

## Term Information

Effective Term Spring 2023  
*Previous Value* Summer 2012

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Inclusion of this course in the new GE Theme area of Health and Well-Being.

**What is the rationale for the proposed change(s)?**

Course's goals and expected learning outcomes match this new GE theme area.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None.

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4737
Course Title	Health Communication in Mass Mediated Contexts
Transcript Abbreviation	Health Media
Course Description	Overview of theory and research related to the role of mass media as they affect the public's health behavior.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

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## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

### *Previous Value*

Not open to students with credit for 636.02.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

09.0905

### Subsidy Level

Baccalaureate Course

### Intended Rank

Senior

## Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

### *Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- Master the concepts and vocabulary of health communication researchers and practitioners
- Develop the skills necessary to design, implement and evaluate health communication interventions
- Distinguish between the different types of program evaluation
- Explain and critically evaluate various qualitative and quantitative research methods used to assess the effectiveness of health communication interventions

### Content Topic List

- Health communication theories
- Diversity in health communication
- Planning and strategy development; situation and audience analysis
- Developing health campaign messages
- Evaluating health communication campaigns
- Case studies in health communication
- Ethics and policy in health communication

### Sought Concurrence

No

**Attachments**

- 1. comm 4737 Spr 23 Hovick\_v2.doc: Course Syllabus  
*(Syllabus. Owner: Jackson, Kylie M.)*
- COMM 4737\_submission\_health-well-being GE\_6\_23.docx: GE Application  
*(Other Supporting Documentation. Owner: Jackson, Kylie M.)*
- Regional campus GE memo.docx: Regional campus memo  
*(Memo of Understanding. Owner: Jackson, Kylie M.)*
- Communication Curriculum Map updated November 2019.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Jackson, Kylie M.)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Jackson, Kylie M.	06/28/2022 07:51 AM	Submitted for Approval
Approved	Jackson, Kylie M.	06/28/2022 07:55 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/06/2022 12:35 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/06/2022 12:35 PM	ASCCAO Approval



June 28, 2022

MEMO

TO: College of Arts and Sciences Curriculum Committee

FROM: Susan Kline, Undergraduate Program Committee Chair, School of  
Communication

RE: COMM 4737 GE Theme Submission

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Regarding the availability of this course for the OSU regional campuses, it is our understanding that the offering of this course by non-tenure-track faculty on the Ohio State regional campuses requires the approval of the home department.

The School of Communication would request that any regional campus wishing to offer this course first send their proposed course syllabus to the School Director for their review and comments prior to offering the class.

Sincerely,

Dr. Susan Kline  
Associate Professor  
Undergraduate Program Committee Chair  
School of Communication

## COMM 4737: Health Communication in Mass Mediated Contexts

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### COURSE DESCRIPTION

We encounter mass media messages about physical and mental health and well-being on a near daily basis, yet we may have given little thought to the development or effectiveness of these messages. This 3-hour hybrid course provides an overview of theory and research related to mass media effects and health behavior change, as well as the process through which health communication campaigns are developed, to help you become better developers and consumers of health messaging. Throughout this course we will examine how theory informs practice and how research can aid in the development of new theories and more effective campaigns and interventions. This course is designed to provide you with the skills and knowledge to implement health communication messages and campaigns across a wide variety of health domains and settings.

### COMM 4737 GOALS AND EXPECTED LEARNING OUTCOMES (ELOs)

Course goals and learning outcomes are described below. See course assignments below for information on how each course ELO is assessed.

**4737 Goal 1: By the end of this course, students will have an appreciation for the role of theory in explaining and influencing health behavior resulting from mass media exposure.**

Successful students will be able to:

- ELO 1.1: Identify individual, social and cognitive predictors of health behaviors as defined by theory.
- ELO 1.2: Recognize theoretical constructs embedded within health messages.
- ELO 1.3: Compare and contrast major theories and methods used in health message design.
- ELO 1.4: Critique the potential effectiveness of a physical or mental health message based on theory.

**4737 Goal 2: By the end of this course, students will understand techniques for developing effective theory-based health communication messages.**

Successful students will be able to:

- ELO 2.1: Illustrate the steps involved in the health message design process.
- ELO 2.2: Apply theory to the development of a physical or mental health message.
- ELO 2.3: Design a health message that is clearly written and effectively designed.
- ELO 2.4: Articulate the importance of considering culture when designing health messages.
- ELO 2.5: Identify strategies to assist the lay public in accessing credible health information.
- ELO 2.6: Articulate the reasons that persuasive health messages may fail.

### GENERAL EDUCATION GOALS AND EXPECTED LEARNING OUTCOMES (ELOs)

In addition to being a required course in the health communication certificate program, it is also listed as a thematic course (Health and Wellness) in the General Education (GE) Curriculum. Students successfully completing activities designed to assess course ELOs, students will also meet GE course ELOs. See course assignments below for information about how GE ELOs are assessed.

#### Instructor

Dr. Shelly Hovick  
(she/her/hers)  
Associate Professor  
3149 Derby Hall  
hovick.1@osu.edu

#### Class Meeting

3:00-4:50 PM Wed.  
McPherson Lab 2015

#### Class Format

This is 3 credit hybrid course: 75% (2 hours) in-person and 25% (1 hour) online.

**GE Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

GE ELO 1.1: Engage in critical and logical thinking about the topic or idea of the theme.

GE ELO 1.2: Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

**GE Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

GE ELO 2.1: Identify, describe and synthesize approaches or experiences as they apply to the theme.

GE ELO 2.2: Demonstrate a developing sense of self as a leader through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

**GE Theme Goal: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

THEME ELO 1.1: Explore and analyze health and wellbeing from theoretical, socio-economic and scientific, historical, cultural, technological, policy or personal perspectives.

THEME ELO 1.2: Identify, reflect on, or apply strategies for promoting health and well-being.

