

DATE: July 3, 2020

TO: Healthy Campus Task Force, CARE Team Co-Coordinator, Jim Amidon, Dean McDorman, Dean Redding

FROM: Simon Hacker '21, Jacob Obst '22, Prof. Jeffrey P.M. Drury

RE: Health Communication Campaign Strategies

The purpose of this memo is to highlight several key findings from our research thus far concerning the best practices for our return in the fall. Over the coming weeks, our team will work on a specific campaign plan that we intend to explain fully in a subsequent memo.

- First, it is crucial to employ both peer to peer social networks and public, mass mediated messages (Valente & Davis; Atkin & Rice). Peer to peer networks could include social media interaction, educational events in the fall (in person or online), or just casual conversation across campus. Learning occurs most effectively when individuals are trained by their peers or near peers, so the more students we can get to spread our message will increase the success of the campaign (Valente & Davis). For public messages, we should use existing media outlets like the *Ur'nal Review*, *The Bachelor*, or chapel talks (Mohan Dutta; Maibach et al.). We also recognize the potential for the CARE Team members to be stigmatized as enforcers who are separated from the rest of the student body, and thus suggest that the Team try to cultivate wider support through opinion leaders on campus.
- It is important to avoid overt persuasion to limit reactance. Reactance is an unpleasant emotional response that emerges when people experience a threat to or loss of their free behaviors (Quintero Johnson et al.). Instead, we should use more palatable modes of persuasion like informational, testimonial, and entertainment (Dillard & Shen; Quintero Johnson et al.). Specifically, we found that fear and humor have significant persuasive power with young men (Lyzun, Kathryn, and Alison McMullen; Wanzer, Melissa Bekelja, et al; Whittier, David Knapp, et al).
- It is also vital to address elements of the Health Belief Model when crafting our messages. The HBM has five individual components: perceived susceptibility, perceived severity, perceived benefits, perceived barriers, cues to action, and self-efficacy. Due to the specific nature of COVID-19, we believe that it would be best to address individual student's perceived susceptibility (or lack thereof), the severity of the circumstances for at risk people on campus, limit barriers to action, and promote self-efficacy among the students (Janz; Fishbein & Yzer).
- It will be helpful to acknowledge how difficult it will be for students to follow the new regulations. Threat to individual freedom is directly correlated with magnitude of reactance. Fortunately, explicitness (making our intent plain) and reason (providing justification in support of the rules) softens anger and decreases reactance (Dillard & Shen).
- We must be careful to avoid desensitization effects throughout the campaign (Cho and Salmon). Desensitization occurs when the public grows apathetic towards a message after repeated exposure to persuasive messages (Cho and Salmon). We can

avoid this reaction by changing our messaging slightly across multiple platforms. Another way to avoid desensitization is to consistently evolve the campaign through new events, images, etc. (Cho & Salmon).

- Finally, our messages should appeal to cultural norms and beliefs, as appropriate (Campo et al.). For example, we could discuss Wabash's fighting spirit or its deep sense of brotherhood and community. We can increase the effectiveness of our message if we tailor them to the specific attributes and abilities of our audience (Maibach). Specifically, redefining or reframing common phrases or issues enhances campaign effectiveness (Randolph).

