

Communication 581
Media and Social Services: Design and Evaluation of Campaigns
Fall 2005
Section 10420D
Master=s Program
Annenberg School for Communication

Professor Doe Mayer

Office Phone: 213-740-7511
Office Hours: Tues 5-6 p.m. (or by appointment)
Office: Lucas 404E School of Cinema/TV
email: dmayer@usc.edu

Professor Peter Clarke

Office phone: 213-740-0940
Office- Annenberg 303C
email: chmc@usc.edu

Class: Tues 6:45-9:45 p.m.

Room: Annenberg 236

Texts:

Rice, R.E. & Atkin, C.K. (2001). *Public Communication Campaigns*. Thousand Oaks, Ca.: Sage. (Referred to as R&A)

Maibach, E. & Parrott, R. (1994) . *Designing Health Messages: Approaches from Communication Theory and Public Health Practice*. Thousand Oaks, CA: Sage. (Referred to as M &P)

Backer, T. & Rogers, E. & Sopory, P.(1992). *Designing Health Communication Campaigns: What Works?*. Thousand Oaks, Ca: Sage. (Referred to B, R &S)

Calishain, T. & Dornfest, R. (2005), *Google Hacks*. Sebastopal, Ca: O'Reilly Media.

Online: *Making Health Communication Programs Work:*

http://rex.nci.nih.gov/NCI_PUB_INDEX/PUB_INDEX_DOC.html

Course readings will be available at the bookstore, on line vendors, and the Leavey Library reserve desk. For material marked **READER** in the syllabus, go to HOMER (<http://library.usc.edu/>), click on the Reserve Desk tab, and then enter Mayer or the Course Number (COMM 581). Click "View" next to the reading you want and then click on the .pdf file next to "Electronic Access" (note that

there may be a part 1 and part 2 if the file is large). You will be asked for your username and password, which refers to your USC email username and password. Once you enter these, the file should come up (if you have Adobe Acrobat). If you are unable to access the file this way, you can still take the reading out from the reserve desk at Leavey Library.

Course Objectives:

1) To understand how messages are communicated from social service organizations to various audiences. We will look at both media and interpersonal outreach efforts in areas such as anti-smoking, safer sex, crime prevention, and immunization intervention -- both nationally and internationally. We are interested in personal behavior change and interventions that affect opinion and policies within the community and society.

2) To learn to design and evaluate communication campaigns that effectively promote messages of behavior change, with particular interest in message design, dissemination techniques, and evaluation.

3) To provide a theoretical and contextual framework for analyzing how and why some campaigns succeed and others fail.

Note: This course will be most effective if you have already taken communication theory and research techniques. Our approach will be based on this thinking, but will be **practical** in orientation. Although most references and studies we use are health based, the principles apply to many different kinds of information dissemination and behavior change that would be of interest to any social service organizations. You should be able to apply the techniques you will learn to any subject matter--environmental, human rights, political activism, etc.

Guidelines for this class:

This graduate class will be conducted as a seminar and so substantive student participation and regular attendance are required. Attendance will be taken for each class and tardiness or absence will have significant bearing on your grade. We expect you to complete assignments on time. If you have questions, please speak to Mayer or Clarke at least a week in advance of deadlines.

Elements of the grade:

Participation (includes knowledge of readings)	20%	
Attendance (includes absence and tardiness)	10%	
Assign. 1 Lit search (due 9/13)		10%
Assign. 2 Clipping file and mid-term paper (due 9/27)		10%
<u>Communication Campaign Components:</u>		
Assign 3 Presentation of campaign idea and previous research	10%	(due 10/4)
Assign 4 Two media and message examples (due 10/11)	5%	
Assign 5 Questionnaire design (due 10/25)	5%	

Assign 6 Questionnaire results (due 11/15)	5%
Assign 7 Final project presentation and paper (due 11/22 and 11/29)	25%
	Total 100 %

Clipping File:

Each week for the first half of the semester you will be expected to clip at least two stories in any of the popular or professional media dealing with issues of communication in the area of media and social services. The material needs to be connected to the readings and subject matter for that week=s discussion and study. If you hear appropriate stories on the radio or television, feel free to summarize them in a paragraph and use them in your file. You may also download articles from the Internet. Please date and label all materials and explain each clipping=s link to the subject matter for that week. One or two sentences should suffice. You are expected to provide a range of media examples B not just the Internet or just newspaper clippings. You can use some campaign ads but also include clippings or stories about campaigns and communication for social change. Organize your materials into a notebook. Presentation counts. Although the definition of communication is broad, we will not be interested in material that is purely about research or new information. It needs to be social service communication related. Use your best judgment in defining social service communication. Select articles appropriate to the week=s subjects and readings. Then take one article that is of particular interest to you and write a two page summary of its connection to class readings and discussions. This paper (and the clipping file) will be due Sept. 27. If you have questions, please talk to Mayer before this assignment is due.