## **HYBRID COURSE DELIVERY**

This is a 3-hour hybrid course. It is designed to be roughly 75% in-person instruction (2 hours) and 25% asynchronous online instruction (1 hour). For the online component you will view additional lectures and/or other media (videos and podcasts) and complete reflection and message share assignments, which help you process readings and get prepared for class. All of the online activities are indicated in the “online learning component” of the course schedule and in the carmen module for each week. All independent readings/viewings and activities assigned in a given week should be completed by class time.

## **COURSE MATERIALS**

An online module will be created for each course meeting in Carmen that will include needed (a) required readings and/or media viewings, (b) weekly reflection activities and (c) quizzes to complete for the hybrid component each week. These modules will be rolled out over the semester. Any activities that are posted in the module are due by class time, unless noted.

## **Textbook & Readings**

Cho, H. (Ed.). (2012). Health Communication Message Design: Theory and Practice. Thousand Oaks, CA: Sage. This book is available on Carmen Books for \$40.

Additional assigned readings (textbook chapters, journal articles and popular press articles), films/videos and podcasts are noted on the syllabus course schedule and included in the class module on carmen.

## **OFFICE HOURS**

Weekly office hours will be held on Zoom on Wednesday from 1-2 PM (also linked in Carmen):

<https://osu.zoom.us/j/7774933794?pwd=TXFrdXlVcUVkM0crY0p1dVh5RDVsUT09>

If that day/time doesn't work for you to attend office hours, please email me to set up an appointment. I will also stay after class to answer questions.

## COURSE ASSIGNMENTS

The following is a list of assignments for this course and the points that are allotted for each. Comprehensive assignment and grade information is always available on Carmen. I will use the standard OSU grade scheme and will round up final grades (e.g. 92.5% would round up to 93%). Should you have any questions or concerns about assignments or your grade, please stop by office hours or make an appointment to talk with me. It's important to be proactive if you are concerned about your grade.

### Two Exams (100 points)

There will be a midterm (50 points) and non-cumulative final exam (50 points) in this course. You will be tested on information from all aspects of the course (course readings, lectures, and class discussions). I will provide a study guide and an in-class review to help you prepare. You will be allowed your use your notes, but you will be given a time limit in which to take the exam. The exams will include multiple choice and true/false questions that will ask you to recall information about course topics, concepts and theories, identify key concepts embedded in messages, compare and contrast theories and approaches. Both exams will be administered online.

*This assignment is designed to assess COMM 4737 ELOs: 1.1-1.3, 2.1, 2.4-2.6.*

- *GE ELO Assessment:* These two exams move beyond simple recall of information by asking you to compare and contrast theories, identify course concepts embedded in sample messages, and demonstrate your ability to apply theories and concepts to message design. Therefore, the two exams allow for an advanced, in-depth scholarly exploration on a topic (GE ELO 1.2).

### Message Evaluation (50 points)

For this assignment, you will describe an existing health communication message (print-based, social media, mass media, online campaign, etc.) developed within the last 10 years and the theory that you think it mostly closely draws upon. You will describe all elements of the theory and how those theoretical elements are illustrated in the message. You will also be asked to provide a theory-based critique of the message (including recommendations for redevelopment) and to discuss the potential effectiveness of the message.

*This assignment is designed to assess COMM 4737 ELOs: 1.2, 1.4, 2.2*

### Message Redesign (50 points)

Building on your message evaluation assignment, you will redesign your message for Instagram in order to address the problems you identified in the previous assignment and/or better utilize or incorporate theory and concepts from class. I will ask you to submit a redeveloped message, as well as a written description of your efforts and alignment with the theory that you have chosen.

*This assignment is designed to assess COMM 4737 ELOs: 1.2, 1.4, 2.2, 2.3*

- *GE ELO Assessment:* The Message Evaluation and Message Redesign assignments allow you to experience the process of developing health communication messages on a personally or professionally relevant topic, including an assessment of theory, research on the health topic and target audience, as well as critical analysis of existing campaigns. You will also redesign an existing message, reflecting on the choices you made. Therefore, these two assignments assess your ability to engage in critical and logical thinking (GE ELO 1.1), allow for an advanced, in-depth, scholarly exploration of the topic (GE 1.2), require you to identify, describe and synthesize approaches and experiences (GE ELO 2.1), and ask you

demonstrate leadership in health communication through reflection, self-assessment and creative work, building on prior experiences to respond to new contexts (GE ELO 2.2). Perhaps, most notably, the assignment requires you to identify, reflect on and apply strategies for promoting health and well-being (GE Thematic ELO 1.2).

### Online Learning Assignments

Because this is a hybrid course, you will be asked to complete online learning activities most weeks (worth 2-10 points each) to help you process course material and prepare for assignments. These activities are posted in the class module and are due by the class time for which they are assigned.

- a. **Reading Quizzes (50 points)** – Several weeks you will have a short quiz (5-10 points) over the assigned readings for that week, which must be completed by class time. All quizzes are open book/note and not timed. No quiz scores will be dropped.

Quizzes are *designed to assess COMM 4737 ELOs: 1.1, 1.3, 2.1, 2.4-2.6*

- *GE Learning Outcomes:* Quizzes are designed to help guide your reading efforts and assess your recall of the information, although they will occasionally ask you engage in more higher-level thinking (e.g., finding theoretical contrasts embedded in a message or comparing new and past theories); thus quizzes may ask you engage in critical and logical thinking about the topic or idea of the theme (GE ELO 1.2). The quizzes also allow for an exploration of health and well-being from a variety of perspectives (GE Thematic ELO 1.2)
- b. **Message Share Assignments (45 points)** – To help you process the readings and course content you will be regularly asked to evaluate and/or find examples of health communication messages that illustrate course concepts and theories and evaluate those messages. Specifics about these assignments are on the course schedule and posted on Carmen, but they include such things as finding examples of messages that align with the theory or concepts in a given week and critiquing and reflecting on that message, finding and reflecting on a message that was ineffective and discussing ways to improve, critiquing approaches for countering misinformation, or reflecting on a personalized messages delivered through an online risk assessment tool. I will incorporate the messages and writings you submit via the message share assignments into our class discussions when discussing course concepts, so you may be called on to share the messages that you find. There are ten message shares on the schedule, each worth 5 points each. I will drop your lowest message share score.