Works Cited

- Campo, Shelly, et al. "Social Norms and Expectancy Violation Theories: Assessing the Effectiveness of Health Communication Campaigns." *Communication Monographs* 71.4 (2004): 448-470. *WorldCat.org*. Web.
- Cho, Hyunyi, and Charles T. Salmon. "Unintended Effects of Health Communication Campaigns." *Journal of Communication* 57.2 (2007): 293-317. *WorldCat.org*. Web.
- Dillard, James Price, and Lijiang Shen. "On the Nature of Reactance and its Role in Persuasive Health Communication." *Communication Monographs* 72.2 (2005): 144-168. *WorldCat.org*. Web.
- Dutta-Bergman, Mohan J. "Theory and Practice in Health Communication Campaigns: A Critical Interrogation." *Health communication* 18.2 (2005): 103-22. *WorldCat.org*. Web.
- Fishbein, Martin, and Marco C. Yzer. "Using Theory to Design Effective Health Behavior Interventions." *Communication Theory* 13.2 (2003): 164-183. *WorldCat.org*. Web.
- Glanz, Karen, Barbara K. Rimer, and K. Viswanath. *Health Behavior : Theory, Research, and Practice*. Fifth edition. ed. San Francisco, CA: Jossey-Bass, a Wiley Brand, 2015. Jossey-Bass Public Health *WorldCat.org*. Web.
- Lyzun, Kathryn, and Alison McMullen. "'Prostate Man', the Ageing Superhero: A Unique Approach to Encouraging Prostate Health Awareness among Men Over 50." *Journal of Communication in Healthcare* 2.1 (2009): 7-19. Web.
- Maibach, Edward W, Abrams, Lorien C, and Marosits, Mark. "Communication and Marketing as Tools to Cultivate the Public's Health: A Proposed "People and Places" Framework." *BMC public health* 7 (2007): 88. *WorldCat.org*. Web.
- Quintero Johnson, Jessie M, Harrison, Kristen, and Quick, Brian L. "Understanding the Effectiveness of the Entertainment-Education Strategy: An Investigation of how Audience Involvement, Message Processing, and Message Design Influence Health Information Recall." *Journal of health communication* 18.2 (2013): 160-78. *WorldCat.org*. Web.

Rice, Ronald E., and Charles K. Atkin. *Public Communication Campaigns*. 2nd ed. ed. Newbury Park: Sage Publications, 1989. *WorldCat.org*. Web.

Valente, Thomas W., and Rebecca L. Davis. "Accelerating the Diffusion of Innovations using Opinion Leaders." *The Annals of the American Academy of Political and Social Science* 566.1 (1999): 55-67. *WorldCat.org*. Web.

Wanzer, Melissa Bekelja, et al. "Educating Young Men about Testicular Cancer: Support for a Comprehensive Testicular Cancer Campaign." *Journal of health communication* 19.3 (2014): 303-20. Web.

Whittier, David Knapp, et al. "Embedding Health Messages into Entertainment Television: Effect on Gay Men's Response to a Syphilis Outbreak." *Journal of health communication* 10.3 (2005): 251-9. Web.

DATE: July 28, 2020

TO: Healthy Campus Task Force, CARE Team Co-Coordinator, Jim Amidon, Wabash Marketing and Communications, Dean McDorman, Dean Redding

FROM: Simon Hacker '21, Jacob Obst '22, Prof. Jeffrey P. M. Drury

RE: Health Communication Campaign Plan for Wabash College Fall 2020

This memo provides the details of our team's vision for Wabash College's COVID-19 student-oriented public health campaign this fall. We have divided our plan into two phases. Phase one includes a series of finished campaign materials and our plans to circulate them in the first few weeks of the semester. Then, we conclude with a series of recommendations for future materials and their implementation. Process analysis is a key component of public health campaigns, so we recommend that the person(s) responsible for this campaign going forward evaluate the public response to phase 1 and use it to craft messages going forward.

Phase 1: This Is How We Fight!

- Objectives
 - Students arrive to campus in a health-oriented and optimistic mindset
 - Students know what is expected of them to stop the spread of COVID-19 and why
- Strategy
 - Based upon the information explained in our first memo and collaboration with members of both the Healthy Campus Task Force and the CARE Team, we have produced a series of uplifting and unifying campaign materials that we plan to release starting on August 3, 2020. Throughout our research, we found that appealing to cultural norms and beliefs is a crucial component of any successful public health campaign (Campo et al., Maibach, Randolph), as is using peer-to-peer social networks to encourage desired behaviors and social cohesion (Valente and Davis, Maibach). Perseverance, determination, and brotherhood are all foundational elements of the Wabash identity to which we appeal.
- Tactics
 - **Online Video:** Our first video, "This is How We Fight," is three and a half minutes and pays homage to the College's past victories in the face of overwhelming odds. It begins with a short World War II style news reel describing our current situation before presenting a series of inspiring messages from different current students (see **Appendix A**). We hope that the use of peers in the video as well as its easily sharable format through social media will enable it to spread widely among the student body through peer networks.
 - **Poster & Video Campaign:** Another critical element of successful campaigns is to ensure sufficient exposure through supplemental messages. Our team created a series of posters and informational graphics that build upon "This is how we

fight” (See **Appendix B**). These posters are designed to familiarize the student body with their “new normal” and maintain our inspirational tone. They are available in high quality .jpg format for printing. We also recommend cycling these posters and health information images from the HCTF as part of the video display boards in high traffic buildings such as the Allen and Fine Arts Centers.

