CHS 288 - WINTER 2015
HEALTH COMMUNICATION IN THE POPULAR MEDIA
COMMUNITY HEALTH SCIENCES/ SCHOOL OF PUBLIC HEALTH

Class time: Wednesdays 3 - 5:50 PM Rm. 71-257 FSPH

Professor: Deborah Glik, Rm. 26-081, SPH Tel: 310-206-9548
Email: dglik@ucla.edu/dcglik@gmail.com

Office hours: Monday 2:40 - 4:20 / Thursday 1-2:40 & by appointment
TO BOOK OFFICE HOURS: https://dcglik.youcanbook.me/

Class website: https://ccle.ucla.edu/course/view/15F-COMHLT288-1

This is a password protect site: login with your bruin on line (or gmail) login and password.

COURSE DESCRIPTION
This course is about how popular media influences health, how research is conducted on this issue and how health professionals can use or influence the popular media to make it healthier and populations who use it healthier. Popular media examined include entertainment programming, journalism, advertising media, the arts, and newer digital and web based video games and social media and most recently grassroots and transmedia.

We will look at how people use the media (utilization), portray health issues (content), and how media utilization and exposure to media content impact audiences with regards to selected issues (media effects). Then we will introduce students to current practices or strategies being used to enhance health depictions (media journalism, documentary production), embed health messages into entertainment programming, games or other popular formats (entertainment education, social media, arts and media, trans-media, games and health) to improve health outcomes and finally enhance peoples' ability to interpret the media they are exposed to (media literacy) or use the media to advocate for certain issues (media advocacy). All through this journey we will stress the power and importance of narrative storytelling, a key element in popular media.

The course requires that certain competencies be attained. Students will learn about media content analysis as well as the issues in trying to understand audiences (audience research) and assessing media effects. Then taking some of
these ideas, students will select a topic and do one of three project options (see below).

Please note that projects are extensive and intensive and thus take a lot of out-of-classroom time. Make use of faculty input as your project develops through meetings and office hours.

PREREQUISITES
CHS 210 or previous courses in social science or consent of instructor.

COURSE REQUIREMENTS
The course meets three hours a week. The lecture-discussion sessions will be used for critical analysis and review of key readings. Students are expected to come to class prepared to fully participate in a discussion of readings as well as engage fully in their projects (see below) in order to achieve the following competencies.

<table>
<thead>
<tr>
<th>Chs 288 : LEARNING OBJECTIVES LINKED TO COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives: Upon completion of course students should have achieved these:</td>
</tr>
<tr>
<td>1) To have a working knowledge of research and theory describing popular health communications, and how that impacts population health.</td>
</tr>
<tr>
<td>2) To get skills to conduct media content analysis, as well as become familiar with the use of survey and experimental research in media utilization and media effects research.</td>
</tr>
<tr>
<td>3) To get insight into the media industry, both commercial and not for profit, with special attention paid to mass media formats of newspapers, print media, television, radio, video, digital, multimedia, social media, arts and mobile media.</td>
</tr>
<tr>
<td>4) To become familiar with new</td>
</tr>
</tbody>
</table>
media/educational strategies of health journalism, media literacy, media advocacy, entertainment education, social media and arts education for health.

5) To adopt a critical perspective as regards the health communications field.

6) To be able to apply methods used such media and content analysis or program planning and evaluation principles to provide the evidence base for health communication practice

PROJECT OPTIONS

Each student is expected to participate in a series of class projects leading to a final project paper. There are three possible projects 1) a media content analysis, 2) a comprehensive program plan that uses a popular media intervention (entertainment education, social media, transmedia arts and education, games and health, media literacy, media advocacy, health journalism.), or 3) a non fiction health journalism article or series of blogs (long - at least 3,000 - 4,000 words or series of shorter linked 1000 word articles (at least 3). Project #1 can be a group project with no more than three participants. Project #2 can be a group project with no more than two participants, with this project not being a more conventional social marketing campaign as this is covered in CHS 282, or a low literacy intervention covered in CHS 292. Project # 3 is an individual project and is for anyone who has skills and aptitude for popular or journalistic writing. (Please note: up to this time we have not considered a project option as a scripts for a video documentary treatment, as we have not had the resources to teach this, but

ASPH = Association of Schools of Public Health - (www.asph.org); NCHEC = National Commission for Health Education Credentialling (www.nchec.org)
all things are possible.... Short scripts or story lines however to support project options 2 or 3 are an option however.)