*Message Shares are designed to assess COMM 4737 ELOs: 1.2, 1.4, 2.2, 2.3, 2.4, 2.6*

- *GE Learning Outcomes:* Message share assignments allow for in-depth analysis and critique of messages, self-assessment and reflection on message design. Message shares are designed to build your skills and confidence as a health message designer, as they ask you to engage in critical and logical thinking (GE ELO 1.1), conduct in-depth scholarly exploration of a course topic (GE ELO 1.2), describe and synthesize approaches and experiences (GE ELO 2.1), and engage in reflection and self-assessment to build skills and leadership in health communication (GE ELO 2.2). The assignments also require you explore health and well-being from a variety of perspectives (GE Theme ELO 1.1), as well as identify and reflect on for health promotion and well-being (GE Theme ELO 1.2).



**Attendance (10 points)**

I use a flexible attendance policy in this course. You may miss up to TWO classes (for any reason) without a loss of attendance points. You will also not lose attendance points for missing a class due to illness (including symptoms or exposure to COVID-19), personal or family emergency, or a university-excused absence. I just ask that you let me know you will be absent before class or within 72 hours of missing the class. After those two classes, you will lose **THREE** points for every unexcused class where attendance is taken (noted with an “a” on the course schedule). Missing class for work or a family vacation would not be an excused absence.

I will take attendance using Top Hat. You are responsible for signing into Top Hat. If you forget to check-in, arrive after the Top Hat Code has been taken down, or leave within the first 30 minutes of class, you may not receive attendance points for that day. If you forget, just let me know and I can mark your attendance in the system. However, Top Hat attendance corrections must be requested within ONE week of the date it occurred.

Top Hat Course: COMM 4737 (SPR23)

Top Hat Join Code: XXXX

**COURSE POLICIES****Late Work Policy**

All assignments are due by the date posted on Carmen. That being said, I will grade late assignments for full credit if you email me before or after the due date that your work will be late. Please note that if you do not notify me or do not complete assignments within one week of their due date, you may receive a zero on the assignment. Any late work due prior to the midterm must be turned in by the midterm. Similarly, any late work after the midterm must be completed by the last day of class. After that, any outstanding assignments will convert to a score of 0.

**Grade Disputes**

I am happy to revisit grades (including quiz and exam questions) and discuss my evaluation of your work with you – just be ready to discuss where and why you believe you should have received additional points on an assignment and the number of points you feel that you should have received. I especially welcome and appreciate your feedback on quiz and exam questions.

**Plagiarism**

All work in this course is to be individually developed. Plagiarism includes using another person’s writing without giving them credit, using large verbatim sections of the work of another person or online source (even a public source) or submitting something you have written for another class. If you are unsure, please give credit to your source or talk to me about it. Students who plagiarize will be penalized and reported to university officials. You will also receive a grade of zero for the assignment where plagiarism occurred.

**Copyright Disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the

course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students](http://studentaffairs.osu.edu/info_for_students)).

### **Diversity**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

### **Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Melissa Mayhan, at [titleix@osu.edu](mailto:titleix@osu.edu).

### **COVID-19 Accommodations**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **Instructor Illness or Absence**

If the *instructor* is ill, in-person sessions will be moved online to Zoom and/or recorded and posted online. You will be notified via email of this change, and it will be posted on Carmen in the announcements.

## **COVID-19 Emergency Financial Assistance**

Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or childcare. Please visit the website for more information. <https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>.

## **Food Security**

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours. <https://www.buckeyefoodalliance.org>, 614-688-2508.

## **Statement on Diversity**

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

## **Mental Health Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614--292--5766, and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). 614-292-5766.

## **Disability Accommodations.**

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the

university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

**COURSE SCHEDULE, READINGS AND ASSIGNMENT DUE DATES**

Please note that all readings, viewings and podcasts, online lectures, detailed assignments and reflection exercises are posted in the weekly module in Carmen. Assignments are due by class time each week, unless noted below.

Week	Date	Topics and Major Theories Discussed	One-Hour Online Learning Component <sup>b</sup>	Readings & Assignments
1	1/11 <sup>a</sup>	<p>Introductions, Course Policies &amp; Schedule</p> <p>Introduction to Health Communication in Mass Mediated Contexts</p>	<p>View Lecture: Introduction to Health Communication</p> <p>View Video: “Benefits of Health Communication and Marketing” (Centers for Disease Control and Prevention)</p> <p>Complete Message Share 1 (find a memorable health message reflect on what made it effective or ineffective)</p>	<p><b>Readings:</b> Intro Chapter (Cho)</p> <p><b>Assignment Due:</b> Message Share 1</p>
2	1/18 <sup>a</sup>	<p>Developing &amp; Evaluating Health Media Messages using PRECEDE/PROCEED (Green and Krueger, 2005).</p>	<p>Listen to Podcast: Elephant in the Room, Part 1 (This American Life)</p> <p>Complete Elephant in the Room Reflection Exercise</p>	<p><b>Readings:</b> Chapter 2 (Parvanta)</p> <p>Crosby, R., &amp; Noar, S. M. (2011). What is a planning model? An introduction to PRECEDE-PROCEED. <i>Journal of public Health Dentistry</i>, 71, S7-S15.</p> <p><b>Assignment Due:</b> Reading Quiz 1</p>
3	1/25 <sup>a</sup>	<p>Revisiting PRECEDE/PROCEED: The Case of the Heart Truth Campaign</p> <p>Examining Stages of Change/Transtheoretical Model (Prochaska &amp; DiClemente, 1983)</p>	<p>View Video: Women and Heart Disease Prevention: The Red Dress (National Institutes of Health)</p> <p>Review Heart Truth/Red Dress Materials Online (links posted on carmen) and complete Heart Truth Reflection Exercise</p> <p>View Video: Transtheoretical Model of Behavior Change (University of Birmingham)</p>	<p><b>Readings:</b> Chapter 12 (Cho)</p> <p>Zwas, D. R. (2018). Redressing the red dress: rethinking the Campaign. <i>Circulation</i>, 137(8), 763-765.</p> <p>Long, T., Taubenheim, A. M., Wayman, J., Temple, S., &amp; Ruoff, B. A. (2008). The Heart Truth: Using the power of branding and social marketing to increase awareness of heart disease in women. <i>Social Marketing Quarterly</i>, 14(3), 3-29.</p> <p><b>Assignments Due:</b> Reading Quiz 2,</p>