Campaign Elements:

You will be developing a preliminary design for a communication campaign in the course of this class. The subject will be selected by Oct. 4. The subject is of your own choosing, based on a real life organization or issue you care about or are involved with. You might well want to design this as a pilot project so that you can learn lessons on a smaller scale before thinking of a larger program. You will write a 15-20 page final paper covering research you have identified on the subject, theory as appropriate for your design, results of your evaluation of at least two possible messages, other critical campaign design elements including objectives, time line, organizational infrastructure, media mix, targeted audiences, interpersonal components and evaluation plans. Other outreach elements may be included such as advocacy techniques or lobbying efforts (due for presentation to class and as a final paper 11/22 and 11/29).

Final Oral Presentation:

The presentation should be designed as a pitch to a potential sponsor. You need to be clear and concise, presenting the strongest possible argument for your campaign design. The presentation should take no longer than 15 minutes. Explain the goal, objectives, key consumer benefit,

timeline, description of the multi media components, and results of the pre-test. You may use PowerPoint if you wish, but only up to a maximum of 8 screens. PowerPoint is best used for visual information.

Schedule:

Aug. 23 **Introduction/overview.** Mayer and Clarke. Definitions of terms. Types of evidence useful for planning and evaluating interventions in social science. Ethical considerations for the field

Aug. 30 **Summary of history and theories** Mayer
1. **Reader:** A Conceptual Framework for Strategic Communication@ by Piotrow, Kincaid, Rimon & Rinehart.
2. A Public Communication Campaigns: The American Experience@ by Paisley (Chap. 1 R&A)
3. A Theory and Principles of Media Health Campaigns@ by Atkin (Chap. 3 R&A)
4. A Sense Making Methodology@ by Dervin & Frenette (Chap. 4 R&A)
5. A Moving People to Behavior Change@ by Maibach & Cotton (Chap.3 M&P)

Sept. 6 **Research techniques for intervention design** Clarke
How to use the internet, PsycInfo, and Ovid.
1. Google Hacks ,Preface and Ch. 1, practice what you learn about conducting efficient and effective searches. Skim Chs. 2-5, and identify at least two additional hacks that you find useful (e.g., #32). Practice them. Be prepared to share what you learn with the class, from using Google to discover background about possible foci for your class project.
2. “Search tips” section of PsycInfo
3. “i” Ovid
4. <http://www.uwb.edu/library/guides/bpolst592gillespie.html>

Sept. 13 **Campaign Design Overview** Mayer
1. **On Reserve & Online:** A Making Health Communication Programs Work@ National Cancer Institute-whole workbook
http://rex.nci.nih.gov/NCI_PUB_INDEX/PUB_INDEX_DOC.html
2. Part IV: A Campaign Sampler (p.269-319 R&A)

Assign 1 due

Individual meetings outside of class time Make appointments with Mayer to discuss class project and outline process.

Sept. 20 **Developing Appropriate Messages** Mayer
1. A Creating Fear in a Risky World@ by Stephenson & Witte (Chap. 5 R&A)

2. AThinking Positively: Using Positive Affect When Designing Health Messages@ by Monohan (Chap.5 M&P)
3. AFishing For Success@ by Witte (Chap. 8 M&P)

Assignment: Come into class prepared to discuss ideas for your communication campaign

Sept. 27

What works? Mayer

1. B. R and S. p. 1-34,167-176

2 Reader: Social Marketing Traction, Academy for Educational Development, Social Change Group, 2000

Assignment 2 *Clipping file due*

Each student has 5-8 mins. to present findings in class

Oct. 4

Organizational Aspects of Campaigns- Dr. Tom Backer-guest

1. Reader AOrganizational Aspects of Health Communication Campaigns: What Works?@

By Backer & Rogers, (p. 1-36 & 214-227)

2. @Community Partnership Strategies in Health Campaigns@ by Bracht (Chap. 27, R&A)

Assign. 3 *Preliminary outline for project due(including research already found)*

Oct. 11

Ways of gathering evidence on the effectiveness of interventions: Intro. To focus groups and sample surveys Clarke

1. <http://www.accesscable.net/~infopoll/tips.htm#top>;

2. <http://www.statpac.com/Surveys>

3. <http://www.sysurvey.com/tips/arsham.htm>.

