IMC 585-Health Communication: Take-Home/Open Book Final Exam (Fall 1, 2023)

Exam administration: This exam challenges you to creatively apply your knowledge and critical thinking about various concepts, frameworks, and theories from the course readings, to reflect on the community health campaign you developed this semester. The exams will be graded via a rubric and then the scores will be curved on a 100-point scale based on item analysis. The adjusted/final scores will be made visible in Bb by Oct. 5, and final course grades will be submitted on Oct. 5.

Instructions: Before submitting your completed document to kaswain@olemiss.edu:

1. Type your full name at the top of the document.
2. Save the file as .docx, .doc, .rtf, or pdf in this format: *FirstnameLastName-exam.docx* (ex: JoeSmith-exam.doc). No Google Doc links.
3. Skim through all the questions on p. 1-11 below. Then fill in your responses underneath each question and sub-question. Most require explanatoryresponses. You may include bullet points to accompany narrative paragraphs, as needed.
4. After you answer all questions, read through the document (all questions and responses) to make sure you said what you intended to say and didn’t miss anything. Fill in supporting details, examples, citations, etc.
5. Proofread your draft for grammar, spelling, and punctuation errors. Responses will be evaluated based on the appropriate application of concepts, thoroughness, creativity, writing quality, and preciseness.
6. Hang onto the document since you might want to include it in your job-hunting portfolio.
7. Close the document, then open it to make sure it is viewable. Only readable documents submitted by the Oct. 3 deadline will receive any credit.

**YOUR NAME:**

1. Overview of your health campaign(10 points).

Draw upon your campaign plan documents and Bb discussions as needed, to describe the campaign you designed this semester.

1. *Health problem and outcomes*. What wasyour chosenhealth topic this semester? What specific health advice or call to action did you promote? (In other words, what did you want them to do?)If your target audience did follow your advice, what outcomes would you hope to achieve (knowledge, awareness, changes in attitudes or beliefs, action/behavior change, new long-term habits, etc.)? Be specific about these health outcomes (such as knowledge about HPV vaccines, new habit of walking at least 10,000 steps per day, etc.)
2. *Location.* Describe the specific location you proposed, to conduct a community campaign to address this health problem.Describe it in terms of its geographic location, relevant community demographics or other data, local resources or barriers that could affect whether people follow your health advice, etc. – plus any other noteworthy aspects of the town or its history that might be relevant.
3. *Audiences.*Who are you trying to reach? Describe your main audience for this campaign plusall of the segments (broad groups or populations, not specific individuals or organizations) you used. Describe characteristics of your audience/segments (Examples: a vaping prevention campaign targets teens in localmiddle/high schools, a breastfeeding campaign targets female members of local black churches, a child nutrition campaign targets low-income WIC recipients, etc.)
4. Health behaviors(10 points). Essentials p. 163-164, 245.
5. *Behavioral factors* (see the BEHAVE framework, Essentials 160). Complete this statement by filling in the blanks:

“In order to help \_\_\_\_\_ (your audience) to \_\_\_\_\_\_\_ (perform a specific behavior), we will focus on \_\_\_\_\_\_ (benefits that the audience values). We will reduce the barriers of \_\_\_\_ and promote \_\_\_\_ (other enabling factors such as self-efficacy, enhanced health literacy, etc.). We will use \_\_\_\_\_\_ (specific media channels or other outreach activities).

1. *Behavior analysis*. List the nine behavior analysis factors boldfaced in Table 9-2 on p. 164 (Essentials). Next to each factor, type the answer from the book that most closely reflects the outcomes you hope to see in your health campaign. Then, next to your chosen answer, provide a brief explanation. (Example: “1. Health impact of the recommended behavior – very significant impact: Increasing safety belt use rate from 75% (the rate observed in 2002) to 90% could prevent an estimated 20 fatalities and 300 serious injuries annually in Memphis.”
2. Ecological Model (6 points). Review the model/discussion: Essentials, p.9, 21.Based on what you knowabout your chosen location (1b above):
3. Describe the “ecology” of the community environment surrounding your health topic, in light of all five circles of the model.
4. Describe how the different populations, organizations, and other entities within this community might interact with, influence, or address your health problem.
5. Participatory role play (12 points). Essentials p. 153-154 and 174-175.
6. Describe a specific creative idea for a drama/role play activity fora particular community setting(as part of your campaign), to stimulate conversations among your audience members.Explain how this activity would work, the setting(s), and who the ideal participants would be.
7. Write an example prompt or question forrole-play participantsand a specific scenario you want them to act out in a skit. (For example, a college guy is drunk at a party and is leaving to drive home. One participant plays the guy, and another plays a friend who tries to intervene.)
8. Suppose you recorded and transcribed this role play activity. How could you analyze and use thetranscripts of the role plays, conversations, comments, etc. to develop abetter campaign?
9. Which of the six concepts of Social Cognitive Theory (Essentials p. 154) are relevant to the goals of your proposed role-play activity? Name all relevant SCT concepts and explain.
10. Stages of Change/Transtheoretical Model (6 pts). Pink Book 221; Essentials 153, 163-166.
11. Which stage are your audience members likely in now, and why?
12. Write a brief campaign message or slogan that conveys your health advice and reflects the stage that at least one of your segments is currently in.
13. Health Belief Model (10 points). See Pink Book p. 222 and Essentials p. 152.