			Complete Message Share 2 (use Transtheoretical Model to identify target audience for a health news story)	Message Share 2
4	2/1 <sup>a</sup>	Classic Theories of Behavior Change: The Health Belief Model (Champion and Skinner, 2007) & Integrative Model of Behavioral Prediction (Fishbein, 2009).	View Lecture: Theory as a Framework for Developing Health Messages  Complete Message Share 3 (find, evaluate and reflect on an HBM or IMBP message)	<b>Readings:</b> Chapter 2 (Cho)  Sheppard, J., & Thomas, C. B. (2021). Community pharmacists and communication in the time of COVID-19: Applying the health belief model. <i>Research in Social and Administrative Pharmacy</i> , 17(1), 1984-1987.  <b>Assignments Due:</b> Reading Quiz 3, Message Share 3
5	2/8 <sup>a</sup>	Targeting Emotions & Using Fear Appeals in Health Messaging  An Examination of the Extended Parallel Process Model (Witte, 1992)	View: Sticky Frames: Why Negatives Lodge in the Mind and What to Do About It  Complete Message Share 4 (find, evaluate and reflect on a fear appeal message)	<b>Readings:</b> Chapter 3 (Cho), Chapter 4 (Cho)  Chou, W. Y. S., & Budenz, A. (2020). Considering emotion in COVID-19 vaccine communication: addressing vaccine hesitancy and fostering vaccine confidence. <i>Health Communication</i> , 35(14), 1718-1722.  <b>Assignments Due:</b> Reading Quiz 4, Message Share 4
6	2/15 <sup>a</sup>	Strategies for Evaluating Health Messages  Four Day Throw-Away Case Study  Message Evaluation Workshop	View: Four Day Throw Away Message Compilation (and links to materials on Carmen).  View Online Lecture: Finding Messages to Evaluate.  Complete Message Share 5 (find and describe your message evaluation message, including theoretical elements)	<b>Readings:</b> James, K. J., Albrecht, J. A., Litchfield, R. E., & Weishaar, C. A. (2013). A summative evaluation of a food safety social marketing campaign “4-day throw-away” using traditional and social media. <i>Journal of Food Science Education</i> , 12(3), 48-55.  <b>Assignments Due:</b> Reading Quiz 5, Message Share 5
7.	2/22	Message Evaluation Individual Meetings & Midterm Exam Review	Complete the Midterm Exam	<b>Assignments Due:</b> Exam #1 (open 2/24-2/29), Message Evaluation (due 2/24)
8.	3/1 <sup>a</sup>	Writing Effective and Clear Health Messages for Print and Social	View Video: Effective Health Communication & Health Literacy (National Library of	<b>Reading:</b> Chapter 10 (Cho)  CDC/ASTDR (2018). Guide to Clear

		Media	Medicine)  Complete Message Share 7 (using principles from the video and readings, find and discuss a clear and unclear message on the same topic)	Writing.  <b>Assignments Due:</b> Reading Quiz 6, Message Share 7
9,	3/8 <sup>a</sup>	Health Message Design Principles & Visual Communication  Message Redesign Workshop #1	Independent work on message redesign to prepare for message redesign workshop in class.  Complete Message Share 8 (message redesign draft linked to design principles/concepts)	<b>Readings:</b> CDC/ASTDR (2018). Health Communication Playbook.  Fagerlin, Zikmund-Fisher, Ubel (2011) Helping Patients Decide: Ten Steps to Better Risk Communication. <i>Journal of the National Cancer Institute</i> , 103 (19), 1436-1443.  <b>Assignments Due:</b> Message Share 8
10.	3/15	No Class – Spring Break		
11.	3/22	Health Message Targeting, Tailoring and Framing: Approaches to Message Design  The Cultural Variance Framework for Tailoring (Davis & Resnicow, 2016)	View Lecture: Introduction to Message Personalization, Feedback and Content Matching  Complete Message Share 9 (Complete and reflect on use of personalized health risk assessment tool)	<b>Readings:</b> Chapter 1 (Cho), Chapter 7 (Cho)  <b>Assignments Due:</b> Quiz 7, Message Share 9
12.	3/29 <sup>a</sup>	Health Narratives & Entertainment-Education: The Persuasive Nature of Stories  Discussion of the Entertainment Overcoming Resistance Model (Moyer-Guse, 2008)  Model of Culture-Centric Narratives in Health Promotion (Larkey and Hecht, 2010)  Case Study: The Tamale Lesson	View: Episode 1/Season 2 Trailer for New Amsterdam and Interview with Executive Produced about the episode on COVID-19 healthcare worker burnout.  Complete New Amsterdam Reflection Exercise on Carmen.  Optional Viewing: Tamale Lesson Intervention Video	Read: Hursting, L. M., & Comello, M. L. G. (2021). Creating Narrative Entertainment for Health Communication: Perspectives from Practice. <i>Journal of Creative Communications</i> . Online First.  Baezconde-Garbanati, L. A., Chatterjee, J. S., Frank, L. B., Murphy, S. T., Moran, M. B., Werth, L. N., ... & O'Brien, D. (2014). Tamale Lesson: A case study of a narrative health communication intervention. <i>Journal of Communication in Healthcare</i> , 7(2), 82-92.  Chapter 6 (Cho)  <b>Assignments Due:</b> Reading Quiz 8

