

**COMM 7871**

**HEALTH COMMUNICATION IN INTERPERSONAL CONTEXTS**

Wednesday/Friday 9:35-10:55 PM

Derby Hall 3116

**Instructor:** Dr. Shelly Hovick

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**Office Hours:** Wednesday 11-12 PM & by Appointment

**Course Description & Goals**

This graduate seminar provides an overview of classic and contemporary literature in health communication within interpersonal (IP) contexts. This seminar will familiarize students with major topic areas, theories and research in IP Health. Topics to be discussed include patient-health professional communication, health communication in families and intimate partner relationships, social support and caregiving, culture and health disparities, as well as interpersonal health interventions and campaigns. This seminar will encourage critical thinking and facilitate independent thinking on a topic of personal interest.

**Required Readings**

Journal articles and book chapters for each class section will be posted on Canvas. There is no required book for this course.

**Course Requirements**

**Seminar Participation (75 points)**

This is a graduate seminar where lecturing is minimal, so everyone should be attending class and participating at a high level. Participation includes coming to class prepared with the readings complete, offering comments and asking questions during discussion, completing assignments and milestones fully for your seminar paper, actively participating in the paper review process, and coming to meetings with your instructor. If you are doing other work on your laptop during class (checking e-mail, writing, surfing, etc.) and not participating in or paying attention to class discussion your participation grade will suffer.

I will assess your participation THREE times during the semester, as noted on the course schedule. At each assessment time point, your grade will reflect your participation since the last assessment (or, in the case of the first assessment, since the beginning of class).

**Seminar Discussion Questions (30 points)**

On days when you are assigned (6 times per semester), you should prepare TWO thought-provoking questions for each of the assigned readings. These questions should not simply test our knowledge of the readings – they should be original, open-ended questions that can serve as the basis for class discussion, to extend our thinking on and critique of the readings. Good questions are those that ask about the assumptions or implications of the theory, application of the theory and research, link the research/theory to other concepts and/or readings, or offer a critique of the text.

Please post your questions in the discussion forum, and feel free to comment or ask follow-up questions to those posted by others (those follow-up questions “count” towards your two). You will receive 5 points total

if you provide the required # of questions on your assigned day. If you do not provide questions, you will receive 0 points. If your questions are not well-written, are not put together thoughtfully, or do not include all the required elements you will receive 3 points. In general, I will comment *only* on your questions during class time.

Questions should be posted by 6:00 AM, the morning of class.

### **Seminar Paper (200 points)**

In this class you will write one major paper that either (a) proposes original quantitative or qualitative research on a topic in interpersonal health communication (including background, research questions/hypotheses and methods) or (b) proposes or extends a theory of interpersonal health communication. Your goal is to develop a project that can serve as the basis of an IRB application, student grant application, or paper for submission to a conference or convention. Remember -- this paper doesn't have to be a research proposal. A paper proposing or extending a theory can be quite valuable in planning for your thesis/dissertation, and can be submitted directly to a conference.

Your seminar paper should be 5,000 words or less (not including title page, abstract, references and any tables/figures); this is the standard for most health communication journals. Furthermore, I will emphasize quality over quantity. You will be graded on the (a) conciseness and quality of your writing, (b) organization of the paper, (c) use of the existing literature and (d) potential for scholarly contribution.

### **Seminar Paper Milestones**

To help you in development of your paper, you will complete the following milestones along the way. These assignments will help you decide on and develop a topic, and will provide you with feedback on the paper.

#### **Preparation Work (75 points)**

I would like for you to come up with TWO potential topics (or methods if you have a topic) for your seminar paper. Please list each topic and then outline the: (a) major research question/problem the paper will tackle, (b) theoretical underpinnings, (c) how the topic supports/extends the existing literature, (d) feasibility of completing the project given your resources/timeline.

In addition, I would like for you to find 2 sample papers for each topic that might serve as model articles for what you would like to do in your paper. For each paper, please write a short one-paragraph description of the paper and why you think it can serve as a model for your project. When you turn in your assignment, please include the sample papers.

Following the submission of your preparation work, we will meet individually to discuss your topics and direction for your seminar paper.

#### **Paper Outline (100 points)**

Prior to writing your paper, you will be asked to turn in an outline that you will use to develop your rough draft. While this is an outline, I would like for it to be quite comprehensive. Additionally, it should show that you have completed an initial literature search. I will ask you to outline the: (a) the context of your research (if applicable) and the public health significance, (b) previous work in this area, (c) major theories guiding your project, and (c) overview of your new theoretical model or proposed project. Bullet points and incomplete sentences are fine for this assignment.

#### **Seminar Paper Roundtable Presentation (100 points)**

Each student will give a 10 minute roundtable presentation on his/her seminar paper, followed by a 5-10 minute question and answer period. I am striving for something similar to “Roundtables on Research in Progress” at the National Communication Association Annual Conference. This is not a formal research talk, but a brief description of your ideas and work in progress. Your talk should be supplemented with some type of visual aid (e.g., paper handout of a model or list of hypotheses). Your grade for this assignment will be based on your ability to present your research informally (something you will be asked to do on job interviews) and respond to your classmates.

## Course Policies

### Missed/Late Assignments

Late work will be penalized (10% for every day late), unless permission for an extended deadline is obtained beforehand. Extensions will be granted in situations such as family or personal emergencies. I ask that you please keep me updated sooner rather than later in these situations. Also, if at any point you have concerns about the assignments or expectations, or if you are having trouble with the material, please set up a time to meet with me.

