

COMM 7871

HEALTH COMMUNICATION IN INTERPERSONAL CONTEXTS

Mon/Wed 5:30-6:50 PM

Derby Hall 3116

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Office Hours: Wednesday 3-4 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 relevant to IP Health. Topics to be discussed include patient-health professional communication, health communication in families and intimate partner relationships, social support, culture and health disparities, as well as interpersonal health interventions and campaigns. We will also explore the development and application of major IP theories to health contexts. This seminar will encourage critical thinking and facilitate independent thinking and research on a theory and topic of interest.

Required Readings

Journal articles and book chapters for each class section will be posted on Carmen. There will be an online module for each class period. There is no required book for this course.

Course Requirements

Seminar Participation (20 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, and completing assignments fully for your seminar paper. If you are doing other work on your laptop during class (checking e-mail, writing for other classes, etc.), and not participating or paying attention, your participation grade will suffer.

I will assess your participation two times during the semester, as noted on the course schedule, at the mid-point and at the end of the semester. 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, you should prepare TWO thought-provoking questions related to the readings and topic. Questions are typically assigned on days when we have a guest speaker. 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 with the speaker and extend our thinking and critique of theory and practice. 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 literature you read.

Please post your questions in the discussion forum for the day assigned, and feel free to comment or ask follow-up questions in response to those posted by others (follow-up questions can “count” towards your two). You will receive 5 points total if you provide well-written, relevant and thoughtful questions on your assigned day. 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 4:00 PM on days they are assigned (90 minutes before class time).

Small Group Assignments

Secondary Analysis Paper (100 points)

In this class you will develop a conference paper with a group of 2-4 other students, which tests a theory-based, interpersonal health communication-related question using publically-available secondary data sources. Examples of secondary data sources include the Health Information National Trends Survey (HINTS) or the Annenberg Health Communication Survey. All members of the group will receive the same score on the final paper. This paper must include a comprehensive literature review and background section, including research questions/hypotheses informed by theory. The paper should also include methods and results of data analysis (cross-sectional), as well as discussion of results.

Your seminar paper must 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 and is appropriate for conference submission. 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 theory and (d) potential for scholarly contribution. I will work closely with your group on developing an idea and analyzing and interpreting your data.

Paper Presentation (25 points)

On the last day of the course, each group will give a 10-minute conference-style presentation on their paper, followed by a 5-10 minute question and answer period. Your grade for this assignment will be based on your ability to clearly present your research formally and respond to your classmates.

Individual Assignments

To aid in development of the group paper, you will complete the following individual assignments along the way. These assignments will help you decide on a topic and develop your secondary analysis paper.

Idea Generation (15 points)

I would like for you to identify a potential data set and research questions individually first. You will share your ideas with your classmates, which will be used to guide group formation and paper topics. In outline

format you should describe the: (a) major research question/problem the paper will tackle, (b) potential theoretical linkages or underpinnings, (c) secondary data source and (d) specific questions to be analyzed. In addition I would like for you to find 2 sample papers related to your topic, which can serve as a model for your project.

Paper Section Outline (25 points)

Prior to writing your paper, you will be asked to turn in an outline of the sections of the paper that you are assigned to write, which you will use to develop your draft. Bullet points and incomplete sentences are fine for this assignment, but I would like for the outline to be quite comprehensive and show that you have thought about and done some initial research. For example, if you are writing the introduction, I would expect you to outline the: (a) context of your research (if applicable) and the public health significance, (b) previous work in this area, (c) major theories guiding your project. If you are writing the results section, I would expect to see an analysis plan outlining the type of analysis you will run for each research question.

Preliminary Data Analysis (15 points)

Before completing your final draft, I will ask you to provide preliminary data analyses and outline points for discussion. This will include relevant descriptive statistics, as well as a summary of findings for each hypothesis/research question. While your group can work together on this assignment, and I recommend that you all complete data analyses on your own, I ask that you each turn in your own data analysis document. Additionally, I will meet with your group to review your analyses.

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. Participation is especially important on the days when we have guest speakers.

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

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 ; 614-292-3307; slds.osu.edu ; 098 Baker Hall, 113 W. 12th Avenue.

Please Take Care of Yourself (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org.

Stop by my office anytime!

My office is in 3149 Derby Hall (3rd floor). I am generally in my office M/W/F and my door is usually open (if not, just knock!). Stop by anytime to chat about this course or anything else, or drop me an email and we'll figure out a time to meet. I'm here to help, so please reach out if you need anything!

Tentative Semester Schedule

Day	Date	Topic	Deadlines
Wed.	8/21	Introductions, Course Policies & Schedule	
Mon.	8/26	Overview of IP Health Theory & Research	
Wed.	8/28	Early Patient/Provider Models	
Mon.	9/2	<i>No Class – Labor Day</i>	
Wed.	9/4	Patient-Centered Comm. & Patient Activation	Discussion Questions Due
Mon.	9/9	Patient Activation/PACE Research in Practice 1: Dr. Don Cegala	Discussion Questions Due
Wed.	9/11	Impacts of Health Information Technology	
Mon.	9/16	<i>Research Group Formation, Secondary Data Analysis</i>	Paper Prep Work Due (9/16 4:00 PM)
Wed.	9/18	Difficult Conversations	

Mon.	9/23	Shared Health Decision Making	
Wed.	9/25	Research in Practice 2: Dr. David Cohn	Discussion Questions Due Seminar Participation Assessment
Mon.	9/30	Social Support Theory	
Wed.	10/2	Communication and Caregiving	
Mon.	10/7	Research in Practice 3: Annie Trance, JamesCare	Discussion Questions Due
Wed.	10/9	Stress & Coping: Patients and Caregivers	
Mon.	10/14	<i>Group Work Day/Meetings with SH</i>	Paper Outlines Due (10/14 11:59 PM)
Wed.	10/16	Stress & Strain: Providers & Academics Complementary & Integrative Therapies	
Mon.	10/21	Health Disparities & Culture-Centered Care	
Wed.	10/23	Translation & Interpretation in Health Care	
Mon.	10/28	Research in Practice 4: Milly Valverde	Discussion Questions Due
Wed.	10/30	<i>Data Analysis Meetings</i>	Prelim. Data Analysis Due (10/30 4 PM)
Mon.	11/4	Family Communication Patterns	
Wed.	11/6	Communication Privacy Management	
Mon.	11/11	<i>No Class – Veteran’s Day</i>	
Wed.	11/13	<i>No Class – NCA (work on group projects!)</i>	
Mon.	11/18	Research in Practice 5: Dr. Kevin Sweet	Discussion Questions Due
Wed.	11/20	Uncertainty Management/Info Seeking	
Mon.	11/25	Use of Social Media for Health Communication	
Wed.	11/27	<i>No Class – Thanksgiving Break</i>	

Mon.	12/2	IP Discussion of Health Messages	
Wed.	12/4	Paper Presentations	Papers Due (12/4 5:30 PM) Seminar Participation Assessment