13.	4/5 <sup>a</sup>	Health Information Acquisition – Helping the Public Access Credible Health Information and Detect Misinformation.  Planned Risk Information Seeking Model (Kahlor, 2010)	Watch: Misinformation and Media Literacy (PBS)  Complete Message Share 10 (describe and critique two approaches for correcting misinformation online)	<b>Readings:</b> Macias, W., Lee, M., & Cunningham, N. (2018). Inside the mind of the online health information searcher using wording? think-aloud protocol. <i>Health Communication</i> , 33(12), 1482-1493.  Walter, N., Brooks, J. J., Saucier, C. J., & Suresh, S. (2021). Evaluating the impact of attempts to correct health misinformation on social media: A meta-analysis. <i>Health Communication</i> , 36(13), 1776-1784.  <b>Assignments Due:</b> Message Share 10
14.	4/12 <sup>a</sup>	Health Message Failures & Theories of Psychological Reactance (Brehm, 1966; Brehm and Brehm, 1981).  Boomerang Effects (Cho & Salomon, 2007)	Listen to Podcast <i>Elephant in the Room (Part 2)</i> from This American Life Podcast,  Complete Elephant in the Room (Part 2) Exercise on Carmen  Complete Message Share 10 (find, discuss, and reflect on a COVID-19 message failure)	<b>Readings:</b> Reynolds-Tylus, T. (2019). Psychological reactance and persuasive health communication: A review of the literature. <i>Frontiers in Communication</i> , 56. <a href="https://doi.org/10.3389/fcomm.2019.00056">https://doi.org/10.3389/fcomm.2019.00056</a>  Ball, H., & Wozniak, T. R. (2021). Why do some Americans resist COVID-19 prevention behavior? An analysis of issue importance, message fatigue, and reactance regarding COVID-19 messaging. <i>Health Communication</i> , 1-8.  Optional Reading: How to Address COVID-19 Misinformation (Centers for Disease Control and Prevention)  <b>Assignments Due:</b> Reading Quiz 9, Message Share 11
15.	4/19 <sup>a</sup>	Message Redesign Individual Meetings & Final Exam Review	Complete the Final Exam	<b>Assignments Due:</b> Message Redesign (due 4/22), Exam #1 (open 4/22-4/27)

<sup>a</sup> indicates a day that attendance will be taken

<sup>b</sup> Because this is a hybrid course, one hour each week will be spent completing online learning activities at your own pace. Please allow time to complete these assignments each week.



## SCHOOL OF COMMUNICATION GE THEME APPLICATION

### THEME: Health and Well-Being

#### COURSE: (COMM 4337) Health Communication in Mass Mediated Contexts

##### Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Accessibility If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

#### **Course subject & number: COMM 4737: Health Communication in Mass Mediated Contexts**

##### General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words).

Comm 4737 is an advanced study of communication theory and practice in the context of physical and mental health and wellness. In this course, we investigate and evaluate foundational theories of persuasion, communication and health behavior that students may have been previously introduced to, and apply or implement these theories to the practice of health communication to improve public health and well-being

To assess course ELOs, students in this class are evaluated not only on their ability to recall key theories and constructs (as they might in a foundational course), but also on their ability to

contextualize and critically evaluate the theories. The course readings (a balance of textbook chapters and recently published research articles) and lectures introduce students to key theories and concepts, but they also illustrate application of these concepts in research and health message design.

Furthermore, as articulated below, assignments in the course (such as Message Share Assignments and Message Evaluation) ask students to critically evaluate physical and mental health messages they have encountered through normal media use (Bloom's Revised Taxonomy (BT), Levels of Learning, Level 5 [evaluate]). Assignments such as the Message Redesign also ask students to articulate ways to create (design or construct) more effective health messages to improve health and address health inequities (BT Level 6 [create]).

By the end of this course, students are expected to have an advanced understanding (i.e., the ability to recognize and explain) what mass mediated health communication is (versus communication more generally), to be more critical consumers of health messages and information, and to have demonstrated the skills to develop health mass media messages for use in public health, medical and other professional settings.

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.**

*Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)*

COMM 4737 ELOs (listed on the syllabus) that link mostly directly to GE ELO 1.1. are: (1.2) recognize theoretical constructs embedded within health messages, (1.4) critique the potential effectiveness of a physical or mental health message or campaign based on theory, (2.5) identify strategies to assist the lay public in accessing credible health information and (2.6) articulate the reasons that persuasive health messages may fail. The paragraphs below detail how meeting COMM 4737 ELOs will also satisfy GE ELO 1.1.

To meet COMM 4737 ELO's 1.2 and 1.4, students must engage in critical and logical thinking regarding health and wellness. To facilitate this, students read course textbook chapters describing theories such as the Health Belief Model (Champion and Skinner, 2007), Integrative Model of Behavioral Prediction (Fishbein, 2009), Transtheoretical Model (Prochaska & DiClemente, 1983), and the Extended Parallel Process Model (Witte, 1992), as well as journal articles that apply and offer critiques of the theories based on research. Class lectures also provide an overview the theories students read about, and in-class activities ask students to articulate both the benefits and limitations of the theories. Furthermore, nearly weekly Message Share Assignments (Message Shares 2-5) ask students to identify and describe theoretical concepts embedded in existing health messages (Comm 4737 ELO 1.2; BT Level 2 [Understand]), as well as evaluate (i.e., appraise and critique) message designers use of theory and the potential effectiveness of the message (Comm 4737 ELO 1.4; BT Level 5 [evaluate]). These assignments build critical thinking skills and help students prepare for the Message Evaluation Assignment, where students are asked to critique a message and provide recommendations for improving the message based on theory.