- **T-Shirt:** Research shows that an individual’s behavior is positively related to their perception of their friends’ behavior (Campo et al.). To build this culture, our team has designed a t-shirt to distribute to students who record all necessary personal health information for the first two weeks on campus (See **Appendix C**). The shirts will allow students to easily identify with others engaging in best practices and provide some slight incentive for those reluctant to do the same.
 - **Testimonial Video:** To conclude this phase of the campaign, we recommend another video featuring Saul Villeda ‘21 discussing his family’s experience with COVID-19. Saul’s story highlights both the severity of the disease and the importance of following best practices. Personal testimony like this can limit reactance, any unpleasant emotional response to persuasive messaging (Dillard & Shen; Quintero Johnson et al.). Additionally, identification, taking the perspective of a character in a story and replacing it with your own, and transportation, losing yourself in a narrative, are particularly persuasive for young men (Quintero Johnson et al.). This video is designed to humanize the fight against COVID-19 and to inspire students to fight.
- Distribution
 - **Videos:**
 - Released first through student run social media accounts because young men are most open to receiving messages from peer leaders (Valente and Davis). Students are most likely to invest themselves in a rallying cry from organizations like the Student Senate, Sphinx Club, MXIBS, IMA, and IFC as well as significant opinion leaders on campus (see Appendix D).
 - It is our hope that the main Wabash College social media accounts as well as will be enlisted to repost the video as a sign of support and solidarity.
 - **Posters:**
 - Distributed across campus on bulletin boards in high traffic areas as well as in bathrooms near toilets and sinks. We recommend printing 40-50 from each series, for a total of 100 posters (\$15.00 for full color).
 - Posters can also be posted on social media and it is our hope that the main Wabash College Instagram and Twitter accounts will repost them as a sign of support and solidarity.
 - The posters in landscape orientation can be distributed in video bulletin boards across campus (Julia Phipps in the Fine Arts Center; Sherry Ross in Center Hall; Brent Harris in the Allen Center; Jeff Beck in Lilly Library).

Phase 2: Keep the Focus, Continue the Fight

- Objectives
 - Students avoid reactance and desensitization and continue compliance
 - Students effectively cope with setbacks, infections, disruptions, etc.
- Strategies
 - Desensitization occurs when the public grows apathetic towards a cause after repeated exposure to persuasive materials. One way to avoid this phenomenon is to change the framing of our messages (Cho and Salmon). Humor and fear are alternative frames that are particularly persuasive for young men. Another way to limit desensitization is to consistently evolve the campaign through new events and activities (Cho & Salmon).
 - Reactance/anger may arise if students perceive our messages to be overbearing and unfairly controlling them. Providing rationales for requested behaviors softens perceptions of intrusiveness and explicitness may produce a positive emotional response (Dillard & Shen).
- Tactics
 - **Campus Events:** Replacing lost events (athletics, music, theater, etc.) with new ones will be necessary to ensure the Wabash bubble remains as safe as possible. Because of the ever-changing nature of the situation, event planning may pose a challenge but some possible COVID-safe activities include bringing animal shelter dogs to campus, a socially distant “drive in” on the mall, or a campus-wide video game tournament. We encourage the HCTF and CARE Team to coordinate their efforts with Beth Warner, Wabash College Student Life Specialist.
 - **Social Norming:** We recommend normalizing wearing masks, washing hands, and social distancing over the entire semester. This can be done by enlisting opinion leaders outside of the CARE Team who will model these behaviors and also speak publicly about them (e.g., features in the *Bachelor*, *Commentary*, and *Ur’nal Review*; student Chapel Talks, outdoor “fight COVID” rally).
 - **Restless Student Body:** If students are getting restless over time (esp. around significant events that were canceled such as homecoming and Bell week), we recommend producing messages designed to empathize with those feelings rather than brush them off. Here are a few examples:
 - 15-30 second videos of Sphinx Club members and/or freshmen talking about how they know it’s tough to cancel Chapel Sing but it’s just too risky
 - 15-30 second videos of senior football players talking about how they’re disappointed to not play for the Monon Bell but that they know it’s necessary for the good of the community
 - 15-30 second videos of opinion leaders talking about the need to keep up the fight (Here’s an example from the University of Wisconsin men’s hockey goalie: <https://twitter.com/i/status/1286347540720422913>)
 - **Non-Compliant Student Body:** If students are not following best practices, we recommend analysis of the four factors of the Health Behavior Model: perceived

susceptibility of the individual, individual attitudes towards the behavior, perceived norms, and self-efficacy. Depending on the nature of the non-compliance, fear appeals might help, particularly using data from our survey of the student body. If you want to see the complete results, contact Prof. Drury (druryj@wabash.edu).

