and abide by:

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- University of Toronto Code of Student Conduct
<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>
- University of Toronto Code of Behaviour on Academic Matters
<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>

Health Communication & Promotion Journals

- Health Communication
- International Journal of Health Communication
- Internet Health
- Journal of Consumer Health on the Internet
- Journal of Health and Mass Communication

Critical Health Studies Journals

- Health and Place
- Journal of Epidemiology and Public Health
- Journal of Health and Social Behavior

Media Studies & Marketing Journals

- Communication and Critical/Cultural Studies
- Communication, Culture and Critique
- Communication Education
- Communication Quarterly
- Communication and Social Change
- Communication Studies
- Communication Theory
- Media
- Media Education
- Media and Marketing Online Magazine
- Media and Methods
- Media and Values
- Media Psychology
- Media, Society and Cultural
- Media Tropes
- Social Marketing Quarterly

Communication and Health Studies Resource Texts

- Berry, D. (2004). *Risk, Communication and Health Psychology*. New York: Open University Press.
- Cockerham, W.C. (Ed.). 2010. *The New Blackwell Companion to Medical Sociology*. Oxford: Wiley-Blackwell.
- Cocherham, W.C. (2007). *Social Causes of Health and Disease*. Cambridge: Polity Press.
- Cockerham, W.C. & Ritchey, F.J. (1997). *Dictionary of Medical Sociology*. Westport, Conn.: Greenwood Press.
- Glanz, K., Rimer, B.K., and Viswanath, K. (Eds.). *Health Behavior and Health Education: Theory, Research, and Practice*. (2008). San Francisco: John Wiley and Sons.
- Hillier, D. (2006). *Communication Health Risks to the Public: A Global Perspective*. Burlington, VT: Gower.
- Parker, J.C. , and Thorson, E. (Eds.). (2009). *Health Communication in the New Media Landscape*. New York: Springer.
- Seeger, M.W., Sellnow, T.L., & Ulmer, R.R. (2008). *Crisis Communication and the Public Health*. NJ: Hampton Press.
- Thomas, R.K. (2006). *Health Communication*. NY: Springer.
- Tyshenko, M.G. (2010). *SARS Unmasked: Risk Communication of Pandemics and Influenza In Canada*. Montreal: McGill-Queen's University Press.
- Wright, K.B., Sparks, L.S., & O'Hair, D. (2008). *Health Communication in the 21st Century*. Malden, MA: Blackwell.
- Zoller, H.M. & Dutta, M.J. (Eds.). (2008). *Emerging Perspectives in Health Communication: Meaning, Culture and Power*. New York: Routledge.

Also see books listed in supplementary readings during each weekly topic.

Media and Communication Studies Resource Texts

- Branston, G. & Stafford, R. (2006). *The Media Student's Book, 4th edition*. London: Routledge.
- Cohen, B.C. (1963). *The Press and Foreign Policy*. Princeton, NJ: Princeton University Press.
- Fowler, R. (1991). *Language in the News: Discourse and Ideology in the Press*. London: Routledge.
- Gitlin, T. (1980). *The Whole World is Watching: Mass Media in the Making and Unmaking of the New Left*. Berkeley: University of California Press.

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Hall, S. (1997). *Representation: Cultural Representations and Signifying Practices*. London: Sage and Open University.

Louw, E. (2005). *The Media and Political Process*. London: Sage.

O'Sullivan, T., Hartley, J., Montgomery, M., & Fiske, John. (1994). *Key Concepts in Communication and Cultural Studies, 2nd edition*. London & New York: Routledge.

Scheufele, D.A. (Winter 2002). Framing as a theory of media effects. *Journal of Communication*, 102-122.

Schirato, T., & Yell, S. (2000). *Communication and Cultural Literacy (2nd edition)*. Sydney: Allen & Unwin.

Shoemaker, P.J. (1991). *Gatekeeping*. London: Sage.

Silverbatt, A. (2001). *Media Literacy: Keys to Interpreting Media Messages*. London: Praeger.

University of Toronto Grading Standards



Evaluation of Written Work

A+ 90-100% A 85-89% A- 80-84%

Excellent performance, strong evidence of original thinking, good organization, capacity to analyze and synthesize, a superior grasp of the subject matter with sound critical evaluations, evidence of an extensive knowledge base.

B+ 77-79% B 73-76% B- 70-72%

Good performance, evidence of grasp of subject matter, some evidence of critical capacity and analytic ability, and reasonable understanding of the relevant issues under examination; evidence of familiarity with the literature.

FZ 0-69%

Inadequate performance.

Evaluation of Presentations: Criteria for JXS 5807

In addition to the criteria listed above, presentations will be evaluated for the student's ability to engage the audience in discussions and/or debate, ability to field questions, use

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of audio-visual materials and/or health communication props, and the ability to
communicate in a clear and concise manner. Content and critique are most important.

Critical Thinking & Analysis Skills Required To Achieve Scholarly Excellence

The following overview suggests categories of critical analysis for sharpening scholarly skills required in writing and verbal presentation assignments. Critical thinking refers to intellectual abilities and skills that allow one to rationally decide what to believe, accept, reject, adapt, act upon and/or change. Critical thinking and analysis involves questioning all scientific frames of reference (i.e., questioning the assumptions of research, experimental methods, ways of thinking, and positioning in the social order).

Critical thinking involves¹:

- Evaluating ideas
- Examining both strengths and weaknesses of claims
- Identifying theoretical alignment of arguments and data
- Detecting political position and frames of representation
- Recognizing logical inconsistencies
- Determining the accuracy of statements and claims
- Identifying stated assumptions
- Identifying unstated assumptions
- Determining the reliability of a claim and the source of a claim
- Distinguishing between warranted and unwarranted claims
- Distinguishing between verifiable facts and value claims

¹Adapted from Ennis, R. (Winter 1962). A concept of critical thinking, *Harvard Educational Review*, p. 38.

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