Meeting COMM 4737 ELO 2.5 also involves critical and logical thinking in regard to health and wellness (GE ELO 1.1), but specifically in context of health information seeking and addressing misinformation to help address. Students will read two journal articles on the topic of health information seeking (Macias et al., 2018 and Walter et al., 2018), which are shared and critiqued in class using a jigsaw cooperative learning strategy. An in-class activity asks students to

assess their own personal and public information behaviors and how theories of information seeking (e.g., the Planned Risk Information Seeking Model; Kahlor, 2010) can inform the dissemination of health information (BT Level 3 [apply]). In class, we also discuss the problematic effects of misinformation on public knowledge, as well as strategies to address or correct misinformation. A Message Share Assignment (Message Share 8) also asks students to critique the effectiveness of different approaches to correcting misinformation based on the readings (BT Level 5 [evaluate]).

Finally, critical and logical thinking are needed to meet COMM 4737 ELO 2.5, which requires students to be able to articulate why health messages may fail to reach their intended audiences. Students will read and discuss two published articles on the topic of negative reactance to health messages and boomerang effects (i.e., Reynolds-Tylus, 2019 and Ball & Wozniak, 2021), then complete a quiz assessing their knowledge of the readings (BT Level 1). Lecture will provide reinforcement of the key concepts and research on negative reactance and boomerang effects; then, in small groups, students will discuss when negative reactance to COVID-19 messaging might occur and why the COVID-19 messages they located (Message Share 9) were ineffective and may have encouraged negative reactance (BT Level 5 [evaluate]), then create new messages to reduce negative reactance (BT Level 6 [create]).

**ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.** *Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words).*

The COMM 4737 ELOs (listed on the syllabus) linked to this GE ELO 1.2 are: (1.3) compare and contrast major theories and methods used in health message design, (2.1) illustrate the steps involved in the health message design process, (2.2) apply theory to the development of a physical or mental health message and (2.3) design a health message that is clearly written and effectively designed.

Throughout the course, we engage in an advanced and in-depth scholarly exploration of the topic of health and wellness; specifically, using communication to motivate healthy behaviors. This exploration starts with the readings. For major theories of behavior change in the course, such as the Integrative Model of Behavioral Prediction (Fishbein, 2009), Transtheoretical Model (Prochaska & DiClemente, 1983), and the Extended Parallel Process Model (Witte, 1992), students will read a chapter from their textbook describing the theory and a piece of published research showing application or implementation of a theory in research. This approach to course readings allows for a deeper (and more advanced) exploration of theoretical concepts, as well as additional exposure to application of the theories, which should lead to better identification of the theories and the ability to compare and pick theories for message design more easily (COMM 4737 ELO 1.3). The ability to compare and contrast theories is an advanced skill that students also must demonstrate on the Midterm and Final Exam; items ask students to identify concepts that multiple models share in common and to identify theoretical concepts embedded in sample messages or campaign taglines (BT Level 1 [remember] and 2 [understand]).

Similarly, to meet COMM 4737 ELOs 2.1-2.3, students engage in an advanced exploration of the topic of health and wellness (GE ELO 1.2). We spend several class periods discussing aspects of the message design process (from formative research, to applying theory and designing messages) to provide comprehensive knowledge. Additionally, to gain exposure the

steps in the design process, students are asked to read nine pieces (research, textbook chapters and practitioner guides) on different aspects of the process, which allows for a deeper exploration of the topic. Students also complete the Message Evaluation and Redesign Assignments. The Message Evaluation asks students to evaluate an exist message of personal or professional interest, conducting an in-depth analysis of the audience and health issue, making theory-based recommendations for redeveloping existing messages (BT Level 5 [evaluate]). Students then design new messages to incorporate those recommendations on the Message Redesign Assignment (BT Level 6 [create]). The assignments provide evidence that students can implement theory and best practices in the development of physical and health messages and create effective new messages.

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe and synthesize approaches or experiences as they apply to the themes.** *Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words).*

The COMM 4737 ELOs (listed on the syllabus) that link most directly to this GE ELO are: (2.1) illustrate steps involved in the health message design process, (1.2) recognize theoretical constructs embedded within health messages, (2.2) apply theory to the development of a physical or mental health message, (2.3) articulate the importance of considering culture when designing health messages and (2.4) articulate strategies to assist the lay public in accessing credible health information.

Comm 4737 ELO 2.1 is perhaps most emblematic of the process of identifying, describing and/or synthesizing approaches and experiences related to health and wellness (GE ELO 2.1). To meet this ELO, students must illustrate mastery of the process of evaluating and developing health messages to promote physical or mental health on assignments outlined below. This is a process that brings together elements of the entire course, as well as knowledge gained from other classes and personal and professional experiences related to health and wellness.

The message design process is based on the PRECEDE/PROCEED Framework (Green and Krueger, 2005), as well as and the National Cancer Institute's "Making Health Communication Programs Work." Both are used widely to guide the design of public health communication. Indeed, elements of the message design process are typically not new to students— students often have at least some awareness of health behavior theories from other classes and have heard of the social-ecological model, audience analysis, and/ or formative and evaluative communication research methods. COMM 4737 requires students to implement new and existing knowledge in the redesign a theory-based message. Comm 4737 ELOs 2.1 and 2.2 (related to the message design process) are assessed via the Message Evaluation and Message Redesign assignments, wherein students to make recommendations and complete a redesign of an existing physical or mental health message of their choosing that links to an existing or future health-related interest or job (BT Level 5 [evaluate] and 6 [create]).