- Perceived Susceptibility: More than ten percent of student respondents self-identified as a member of an at-risk group for COVID-19. Over fifty percent of students reported that one or more of their immediate family members are members of an at-risk group for COVID-19. You might also feature individuals who are willing to be identified as “at risk” and have a tag line such as “Do it for me.”
 - Individual Attitudes Towards Behavior: Nearly seventy percent of students reported that they would wear a mask if they were provided one. Over half the campus believes that the Gentleman’s Compact will help prevent the spread of COVID-19. Seventy-five percent of students report that they intend to follow the Gentleman’s compact.
 - Perceived norms: Fifty-seven percent of students frequently or always wore a mask indoors in the 30 days leading up to the survey.
 - Self-efficacy: Nearly sixty percent of students reported that they believe that the Gentleman’s Compact will protect their health.
- If members of the Wabash community contract COVID-19, we recommend telling their stories in order to reinforce the reality and severity of the situation.

Works Cited

- Campo, Shelly, et al. “Social Norms and Expectancy Violation Theories: Assessing the Effectiveness of Health Communication Campaigns.” *Communication Monographs* 71.4 (2004): 448-470.
- Cho, Hyunyi, and Charles T. Salmon. “Unintended Effects of Health Communication Campaigns.” *Journal of Communication* 57.2 (2007): 293-317.
- Dillard, James Price, and Lijiang Shen. “On the Nature of Reactance and its Role in Persuasive Health Communication.” *Communication Monographs* 72.2 (2005): 144-168.
- Maibach, Edward W, Abroms, Lorien C, and Marosits, Mark. “Communication and Marketing as Tools to Cultivate the Public’s Health: A Proposed ‘People and Places’ Framework.” *BMC Public Health* 7 (2007): 88.
- Quintero Johnson, Jessie M, Harrison, Kristen, and Quick, Brian L. “Understanding the Effectiveness of the Entertainment-Education Strategy: An Investigation of how Audience Involvement, Message Processing, and Message Design Influence Health Information Recall.” *Journal of Health Communication* 18.2 (2013): 160-78.
- Valente, Thomas W., and Rebecca L. Davis. “Accelerating the Diffusion of Innovations using Opinion Leaders.” *The Annals of the American Academy of Political and Social Science* 566.1 (1999): 55-67.

Appendix A: Video Script

Introduction (30 seconds)

- Coronavirus has swept the nation. What began as a small outbreak half the world away has quickly become a once in a lifetime pandemic. There have been over three million cases of COVID 19 in the United States since January and those numbers remain on the rise. The economic impacts of the virus are also devastating. Nearly fifty million Americans have filed for unemployment. On the home front, Wabash College Students were sent home after spring break to complete the rest of their semester online. As a result, our brothers lost the opportunity to participate in athletic contests, dramatic performances, and sentimental moments like graduation. Our most recent loss is the cancellation of all fall athletic events. Experts predict that a second wave of the virus could strike in the coming months. In these turbulent times, one question remains: What will we do now?

We will fight (30 seconds)

- We'll do what we always do, fight. Over the course of the last several months, the brightest minds our college has to offer have crafted a plan of attack that will be extremely effective in combating the virus while maintaining the core aspects of the Wabash experience. Among several important protocols, the plan includes wearing a mask in public spaces, monitoring your personal health, and maintaining a safe social distance. If we want to stay on campus this semester and preserve the Wabash experience going forward, we must implement these health measures in our daily lives and hold each other accountable.

There will be challenges (20 seconds)

- We know that this isn't what you want to hear. We also know that this semester will be extremely difficult at times. It will be hard to adapt our longstanding traditions to fit the current circumstances (Standing on the mall in chapel sing gear). It will be hard to avoid gathering together to celebrate all of the successes we were sure to have in the coming months (Standing in the middle of the new football field). It will be harder to be there for your brothers from a distance (Standing in the empty brew area).