### Reading and Participation

This is a graduate seminar wherein critical discussion of readings and theories will form the basis of each class. Therefore, you **MUST** do the readings each week and be an active participant in class discussions! The class is much more enjoyable when everybody talks and critically engages with the material.

### Writing Guidelines

All written assignments (i.e., those related to the term paper) should conform to APA style guidelines. **If you have not purchased an APA style book, you need to.** I know there are numerous online resources for APA, but it is rare to find all the information you need in one place. I understand that formatting seems like a minor issue, but for many journal reviewers it is not.

Graduate coursework should generally be at the B+ or better level, especially for doctoral candidates; please see me if it appears your work is dropping below that level. A B- or lower suggests a serious problem.

### Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Diversity

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

## Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

**Academic Misconduct**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>

**Accessibility Accommodations**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu) ; 614-292-3307; [slds.osu.edu](http://slds.osu.edu) ; 098 Baker Hall, 113 W. 12th Avenue.

## Tentative Semester Schedule

Day	Date	Topic	Readings & Assignments
Wed.	8/23	Introductions, Course Policies & Schedule	
Fri..	8/25	1. Overview of Theory and Research	Duggan, 2006; Bylund et al. 2012
Wed.	8/ 30	2. Traditional Patient-Provider Models	Emanuel & Emanuel, 1992; Roter et al., 1997
Fri..	9/1	3. Patient-Centered Communication	Epstein & Street, 2011; Epstein et al., 2005; Epstein et al., 2010
Wed.	9/6	4. Shared Decision-Making	Barry & Edgman-Levitan, 2012; Charles et al. 1997; Elwyn et al., 2012
Fri.	9/8	5. Patient Activation Model (PAM)	Hibbard & Greene, 2013; Tzeng et al., 2015 <b>Mon. 9/11 (12 PM): Paper Prep Due</b>
Wed.	9/13	<b>Instructor Meetings on Paper Topics</b>	
Fri.	9/15	6. Difficult Conversations	Cherlin et al., 2015; Larson and Tobin, 2000; Wittenberg-Lyles, 2006; Epstein et al., 2017
Wed.	9/20	7. Caregiving & Communication	Angelo and Eagan, 2015; Northouse et al., 2012; Stamataki et al., 2014
Fri.	9/22	8. Translation & Interpretation	Hsieh 2008 & 2013 <b>Participation Assessment #1</b>
Wed.	9/27	9. Health Disparities & Culture-Centered Care	Dutta, 2007; Perloff et al., 2006; Kreling et al, 2010
Fri.	9/29	10. Culture-Centered Interventions	Brownstein et al., 2005; Literat and Chen, 2014; Pasick et al., 2009
Wed.	10/4	11. Communication and Uncertainty	Babrow et al., 1989; Brashers, 2001; Brashers et al, 2003; Donovan et al, 2015 <b>Wed. 10/4 (11 PM): Paper Outline Due</b>
Fri.	10/6	<b>Instructor Meetings on Paper Outlines</b>	
Wed.	10/11	<b>Instructor Meetings on Paper Outlines</b>	
Fri.	10/13	<b>No Class – Fall Break</b>	
Wed.	10/18	12. Interpersonal Information Seeking	Afifi & Robbins, 2015; Head and Bute, 2017; Kuang and Wilson, 2017; Tardy & Hale, 1998
Fri.	10/20	13. Family Health Communication Patterns	Koerner & Fitzpatrick, 2006; Hallowell et al. 2005; Zhang and Siminoff, 2003
Wed.	10/25	14. Health Disclosure & Privacy Management	Petronio, 2013; Bute and Moran, 2013;

			Rains 2014; Forrest et al. 2003
Fri.	10/27	15. Health Stress & Relationship Strain	Donovon-Kicken and Caughlin, 2010; Venetis et al., 2014; Weber and Solomon, 2008; Knobloch et al, 2013 <i>Participation Assessment #2</i>
Wed.	11/1	16. Social Relationships & Health	Umberson and Montez, 2010; Baiocchi-Wagner and Talley, 2013; Lewis et al. 2005; Pietromonaco et al., 2013
Thus	11/3	17. Social Support	Berkman, Glass, Brissette, & Seeman, 2000; Uchino, 2009; Oh et al., 2013
Wed.	11/8	Seminar Paper Roundtables	
Fri.	11/10	Seminar Paper Roundtables	
Wed.	11/15	Seminar Paper Roundtables Writing for Health Communication Journals	
Fri.	11/17	<b>NCA – No Class</b>	
Wed.	11/22	<b>Thanksgiving – No Class</b>	
Fri.	11/24	<b>Thanksgiving – No Class</b>	
Wed.	11/29	18 Illness Identity (CTI)	Jung & Hecht, 2004; Palmer-Wackerly et al. 2017; Kaiser, 2008; Miller and Caughlin, 2014
Fri.	12/1	19. Interpersonal Comm. & Campaigns	Frank et al, 2012; Southwell and Izer, 2007; Trasher et al., 2016; Jeong et al., 2015
	12/6	20. Interpersonal Interventions: New Directions	Webel, 2010; Bellur and Sundar, 2017 <i>Participation Evaluation #3</i> <i>Seminar Paper Due</i>