Throughout Comm 4737 we focus on the importance of considering culture and identity when developing health messages (4737 ELO 2.3), as well as individual and social determinants of health (4737 ELO 1.1). In meeting ELOs, students are required to identify, describe and

synthesize approaches and experiences related to health and wellness. For example, during week 2, students are exposed to the Social Ecological Model (Heise, Ellsberg, Gottemoeller, 2011), which illustrates the multiple levels of influence on health behavior. In weeks 7 and 8 strategies for inclusive communication are discussed. Week 11 marks the introduction of the Cultural Variance Framework (Davis & Resnicow, 2016) for message design and in week 12 students are introduced to the concept of culture-centric narrative messages (Larkey & Hecht, 2010). Students must synthesize learnings from these classes into their Message Redesign project, which are workshopped and discussed with other students in class. Students also engage in discussion around these topics in class and are asked to think critically about how they will apply this information when developing health communications in future professional endeavors (BT Level 3).

Finally, an objective of Comm 4737 is to help students provide the public with credible health information and skills to help combat the effects of misinformation (ELO 2.4). With the rise of misinformation on social and mass media, particularly in regard to health, the topic is timely and something that students have experience with it. It is also something that students have likely discussed in other GE courses. Furthermore, given its prevalence in mass media, students who pursue careers in public health, communications or public relations will likely have to correct or prevent the spread of misinformation; thus, this is an important topic for class discussion. In Comm 4737, students engage deeply with this topic by discussing two scientific publications on the topic of information seeking and misinformation (Macias et al., 2018 and Walter et al., 2018). They are also asked to synthesize and execute on information from these publications by brainstorming strategies for providing credible information and addressing misinformation (BT Level 6). Students are also asked to critique strategies for correcting misinformation on a Message Share assignment (BT Level 5 [evaluate]) and recall these strategies on the Final Exam (BT Level 1 [remember]).

**ELO 2.2 Demonstrate a developing sense of self as a leader through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.** *Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words).*

Comm 4737 goals and ELOs were designed to build student knowledge, skills and confidence to evaluate (i.e., appraise and/or critique) and create (i.e., produce) theory-based health communication messages; thus, helping to build the next generation of health communication practitioners and researchers. A variety of assignments in this course help students see themselves as future leaders in improving health and wellness; perhaps most emblematic are the Message Share assignments, which are designed to build student confidence in their ability to critically evaluate campaigns and apply or use course concepts in message design to help students see themselves in the role of health practitioner. For example, students are asked to share a health message they felt was particularly memorable and reflect on what was effective or ineffective based on course theories (Message Share 1), share and critique a failed health communication message and provide a justification for why this is the case based on course theories and readings (Message Share 9; BT Level 4 [analyze]), and reflect on their experiences using a tailored/personalized communication tool and offering suggestions for improvement (Message Share 7; BT Level 3 [apply]).

Additionally, the final written assignment in this course (the Message Redesign) is largely a creative work designed to help students envision themselves as health communicators (BT

Level 6). The assignment asks students to redesign a campaign message in the form of a social media post. This process involves rewriting the original message, as well as re-envisioning the layout and design for social media. The assignment asks students to implement knowledge of theory, as well as best practices for writing and design of health messages. Students are also asked to reflect on why they feel the message should be effective, elements of the message that they feel are most successful, aspects of this process they found most useful for their own future health communication endeavors. Through this process, students develop more confidence in their skills and gain a stronger sense of self as a health communicator.

### **Specific Expectations of Courses in Health & Well-Being**

**GOAL: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).**

**ELO 1.1 Explore and analyze health and well-being from theoretical, socio-economic and scientific, historical, cultural, technological, policy or personal perspectives. *Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words).***

This course focuses on the development of physical and mental health communication messages to prepare students for careers and research in clinical settings, public health, and communications fields. Embedded in this course is an exploration and analysis of theoretical, socio-economic, cultural, and personal perspectives on health and Well-Being (GE ELO 1.1). First and foremost, students explore topics of health and wellness and the factors that impact engagement in health behaviors (as indicated in Comm 4737 ELOs 1.1, 1.2, 1.3, 1.4 and 2.2). Class activities and assessments during the first six weeks of course focus on implementing theory in decision-making in regard to health behavior (weeks 3-5) and as a guide for the development of health messages (weeks 2 and 6), Theories examined include the Health Belief Model (Champion and Skinner, 2007), Integrative Model of Behavioral Prediction (Fishbein, 2009), Transtheoretical Model (Prochaska & DiClemente, 1983), and the Extended Parallel Process Model (Witte, 1992).

The course also explores health and well-being from various perspectives through an examination of the individual, social and cognitive influences on health (Comm 4737 ELO 1.1) and consideration of culture in health message design (Comm 4737 ELO 2.4). In this course, we discuss how multiple individual and social factors may influence health and health behaviors and the importance of considering these factors when designing health messages (week 2). We also discuss the importance of considering culture in message design, focusing on frameworks for developing culture-centered and/or culturally tailored messages to improve health (week 12). Techniques for more inclusive communication are also provided in readings and are discussed in lectures (Week 8 and 9). On the Message Redesign Assignment, students must also demonstrate an ability to communicate using inclusive communication, plain language, and accessible design (BT Level 6 [create]).

**ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being. *Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words).***

Course Subject and Number: COMM 4737 (6/2022)

This course explores and analyses two dimensions of health and well-being; specifically, physical and mental health. Additionally, the course is designed in such a way that students regularly identify, reflect on and apply strategies for promoting health and well-being.