4. Central Intercept interview p. 189-192 Making Health Communication Programs Work (on line or hard copy)

Assign. 4 *two media/message examples due*

Oct. 18

Media Advocacy- Vicki Beck

1. APutting Policy Into Health Communication@ by Wallack & Dorfman (Chap. 31, R&A)

2. Reader a. APublic Health & Media Advocacy@

b. AThe Advocacy Connection@

c. AThinking Media Advocacy@

by Wallack, Dorfman, Jernigan & Themba, *Media Advocacy & Public Health*

Oct. 25

International Interventions Mayer

1. AStrategic Communication for International Health Programs@ by Piotrow & Kincaid Chap. 14, R&A)

2. AThe Entertainment- Education Strategy in Communication Campaigns= by

Singhal & Rogers (Chap. 28 R&A)

3. **Reader**, Communication Campaign Designs (Eritrea and Malawi), by Mayer

Assign. 5 *Questionnaire design due*

Nov. 1

Critique of Questionnaire Designs; Clarke

1. Google kw = designing intercept surveys (in “all”) for help with your evaluation design. You can find other examples of commercial uses of intercept studies by varying kw entries (intercept, survey, how to, design, designing) across Google’s “all,” “exact,” and “any” windows.
2. <http://appliedresearch.cancer.gov/areas/cognitive/interview.pdf>, which will guide you in pre-testing your draft questionnaire.

Nov. 8

Evaluation techniques- Dr. Thomas Valente

1. **AEvaluating Communication Campaigns@** by Valente (Chap. 6, R&A)
2. **AHow Effective Are Mediated Health Campaigns?@** by Snyder (Chap. 10 R&A)
3. **Reader AImpact Evaluation@** by Piotrow, Kincaid, Rimon & Rinehart

Nov. 15

New Technology- Guest Lecturer

1. **Reader AInteractive Technology Attributes in Health Promotion: Practical & Theoretical Issues@** by Rimal & Flora
2. **Reader** Delivering Entertainment Education Health Messages Through the Internet to Hard to Reach US Audiences in the Southwest by Everett Rogers
3. **AA Web Based Smoking Cessation and Prevention Program for Children Aged 12-15"** by Buller et al. (Chap. 29, R&A)
3. **>Using Interactive Media in Communication Campaigns for Children and Adolescents@** by Wallack & Dorfman, (Chap. 30, R&A)

Assign. 6 Questionnaire results due

Nov. 22

Assign. 7 Final Presentations and papers due -Group 1

Nov. 29

Assign. 7 Final Presentations and papers *due*-Group 2

Other recommended books: (available at Comm. Resource Center or USC Library)

Atkin, C. & Wallack, L. (1990) Mass Communication and Public Health: Complexities and Conflicts. Newbury Park , CA: Sage.

Backer, T.E. & Roger, E.M. (1993) Organization Aspects of Health Campaigns: What Works?. Newbury Park: Sage.

Ball-Rokeach, S.J., Rokeach, M. & Grube, J. (1984) The Great American Values Test: Influencing Behavior and Belief Through Television. New York: The Free Press.

Graeff, A.G., Elder, J.P., & Booth, E.M. (1993) Communication for Health & Behavior Change. San Francisco, CA: Jossey- Bass

Piotrow, P.T., Kincaid, D.L., Rimon II, J.G. & Rinehart, W. (1997) Health Communication: Lessons from Family Planning and Reproductive Health. Westport, Conn.: Praeger.

Rice, R. & Katz, J.(2001) The Internet & Health Communication. Newbury Park:, Ca. Sage

Romer, Daniel, ed (2003) Reducing Adolescent Risk: Toward an Integrated Approach. Newbury Park, Ca: Sage

Salmon, C. (1989) Information Campaigns: Balancing Social Values and Social Change. Newbury Park: Sage.

Singhall, Arvind, Everett Rogers, (1999) Entertainment-Education: A Communication Strategy for Social Change: New Jersey : Lawrence Erlbaum Associates

Valente, Thomas, (2002) Evaluating Health Promotion Campaigns: U.K. Oxford

Wallack, L. Dorfman, L., Jernigan, D. & Themba, M. (1993) Media Advocacy and Public Health: Power for Prevention. Newbury Park: Sage.