**Exercises leading to final project**

1) The first exercise is a literature review and problem statement about the health issue selected (2-3 pages) due the 3rd week of class. *(October 14th).* Please submit this electronically to dglik@ucla.edu.

2) The second exercise is a plan for the topic/approach you have selected, due the 5th week of class. It can be in outline format and should be about two pages. *(October 28th).* Please submit this electronically to dglik@ucla.edu.

   a) For content analysis it will include a sample design and a coding plan and basic research questions you will be addressing.

   b) For the strategic implementation plan it will include defining a target population, a set of objectives and a rationale for the method that will be implemented, as well as some ideas about measurable outcomes you will hope to achieve.

   c) For the health journalism article it will entail an analysis of targeted media, article objectives, talking points or framework, who will be interviewed or cited, distribution plan.

3) The final project paper entails integrating the first two exercises and doing the research (media content analysis) coming up with a 'robust' implementation plan for a media literacy, media advocacy, entertainment education, social media, transmedia, or arts and education strategy, or doing interviews, background research and write up for the health journalism article. Final paper for is at least 12-15 pages narrative (double spaced) (not including appendices). You will present key findings or key approaches in class on December 2nd and actual paper will be due on December 7th, submitted to me electronically dglik@ucla.edu.

   a) **Media content analysis:** Do a content analysis of advertisements, TV shows, films, video games, news articles, magazines, websites, blogs, or other media on some topic that has relevance for health. Your job here is to pick examples of materials on a specific topic (e.g., tobacco, alcohol, OTC drugs, fast foods, plastic surgery for beauty, health foods, etc.) that appear in the commercial or popular media and then
systematically deconstruct the messages related to some health issue, find themes and messages, and also assess the means used to disseminate those materials. Systematic collection of materials is required as well as analysis of results. This would lead to recommendations for a media advocacy or media literacy campaign, a counter advertising campaign, or aid in the creation of health-related journalistic, entertainment or documentary themes.

b) Popular media intervention: Design and write a comprehensive plan for an intervention using media advocacy, media literacy, entertainment education or outreach, health journalism, participatory media such as the arts and/or social media, or transmedia. This can be written as though you are proposing to do the work for an organization or are applying for a grant (i.e., it’s a 211ab proposal format). You will need to define target audience, objectives, implementation plan and strategy, message design, timeline and management but the idea here is to use a popular media intervention as described in class, and as noted above not a more conventional comprehensive social marketing intervention—covered is CHS 282 or a more conventional material development intervention—covered in CHS 292. You do not need to actually design material but you will be asked to give a rough outline of the types of materials you will create, how you will do formative research, how you will distribute and assess progress, and how you will measure overall impact. This proposal will include an executive summary, a problem statement, literature review, objectives, theories, implementation plan, formative, process and summative research, management plan, timeline and budget.

c) Health journalism: Write a long (magazine feature—at least 3500 words or a series of 3 short (newspaper or webnews or a series of blogs) articles (at least 1000 words) about a particular health topic (i.e., HIV/AIDS, nutrition, immunization, safety, disaster preparedness, etc.). You can focus on any health issue but the issue must be framed with a public health orientation. You can also do a critical series—i.e., the failure of government campaigns to curb the obesity epidemic, the buzz about the HPV vaccine or PREP medications, how beauty products might be carcinogenic, etc. as long as it’s newsworthy, readable, well written and publishable and it is written with a particular target audience in mind (young adults, AARP members, parents of special needs children, etc.). It is presumed you will interview experts here at UCLA or in community so pick a topic where there are some experts. The perk for this project is that I will help you edit your draft if you feel you need it. The challenge is to be really creative.
*** As noted above media content analysis can be a team of up to three people, popular media intervention plan can be a team of up to two people, and the popular journalism article is for individuals.

Extra Credit Exercise
For those of you who are motivated, if you find a great article relevant to class or your topic and you would like to do a short review and/or in class presentation you can get extra points.

EVALUATION
Students will be evaluated based on meeting course requirements. These requirements include:

- (15%) Participation in class discussion
- (35%) Completion of 2 exercises (15 pts first exercise, 20 pts second exercise)
- (10%) Oral presentation of class project last day of class December 2nd.
- (40%) Final paper.
- (5%) Extra credit Exercise.