Examine how your audience likely perceives your health problem or advice, in light of the Health Belief Model. To do this, list each of the five model components. Next to each component, explain how your audience views your health problem or advice – and how youmight address that perception. (Example: White high school boys in rural Mississippi have low *perceived susceptibility* of getting HIV because they believe that only minority or gay men get HIV that way. So my campaign needs to provide numbers and facts about their actual risk of becoming infected.)

1. PRECEDE-PROCEED Model(10points). See Pink Book p. 220; Essentials p. 23-24.
2. Identify 3 *predisposing factors* – existing attitudes, beliefs, behaviors, cultural factors, etc. – that motivate audience members to comply with your advice. Provide supporting justifications, details, examples, etc. relevant to your campaign, to explain why you chose these factors.
3. Identify 3 *enabling factors* – specific skills or resources that your audience membersneed to have, in order to follow your health advice. Provide supporting justifications, details, examples, etc. relevant to your campaign, to explain why you chose these factors.
4. Identify 3 *reinforcing factors* – factors that reward“good”health behavior and/or punish“bad” behavior(s) and strengthen motivation to follow your advice.Provide supporting justifications, details, examples, etc. relevant to your campaign, to explain why you chose these factors.
5. *Formative research*. Which research method(s)would you use to examine these factors? What audience beliefs, attitudes and behaviors would you identify through this research, to help you design or refine your campaign? Be specific. For example, a car accident prevention campaign uses an online survey of adult drivers, to identify existing seat-belt habits (behaviors), assumptions about seat-belt effectiveness (beliefs), and acceptance of seat-belt laws (attitudes).
6. SMART (10 points). Review Essentials, p. 182-185.

Imagine that you are applying for a government grant to help you launch your campaign. How would you propose to apply SMART Objectives in your funding request? Provide supporting details and/or examples, to highlight how you could apply each SMART objective.

1. Upstream/downstream approaches (9 points). Review Essentials p. 10 and p. 80.

A river analogy might help us visualize the point of entry for a health campaign. The river’s source, “upstream,” is the broadest or earliest point of entry, while campaigns that try to modify individual behaviors are “downstream” – the narrowest or final point of entry. Archbishop Desmond Tutu said, “We need to stop just pulling people out of the river. We need to go upstream and find out why they’re falling in.”

1. What upstream (systemic) determinants of “bad” health outcomes could be addressed in your campaign or via relevant policy/advocacy? Describe both systemic determinants and outcomes.
2. What downstreamstrategies does your campaign reflect? How do your messages help individuals avoid bad health outcomes – and which “bad” health outcomes you described in 4a could your advice prevent?
3. If you had to choose, would you use an upstream or downstream approach in your campaign? Explainthis choice; be specific in your campaign recommendations.

1. Diffusionof Innovations(12 points). Review Pink Book p. 226 and Essentials p. 155.
2. Describe an original idea for an “innovation” that couldengage your audience members with your health advice (tool, resource, device, quiz, app, contest, online game, etc.).
3. Which audience segments arethe most and the least likely to adopt this innovation – and why?
4. Focus on the segment you identified asleast likely to adopt the innovation in 10b. Discuss how these people might perceive your innovation, in light of each of the 5 (bulleted) characteristics of innovations on p. 226. Use first-person voice (ex: “This online diagnostic quiz does a better job of helping me assess my risk of developing diabetes than news stories about diabetes risks because it quickly identifies foods in my daily diet that might be good or bad.”)
5. Risk perceptions(4 points). Review Essentials p. 58, 357-358.
6. Review Peter Sandman’s eight risk perception factors (top of p. 358). Listall of these factors that increaserisk perceptions aboutyourchosen health problem (involuntary risk, exotic, etc.). Next to each factor, briefly explain why people in your audience have this risk perception. (Example: involuntary risk – students can’t avoid COVID exposure, etc.)
7. What outrage levels AND hazard levels would reflect the audience risk perceptionsyou identified– and why? (see p. 357)