At its' core, the course provides students the skills and knowledge to implement mental and physical health communication messages across a variety of health settings. Comm 4737 ELOs 1.2, 2.2 and 2.3 detail ELOs related to the design of health messages to promote mental and physical health. Course assignments related to each of these ELOs offer numerous opportunities for students to identify and reflect on existing strategies for promoting health and well-being, most notably the Message Share assignments. On these assignments (especially Message Share 2-9), students are asked to identify health communicate message strategies (BT Level 4 [analyze]), reflect on these strategies and potential effectiveness (BT Level 5 [evaluate]), and make suggestions to improve message effectiveness (BT Level 6 [critique]).

Perhaps most representative of GE thematic ELO 1.2 (to identify, reflect on and apply strategies to promote health and well-being) are the major writing assignments in this course. The Message Evaluation assignment asks students to reflect on health behavior theory and apply (or execute) strategies for message design to evaluate (i.e., appraise and critique) the effectiveness of a message to promote health and well-being (BT Level 5 [evaluate]). Similarly, The Message Redesign Assignment asks students to identify theories and strategies that can be utilized in the redevelopment of a health message to promote health and well-being (BT Level 6 [create]).

## Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

### Program learning goals

Goal 1. Students are knowledgeable about the principles of communication within a social science framework and understand the role of communication in society.

Goal 2. Students are competent in practicing communication.

Goal 3. Students are sufficiently trained and prepared to get jobs in the field of communication.

	<b>Goal 1: Comm Principles</b>	<b>Goal 2: Comm Practice</b>	<b>Goal 3: Career Preparation</b>
<b>Premajor</b>			
1100	Basic		
1101	Basic		Basic
<b>Research Methods</b>			
3160(H), 3163, 3165		Intermediate	Advanced
<b>Core Requirements</b>			
<i>Strategic Comm</i>			
2321	Basic		
2331		Advanced	Intermediate
2367(H)	Basic	Intermediate	
3325	Intermediate	Intermediate	
4337			Advanced
<i>New Media &amp; Comm Tech</i>			
2367(H)	Basic	Intermediate	
2540	Basic		
3545	Intermediate	Basic	
3554	Advanced		
<i>Comm Analysis &amp; Practice</i>			
2110	Basic		
2367(H)	Basic	Intermediate	
3440		Intermediate	
3620	Basic	Basic	
<b>Focus Area Electives</b>			
<i>Strategic Comm (9 cr. Req.)</i>			
3330(H)		Intermediate	
3331		Advanced	Advanced
3333		Intermediate	
3334		Intermediate	
3345	Advanced		
3414	Intermediate	Intermediate	Intermediate
3444	Advanced		Intermediate
3628	Advanced	Intermediate	
3668			Intermediate
4558		Advanced	Advanced
4737		Intermediate	Advanced
4820(H)	Advanced		Advanced



**Goal 1: Comm Principles****Goal 2: Comm Practice****Goal 3: Career Preparation****Focus Area Electives***New Media & Comm Tech*

2511 (or outside Credit in Visual Design) Other specialization (6 cr. Req.)	Intermediate	Intermediate	Basic
3513	Intermediate	Intermediate	
4554	Intermediate	Intermediate	Intermediate
4557	Intermediate		Intermediate
4558		Advanced	Advanced
4665	Intermediate	Intermediate	
4738	Intermediate		Intermediate

*Comm Analysis & Practice*

N/A as CAP has elective clusters (see below)

**Special Topic Electives***Strat Comm (3 cr. req.)*

2131	Intermediate	Advanced	Basic
2511	Intermediate	Intermediate	Basic
3332	Intermediate		Intermediate
3415	Basic	Intermediate	Intermediate
4190		Intermed/Advanced	Advanced
4191		Intermed/Advanced	Advanced
4445	Advanced		Intermediate
4554	Intermediate	Intermediate	Intermediate
4556	Advanced		Intermediate
4635	Advanced		Intermediate
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced

*New Media & Comm Tech*

(9 cr. from one track)

## Track 1:

4191		Intermed/Advanced	Advanced
4511	Advanced	Advanced	Advanced
4555	Advanced	Advanced	
4557	Advanced	Advanced	Intermediate
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
CS&E 2123		Advanced	Intermediate
Psych 3310	Intermediate		
Psych 3312	Intermediate	Intermediate	
Psych 5620			Intermediate

**Goal 1: Comm Principles****Goal 2: Comm Practice****Goal 3: Career Preparation****Special Topic Electives***New Media & Comm Tech*

(9 cr. from one track)

Track 2:

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
4191		Intermed/Advanced	Advanced
4556	Advanced	Advanced	Advanced
4557		Advanced	Advanced
4665	Intermediate	Intermediate	
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced
BusMHR 3100		Advanced	Intermediate
BusM&L 3150		Advanced	Intermediate
CS&E 2123		Advanced	Intermediate

*Comm Analysis & Practice*

(18 cr. req.)

3330(H)	Advanced	Intermediate	
3331	Advanced	Intermediate	
3332	Advanced		Intermediate
3402	Intermediate		
3404(H)	Advanced	Intermediate	Intermediate
3413	Intermediate		
3414	Intermediate	Intermediate	Intermediate
3415	Basic	Intermediate	Intermediate
3450	Intermediate	Basic	Basic
3466	Intermediate		
3624	Intermediate		
3628		Intermediate	Intermediate
3629	Intermediate	Intermediate	
3662		Intermediate	Intermediate
3667	Intermediate	Intermediate	
3668	Intermediate		
3800	Intermediate	Advanced	Advanced
4240(H)		Basic	
4401	Intermediate		Basic
4445	Advanced	Intermediate	
4600		Intermediate	Intermediate
4635		Intermediate	Intermediate
4665	Intermediate	Intermediate	
4736		Intermediate	Intermediate
4737		Intermediate	Advanced
4738		Intermediate	Advanced
4814		Intermediate	Advanced
4820(H)		Intermediate	Advanced
4853.01		Intermediate	Advanced
4853.02		Intermediate	Advanced
4998(H)		Advanced	Advanced
4999(H)		Advanced	Advanced