READINGS

Required:
Required Readings are on the Class Moodle website at: https://ccle.ucla.edu/course/view/15F-COMHLT288-1 or identified in the syllabus by the link to the website where they can be found.

Recommended:


Henry Jenkins Convergence Culture: where Old and New Media Collide. NYU Press, New York, New York

Additional readings on syllabus or on class moodle site noted as recommended.

ADDITIONAL RESOURCES

1) Kaiser Family Foundation has a great resource on entertainment media and health: http://www.kff.org/entmedia/index.cfm Information on youth markets, new marketing solutions, media utilization, audience research.
2) Pew Internet and American Life Project. Reports on how Americans use the internet as well as other media (ie newspapers) for information at http://www.pewinternet.org
3) Advertising Age – everything you ever wanted to know about the current state of advertising: at http://adage.com/. Another ad site is: http://ad-raq.com
4) For links to entertainment education programs worldwide go to http://www.comminit.com/
   Join the “drumbeat” and receive the newsletter. Other relevant web sites: Soul City (South Africa; see evaluation reports on Soul City 4, Soul Buddyz), BBCi, BBC World Trust.
5) There are some really interesting games that follow entertainment education principles on various sites (CDC, FEMA, NIH, NSF)
6) For a site that highlights media literacy go to http://www.amlainfo.org
7) A great site on media content analysis is: http://www.youthmediarisk.org It’s an Anneberg-Robert Wood Johnson collaborative project.
8) A site about blogging is the following. http://socialtriggers.com/perfect-blog-post/
9) Here is a site about writing non fiction health articles: http://www.healthwriting.com/
10) And here is Jeff Gomez’ site on transmedia http://www.starlightrunner.com/
Don't forget television shows and movies - TV shows are usually the medical ones ( ie Grey's Anatomy, Private Practice, House, Nurse Jackie) with some interesting exceptions ( Homeland, Breaking Bad,) and more recently the reality based ones (16 and pregnant, Dr. Oz, The Doctors, True Stories of the ER, The Biggest Loser) Recent popular movies with prosocial or health themes are The Insider, Traffic, Yesterday, 21 grams, City of God, An Inconvenient Truth, Thank you for Smoking, Supersize Me, Food Inc, Sicko, District 9, Crazy Heart, The Soloist, Contagion, , , plus large numbers of documentaries and quite a few made for TV films.

**OVERALL COURSE OUTLINE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEP 30</strong></td>
<td><strong>SESSION ONE</strong></td>
<td>Media development &amp; utilization/</td>
<td>THEORY / UTILIZATION OF ENTERTAINMENT AND POPULAR MEDIA/ OWNERSHIP &amp; STRUCTURE</td>
</tr>
<tr>
<td><strong>OCT 7</strong></td>
<td><strong>SESSION TWO</strong></td>
<td>Media Monitoring/ Content Analysis Methods and research</td>
<td>MEDIA CONTENT ANALYSIS RESEARCH / FRAMING AND PLACEMENT OF MEDIA CONTENT/ UNDERSTANDING HOW MEDIA CONTENT IS SEGMENTED FOR AUDIENCES</td>
</tr>
<tr>
<td><strong>OCT 14</strong></td>
<td><strong>SESSION THREE</strong></td>
<td>Media effects research</td>
<td>SEX DRUGS , VIOLENCE AND HEALTH IN THE MEDIA AND AUDIENCE IMPACT/ MEDIA EXPOSURE &amp; YOUTH DEVELOPMENT</td>
</tr>
<tr>
<td><strong>OCT 21</strong></td>
<td><strong>SESSION FOUR</strong></td>
<td>Advertising and Internet effects, theories, and research</td>
<td>FOOD ADS AND OBESITY, MARKETING OF DRUGS, ALCOHOL CIGARETTES/ BRANDING / BUILDING AUDIENCES / PRODUCT PLACEMENT/ INTERNET MEDIA EXPOSURE &amp; YOUTH AND SOCIAL DEVELOPMENT/ POLITICAL AND COMMERCIAL SPEECH</td>
</tr>
<tr>
<td><strong>OCT 28</strong></td>
<td><strong>SESSION FIVE</strong></td>
<td>Health Journalism / Media Documentaries/Blogs</td>
<td>WRITING FOR NEWS MEDIA , BLOGOSPHERE, FUGITIVE MEDIA AND DOCUMENTARY MEDIA</td>
</tr>
<tr>
<td><strong>NOV 4TH</strong></td>
<td><strong>SESSION SIX</strong></td>
<td>Entertainment</td>
<td>PRACTICE AND EVALUATION OF</td>
</tr>
<tr>
<td>Nov 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Session Seven</td>
<td>NO CLASS</td>
<td>Veteran’s Day</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>Nov 18&lt;sup&gt;th&lt;/sup&gt;</strong></td>
<td>Session Eight</td>
<td>Transmedia/Games and Health /Using social and participatory media to enhance theatre, arts, writing and communication interventions locally</td>
<td>Understanding the power of storytelling / Engagement and world building / Using social media and networking applications for health promotion / Using small media /, social media arts and education approaches (ELA/AMP)</td>
</tr>
<tr>
<td>Nov 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Session Nine</td>
<td>Media Literacy/ Media advocacy/ media addiction</td>
<td>Teaching people to be literate about media content and media consumption/ outreach for the media advocacy/ media addiction</td>
</tr>
<tr>
<td>Dec 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Session Ten</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>Dec 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>Final Term Papers Due</td>
<td></td>
</tr>
</tbody>
</table>

