

HEALTH COMMUNICATION COMM 26501



Professor Lisa Waite
“I take your success personally”

Class meets: Tuesday –Thursday XXXX

Contact Information: Main Hall 461 / 330-244-3461 / lawaite@kent.edu

Office Hours: _____ and by appointment

Text: DuPre, A. (2009). *Communicating about health: Current issues and perspectives* (3rd ed.). New York: McGraw-Hill.

Why This Course Is Important (to you and to the community)

There is a growing awareness that communication not only affects but is intertwined with issues of health and medicine. This is true on a personal, intimate level in the way patients and caregivers interact in the examination and hospital room. It is also true on an organizational level in that policies and community relations affect the way health care is provided and the way people feel about the providers. It is also evident in media campaigns that seek to educate people about health. At every level, the importance of health communication is extraordinary, but so are the challenges.

People who understand communication are in an important place to help, and their services are increasingly in demand. Communication skills are important for professional caregivers, but that is not all. Health communication specialists work (a) in hospital education departments, teaching medical professionals to communicate more effectively, (b) in public relations, marketing, and human resource departments, (c) in patient satisfaction and patient advocacy programs, (d) in health care administration, (e) in media organizations covering health issues, (f) in nonprofit organizations, and (g) in organizations that educate the public and support public policy and research.

The Learning Philosophy Behind the Course

This is not strictly a lecture course. In keeping with the team learning approach, I believe the classroom should be a dynamic place of discovery and growth. Therefore, instead of listening passively, you will spend the majority of class time taking part in learning activities, experimenting with new ideas, developing skills, and working with your classmates to analyze ethical dilemmas in health care.

Learning Objectives

This course is designed to help you understand how the health industry operates and what role you might play in it. My philosophy is that, to really understand any component of the industry, you must understand how the components work together and what factors have shaped (and continue to shape) the industry.

To accomplish this we will develop the ability to:

- Describe the history of medicine and health care
- Knowledgeably discuss current issues in health care
- Analyze patient–caregiver communication
- Engage in informed dialogue about ethical issues in health communication
- Describe patients’ and caregivers’ perspectives
- Define the role of social support in maintaining health and coping with illness
- Identify and discuss the types of diversity among patients and caregivers
- Describe cultural viewpoints about health
- Analyze and describe organizational issues in health communication (management, public relations, marketing, human resources, crisis management, and so on)
- Identify media images about health and their influence on communication
- Comment knowledgeably on health crisis communication and health care reform options
- Identify the key steps in planning, implementing, and assessing health promotion campaigns

You will demonstrate proficiency of these skills by:


- Performing well on exams
- Taking part in class discussions
- Researching and writing about an aspect of health communication that interests you
- Taking part in a campus-based team project related to health communication

Exams

This course includes a written midterm exam and a written final exam. Material for the exams will come from the text, lecture and discussion. You are responsible for all assigned materials, whether or not those materials have been ‘covered’ in lecture or discussed in class.

Week		Deadlines
<i>Communicating About Health 3/e</i>		
1 JANUARY 10 JANUARY 12	<p>Welcome</p> <ul style="list-style-type: none"> • Introduction • Review syllabus • Review course requirements <p>*****</p> <p>Chapter 1, Introduction</p> <ul style="list-style-type: none"> • Definition of health communication • Medical models • Current Issues <p>Self-Assessment: Applying Communication Principles</p>	
2 JANUARY 17 JANUARY 19	<p>Chapter 2, History & Current Issues</p> <ul style="list-style-type: none"> • History of health care • Managed care <p>*****</p> <p>Chapter 3, Patient–Caregiver Communication</p> <ul style="list-style-type: none"> • Patient–caregiver communication • Physician-centered communication • Collaborative communication • Environmental restructuring • Telemedicine • Therapeutic Privilege <p>• Activity: ‘The Waiting Room’</p>	

Week		Deadlines
Communicating About Health 3/e		
3 JANUARY 24 JANUARY 26	<p>Chapter 13, Planning Health Promotion Campaigns</p> <ul style="list-style-type: none"> • Knowledge gap hypothesis • Ethical implications of health campaigns • Defining the situation and potential benefits • Analyzing and segmenting the audience • Establishing campaign goals and objectives • Selecting channels of communication • Narrowcasting <p>*****</p> <p>Chapter 14, Designing and Implementing Health Campaigns</p> <ul style="list-style-type: none"> • Theories of behavior change • Critical-cultural perspective • Designing campaign messages • Piloting and implementing • Evaluating and maintaining a campaign • Effects of peer pressure <p>Team Project</p> <ul style="list-style-type: none"> • Discuss project & form teams • Review assignment and forms 	<p>Note to students: These chapters are being addressed early in the semester to provide you with ample time to form teams and prepare for this assignment.</p>
4 JANUARY 31 FEBRUARY 2	<p>Chapter 4, Caregivers' Perspective</p> <ul style="list-style-type: none"> • Medical education • Satisfaction/burnout • Managing medical mistakes • Privacy <p>*****</p> <p>Work on team project proposal</p>	<p>Team Project Project idea (one per team)</p> <p>As a team, write and submit a one-page description of your project to include goals, objectives, action plan. Anyone who reads this should have a clear idea of what your project involves, and why you chose this project. Due Feb. 9th</p>
5 FEBRUARY 7 FEBRUARY 9	<p>'Sicko' film & discussion</p>	<p>Team Project One-page project overview due February 9th (one per team)</p>