We have done it before (90 seconds)

- But we've beaten the odds before. There are countless stories throughout our history of great Wabash men and women who have stood up in the face of adversity and continued to fight. However, the lives of Ethel Newell and Andrew Moyer provide unique inspiration in our current circumstance.
- During the first World War, Wabash served as an Army Training Camp that housed over 500 student soldiers. On October 7, 1918, the Spanish Flu struck the college. Initially, the Phi Delta house was transformed into a hospital designed to house six patients. By the fifth day, 95 of our brothers were crammed into the house. In response to the unprecedented pandemic, the entire Wabash community fought tirelessly to ensure the full recovery of 120 infected students. Miss Ethel Newell, a member of the Crawfordsville community and volunteer nurse, chose to care for our brothers despite a recent battle with pneumonia. Unfortunately, her illness returned, and Ethel became the only casualty of the Wabash outbreak. Her sacrifice represents a fundamental characteristic of this institution and she deserves a place on the College's Roll of Honor.
- In 1941, the allied forces were racing to discover a way to mass produce penicillin to help soldiers on the battlefield. After the attack on Pearl Harbor, the production of

penicillin became the no. 2 priority of the U.S. government behind the Manhattan project. The following year, USDA researcher Andrew Moyer, Wabash class of 1922, helped find the penicillin mold that was strong enough to withstand the extraction process. As a result of Moyer's work, the United States produced 10 billion units of penicillin a month, helping the troops storm the beaches of Normandy, and win the war. Mr. Moyer thought critically and led effectively with the fate of the free world in the balance and cemented himself as one of the greatest men to walk these classic halls.

We will do it again

- Over the course of its history, the Men and Women of Wabash College have proven themselves to be resilient, intelligent, and hard working. Our brotherhood truly stands the test of time. When future generations of Wabash men look back at this moment in our history, they will see that we were disciplined enough to wear a mask and still speak up in class. They will see that we were dedicated enough to keep our distance and still maintain our bond. They will see that we were flexible enough to ensure the safety of our campus while still enjoying these fleeting years. Like those that came before and those that are sure to follow, we will fight, and we will win.

Appendix B: Phase 1 Posters

A WABASH MAN A WABASH MAN A WABASH MAN A WABASH MAN
COMMUNICATES WEARS HIS MASK WASHES HIS HANDS GETS HIS SLEEP

WITH HIS

COACHES & PROFESSORS

[copyrighted mascot images removed
at request of Wabash College]

A WABASH MAN
SOCIAL DISTANCES

[copyrighted mascot images removed
at request of Wabash College]

← 6ft →

Appendix C: T-Shirt Design (Back of Shirt)



[copyrighted mascot
image removed at
request of Wabash College]

Appendix D: Wabash College Opinion Leaders & Social Influencers (Listed Alphabetically)

Student Organizations

The Bachelor
 Basketball Captains
 CIBE (*Ur'nal Review*)
 College Democrats
 College Republicans
 Football Captains
 Independent Men's Association
 Inter-Fraternity Council
 Malcolm X Institute of Black Studies
 Public Health Organization
 'shOUT
 Sons of Wabash
 Sphinx Club
 Student Government/Senate
 Swimming & Diving Captains
 Track & Field Captains
 Unidos Por Sangre
The Wabash Commentary
 WDPD
 Wrestling Captains

Individuals (with affiliations)

Kenny Coleman (MXIBS President)
 Jack Davidson (Wabash Basketball)
 Charlie Esterline (Student Body President)
 Devin Guard (Sphinx Club)
 Ryan Hahn (W.A.R. Council)
 Austin Hood (*Bachelor* Editor-in-Chief)
 Josh Janak (Sphinx Club President)
 Justin Kopp (Wabash Soccer)
 Malcolm Lang (HCTF/MXIBS)
 Jake Page (Wabash Football)
 Sam Russell (IFC President)
 Hunter Seidler (Barstool Bash)
 Dane Smith (Student Body Vice President)
 Jared Timberman (Wabash Wrestling)

Faculty, Staff, & Community Members

Dr. David Blix
 Coach Kyle Brummett
 Jimmy Haffner
 Brent Harris
 Coach Don Morel
 Coach Clyde Morgan
 Sherry Ross
 Dr. Laura Wysocki