### Detailed Course Outline:
**Health Communication in the Popular Media**

#### I. Media and health communication research

**READINGS**

**Sept 30** - Session One - Media development / Media utilization/ Theory / Utilization of entertainment and popular media/ Ownership & structure

Required


Oct 7th Session Two Media Monitoring/ Content Analysis Methods and research MEDIA CONTENT ANALYSIS RESEARCH / FRAMING AND PLACEMENT OF MEDIA CONTENT/ UNDERSTANDING HOW MEDIA IS SEGMENTED FOR AUDIENCES

Required


Hardy, Bruce, Patrick E. Jamieson, Dan Romer, and Kathleen Hall Jamieson. The Annenberg Coding of Health and Media Project: Rationale and Plans Annenberg Public Policy Center University of Pennsylvania December 2008

Potter, W. James Establishing Validity in Content Analyses of Risky Health Behaviors Portrayed in Media Messages Department of Communications University of California at Santa Barbara
Murphy, Sheila T, Wilkin, Holley A. Cody, Micahel J. Huang, GC. Health Messages in Prime time television: A Longitudinal Content Analysis (on CHS website) (from Jordan, Kunkel, Manganello, Fishbein (2009)

Recommended


Oct 14th - Session Three - Media effects research. Sex Drugs, Violence and Health in the Media and Audience Impact/ Media Exposure & Youth Development

*****EXERCISE ONE DUE *****

Required


Christopher J. Ferguson Video Games and Youth Violence: A Prospective Analysis in Adolescents J. Youth Adolescence (2011) 40:377-391DOI 10.1007/s10964-010-9610-x


S. Liliana Escobar-Chaves, DrPH*, Susan R. Tortolero, PhD*, Christine M. Markham, PhD*, Barbara J. Low, DrPH*, Patricia Eitel, PhD*, Patricia Thickstun, PhD†Impact of the media on adolescent sexual attitudes and behaviors. Pediatrics. 2005 Jul;116(1):303-26


Recommended


**********

Oct 21st - Session Four - Advertising and Internet effects, theories, and research FOOD ADS AND OBESITY, MARKETING OF DRUGS, ALCOHOL CIGARETTES/BRANDING / BUILDING AUDIENCES / PRODUCT PLACEMENT/ INTERNET MEDIA EXPOSURE & YOUTH AND SOCIAL DEVELOPMENT/ POLITICAL AND COMMERCIAL SPEECH

Required

Peter Anderson, Avalon de Bruijn, Kathryn Angus, Ross Gordon and Gerard Hastings. pact of Alcohol Advertising and Media Exposure on Adolescent Alcohol Use: A Systematic Review of Longitudinal Studies Alcohol & Alcoholism 44(3) 229-243, 2009

Zimmerman, FJ & Bell JF Associations of Television Content Type and Obesity in Children. AJPH 100, no. 2, (2010): 334-340

Kaiser Family Foundation 2007) Children's Exposure to Food Advertising on Television: A Side-by-Side Comparison of Results from Recent Studies by the Federal Trade Commission and the Kaiser Family Foundation