Week		Deadlines
	Communicating About Health 3/e	
6 FEBRUARY 14 FEBRUARY 16	Chapter 5, Patients' Perspective <ul style="list-style-type: none"> • Socialization • Satisfaction • Cooperation/consent • Illness and identity • Informed consent Activities <ul style="list-style-type: none"> • Role play • Informed consent / AZT • Multimedia resources ***** Chapter 6, Diversity Among Patients <ul style="list-style-type: none"> • Health literacy • Social status, gender, sexual orientation, race, language, disabilities, age 	Individual list due <ul style="list-style-type: none"> • Typed reference list of three trustworthy, primary sources
SPRING BREAK WEEK FEBRUARY 21 & 23		
7 FEBRUARY 28 MARCH 1	Chapter 7, Social Support & exam review <ul style="list-style-type: none"> • Social Support • Coping • Lay caregiving • Dying a good death • Over-supporting • Right-to-die issue ***** March 1st....Midterm Exam ch. 1-6	

Week		Deadlines
Communicating About Health 3/e		
8 MARCH 6 MARCH 8	Chapter 8, Cultural Conceptions of Health & Illness <ul style="list-style-type: none"> • Asian and Pacific Island culture • Hispanic culture • Arab/Islamic culture • Native American culture • Health as organic condition or harmony • Health as stigma or curse • Health as expanded consciousness • Patient–caregiver roles • Viagra • Paternalism ***** Activity: <ul style="list-style-type: none"> •Viagra & the media •‘The Latino Paradox’ 	
9 MARCH 13 MARCH 15	Chapter 9, Culture and Diversity in Health Organizations <ul style="list-style-type: none"> • Organizational culture • Historical patterns • Professional diversity • Holistic therapies • Conflict management • Affirmative Action ***** Activity Affirmative Action Debate	
10 MARCH 20 MARCH 22	Chapter 10, Leadership and Teamwork <ul style="list-style-type: none"> • Redefining bureaucratic structures • Six Sigma • Interdisciplinary teams • Health care advertising • Attaining service excellence 	Homework: bring a healthcare ad from a newspaper, magazine, or internet to discuss next class.

Week		Deadlines
Communicating About Health 3/e		
11 MARCH 27 MARCH 29	Chapter 11, Health Images in the Media <ul style="list-style-type: none"> • Tobacco • Alcohol • Standards of beauty • Media literacy • Is Hollywood responsible? ***** Activity: discussion of advertisements	
12 APRIL 3 APRIL 5	Chapter 12, Public Health Crises and Health Care Promotion <ul style="list-style-type: none"> • Public health • Health crisis case studies • Strategies for risk and crisis communication • Health care reform 	
13 APRIL 10 APRIL 12	Work on portfolios Individual conferences Final exam study guide	
14 APRIL 17 APRIL 19	Rehearsals	
15 APRIL 24 APRIL 26	Team Project Presentations	Final health campaign portfolios due
Final Exam	Final Exam ch 7-13	

DESCRIPTION OF GRADED WORK AND HOMEWORK

1. Mini-Research Report on a Health Communication Issue (100 points)

Choose a topic in health communication that interests you and investigate it further. Your goal is to synthesize current research about this topic. Your 4-5 page paper must be based on at least three trustworthy, primary research reports. (You may use additional sources as well, but be careful not to generalize from data in news reports, isolated incidents, case studies, and so on.)

2. Health Campaign Project Overview (homework)

As a team, write and submit a one-page description of your project by the deadline. As a team, determine your goals, objectives, and action plan. Anyone who reads this should have a clear idea of what your project involves, and why you chose this project. For the final portfolio, you will amend this overview to include what you have accomplished.

3. Health Campaign Portfolio (200 points)

Each student will prepare a portfolio as evidence of the health campaign project. This is a tremendous 'take-a-way' to demonstrate your competence to future employers. Details forthcoming.