Recommended


*********

II. Strategic interventions with the media

Oct 28th - Session Five - Health Journalism / Media Documentaries/Blogs
WRITING FOR NEWS MEDIA, BLOGOSPHERE, FUGITIVE MEDIA AND DOCUMENTARY MEDIA

*****EXERCISE TWO DUE *****

Required
To link to this article: http://dx.doi.org/10.1080/10410236.2014.974126

McCombs, Matthew A Look at Agenda-setting: past, present and future Journalism Studies, Volume 6, Number 4, 2005, pp. 543_557


Recommended


Kristen, Rainie, Mitchell, Rosenstiel, Olmstead. Understanding the Participatory News Consumer, Pew Internet and American Life Project, March, 2010


To link to this article: http://dx.doi.org/10.1080/10410236.2011.633158

Johnson and Johnson: Using You Tube Videos to Promote a Health Channel http://www.youtube.com/user/JNJhealth

********
November 4th Session Six - Entertainment education Practive and Evaluation of EE Developed World and Developing World Required


Stacey J. T. Hust, Emily Garrigues Marett, Ming Lei, Hua Chang, Chunbo Ren,


Senegal (Raes) C’est La Vie http://www.ongraes.org/

Recommended


Teen to Xtreme http://t2x.me


Heather J. Hether, Grace C. Huang, Vicki Beck, Sheila T. Murphy & Thomas W. Valente (2008): Entertainment-Education in a Media-Saturated Environment:
Examining the Impact of Single and Multiple Exposures to Breast Cancer Storylines on Two Popular Medical Dramas, Jo Health Communication, 13:8, 808-823

Harriet Perlman,a Shereen Usdin,b Jenny ButtoncUsing popular culture for social change: Soul City videos and a mobile clip for adolescents in South Afric© 2013 Reproductive Health Matters Doi: 10.1016/S0968-8080(13)41707-X

Film Clips Examples of programming from developing world - ie Inspector VJ (India) / Senegal stuff /

********

November 11th  Session Seven NO CLASS Veterans Day

November 18th  Session Eight Transmedia/Games and Health Social and participatory media to enhance theatre, arts, writing and communication interventions locally UNDERSTANDING THE POWER OF / STORYTELLING / ENGAGEMENT AND WORLD BUILDING USING SOCIAL MEDIA ARTS AND EDUCATION APPROACHES (ELA/AMP)

Required


Langxuan Yin, Timothy Bickmore, Nick Montfort. An Interactive Narrative System for Narrative-Based Games for Health. Intelligent narrative Technologies 7: papers from the 2014 Workshop


Senegal (Raes) C’est La Vie http://www.ongraes.org/
Ngelawu Nawet (Winds of Hope) http://www.commixin.com/en/node/301109/304

Recommended.

Philip Massey, Bozena M. Morawski, Alexandre Rideau, Deborah Glik, ScD. Health Communication via New Media: An Internet-Based Peer Community Dedicated to Health Information Created by Youth in Dakar, Senegal. Cases in Public Health and social marketing Volume 3 - Summer 2009
http://www.gwumc.edu/sphhs/departments/pch/phcm/casesjournal/volume3/peer-reviewed/cases_3_03.cfm


****

Transmedia series April and May 2014

East Lost High http://www.hulu.com/east-los-high?cmp=507&pdv=c&qclid=CNHFtGW9bkCFcs9QgodoRMAsw


November 25th – Session Nine t –Media Literacy / Media Advocacy / Media Addiction Teaching People to be literate about media content and media consumption/ outreach for the media Advocacy/ media addiction

Required


Staples, Ann Media Advocacy: A Powerful Tool for Policy Change *NCMed J March/April 2009, Volume 70, Number 2* 175


Recommended


Eisenstock, B You are what you Post ( Cable in the Classroom ) July / August 2008 . At: [http://www.ciconline.org/cicmagazine-july_aug08](http://www.ciconline.org/cicmagazine-july_aug08)

New Mexico Media Literacy / Beyond Blame / Media Sharp Kit: Centers for Disease Control, 2000.

Teen to Xtreme http://t2x.me

****

December 2\textsuperscript{nd} - Session Ten - Presentations

December 7\textsuperscript{th}  *****FINAL PAPERS DUE *****