3. Team Project Oral Presentation (100 points)

Each team will create a 20-minute presentation describing your project. The objective is to help the class learn from your experiences. Details forthcoming.

4. Midterm 100 points (chapters 1-6) & final exam 100 points (7-12) *Chapters 13 & 14 are evaluated via the health campaign.*

Written Work

Analysis Paper Format:

12 point font, Times New Roman type

1" margins

Double-spaced

APA reference page

Numbered pages, and running head

Avoid a 'laundry list' approach. Present an engaging and interesting piece of writing.

NOTE: see my personal web page for **APA style guide:**

<http://www.personal.kent.edu/~lawaiter/resources/resources.htm>

Tracking Your Progress

ASSIGNMENT	POINT VALUE	POINTS EARNED
Analysis Paper	100	
Midterm Exam	100	
Health Campaign Portfolio	200	
Campaign Team Presentation	100	
Final Exam	100	

600 TOTAL

A	93-100	558-600
A-	90-92	540-557
B+	88-89	528-539
B	83-87	498-527
B-	80-82	480-497
C+	78-79	468-479
C	73-77	438-467
C-	70-72	420-437
D+	68-69	408-419
D	60-67	360-407
F	0-59	0-359

There is no provision for extra credit in this course. Grading will be through an accumulation of points. Grades may be calculated at any time by adding up the total number of points that you have earned, dividing by the total number of points available, and dividing by 100. This will yield your percentage. (Example $625 \text{ pts.} / 680 / 100 = 91\%$. or A-)

Grades will be assigned using the following scale.

(SAMPLE APA STYLE TITLE PAGE)

(Title of Assignment)

Presented to

Professor Lisa Waite

College of Communication and Information

Kent State University

In Partial Fulfillment

of the Requirements of Comm 26501

Health Communication

by

Date

Attendance Policy

Simply put, be here! I expect regular attendance at every class. It is your responsibility to obtain missed notes from a classmate. Email correspondence is reserved for those who attend.

An attendance sheet will circulate at the beginning of each class. Lack of a signature equals an absence. Two points are deducted from the final grade for any unexcused absence.

Work missed due to ***unexcused absences*** (social event, sporting event, doing work for another class, late arrival or early departure) cannot be made up and a grade of zero for those assignments will be issued. An absence can be excused if it is one over which the student has no control (death in the family, illness, academic field trip, etc.) See the *University Digest of Rules and Regulations*. Written documentation, as excuse for absence should be submitted the first class period after the absence.

Missed presentations due to excused absences may be made up at my discretion, only if time permits. Students should be prepared to make up presentations during the class session after their absence. All work must be completed to pass this course. A student who does not make up an assignment receives a “0” for that assignment.

Class Participation

This is not a spectator sport. Participation is important-- *I want to hear from you!* Substantive discussions are among the primary learning tools for this course, which enable you to gain the most from this learning experience.

Texting and mobile phone use is strictly prohibited in class. It is distracting and simply rude.



Presentation Aids

Good presentation aids nearly always enhance a speech, but they should be legal and appropriate. No illegal or dangerous items (alcohol, drugs, drug paraphernalia, firearms, weapons) may be used as presentation aids. If you are uncertain about the appropriateness of a presentation aid, check with me. An LCD projector and a computer in the classroom are equipped to handle Microsoft PowerPoint®. Be certain **before your presentation** that this equipment can manage your files and formats. *Students are not permitted to load their own software into university equipment.*

Students with Disabilities

Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with university policy, if you have a documented disability, you may request accommodations to obtain equal access and to promote your learning in this class. Please contact the disability coordinator on campus, located in the Student Success Center, lower level of the Campus Center, phone (330) 244-5047. After your eligibility for accommodations is determined, you will be given a letter, which when presented to instructors, will help us know best how to assist you. **If you will be taking exams in the testing center, it is your responsibility to remind me of this fact at least one week prior to the exam.**

Cheating and Plagiarism

The University Digest of Rules and Regulations defines “cheat” as “intentionally misrepresenting the source, nature, or other conditions of academic work.” A student who cheats or plagiarizes will receive a zero for that assignment and/or a failing grade for the course. Probation, suspension and/or dismissal from the university are also possible. Plagiarism, the unacknowledged use of another’s words or ideas, violates academic honesty. Not only is plagiarism illegal, but also an unethical, immoral, and a downright naughty thing to do!

P.S. “I.Y.C.I.W.K.Y.” (ask me about this...)

Classes Canceled – Campus Closings:

Announcements of class cancellations and/or campus closings will be made on the campus home page at www.stark.kent.edu for information. While information may be broadcast by radio (Mix 94.1 WHBC) and television (WKYC TV 3), this should be confirmed by the home page.