

Comm 4736: Interpersonal Health Communication

W/F, 11:10 am - 12:30 am, Derby Hall 080

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Office Hours: W 3:30 pm - 5:30 pm and by appointment

Enrollment in this course constitutes an agreement to this syllabus and the general course structure. Some aspects of the course may change as necessary.

Course Description:

This course is designed to provide a survey of health communication research and theory within the context of interpersonal communication. We will explore topics including patient-health provider communication, health-related communication in families and personal relationships, social support and caregiving, culture and health disparities, as well as interpersonal health campaigns. You will explore these topics independently via self-directed readings, class-based lectures and media, as well as through in-depth class discussion. Assignments in this course will not only assess your understanding of key concepts and theories, but require you to reflect upon your own experiences and apply them to your personal and/or professional lives.

Textbook:

Fadiman, A. (2013). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York, NY, 1997: Farrar, Straus and Giroux.

Additional Readings:

Supplementary readings are posted on Carmen (<https://carmen.osu.edu/>).

Course Objectives:

At the completion of this course, you will be able to:

1. Articulate major models of patient-provider communication and why good communication matters across a variety of healthcare settings.
2. Describe the impact of language, culture and health disparities on patient-provider communication, as well as strategies for increasing provider cultural competency.
3. Discuss how personal and family relationships influence individual health behaviors and communication.
4. Explain the concept of caregiving and communication strategies for addressing caregiver burden.
5. State the purpose of a health communication campaign or intervention, and discuss communication strategies that utilize interpersonal channels of communication to influence behavior change.

Course Format:

The course is composed of lecture sessions that meet twice a week. During lecture, I will discuss

a large amount of information that goes beyond the assigned readings (such information will also appear in the quizzes and exams). Thus, it is important that you attend each session and take good notes.

Grade Distribution:

This class has 200 possible points. Quizzes, exams, and assignments are weighted as follows:

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|---------------------------|-----------|
| Quizzes | 50 points |
| Exam 1 | 50 points |
| Exam 2 | 50 points |
| Intervention Science Fair | 35 points |
| Intervention Proposal | 15 points |

Letter Grade Distribution:

You must attempt each quiz, assignment, and exam in order to receive a grade. Your final grade will be determined based on the combined score of the course quizzes, exams, and assignments. The grading distribution is as follows:

| | | | |
|-------------|----|-------------|----|
| ≥ 93.0 | A | 73.0 - 76.9 | C |
| 90.0 - 92.9 | A- | 70.0 - 72.9 | C- |
| 87.0 - 89.9 | B+ | 67.0 - 69.9 | D+ |
| 83.0 - 86.9 | B | 60.0 - 66.9 | D |
| 80.0 - 82.9 | B- | ≤ 59.9 | E |
| 77.0 - 79.9 | C+ | | |

Quizzes:

This class has a total of 11 quizzes, each worth 5-points. These will be short comprehension checks designed to test your knowledge of the material. They will also help give you a good idea what to study for on the exam. Expect true/false, multiple choice, and fill in the blank style questions. The quizzes will include topics covered in the reading and discussed during lecture. Accordingly, it is critical that you do the reading before each class and take good lecture notes. You will receive one freebie quiz, meaning that you only need to complete 10 out of the 11 quizzes, or that you can complete all 11 quizzes and drop your lowest grade. **Makeup quizzes are NOT permitted unless a specific and documented emergency or OSU-related conflict arises.**

Exams:

Bring a #2 pencil to each exam. The exam dates are noted on the course schedule (see below). Each exam will include multiple choice and true/false questions. The exams are cumulative in the sense that the course material builds on concepts from previous weeks. However, each exam will only focus on lecture and reading materials for the given time period. The lecture slides for each week will be posted to Carmen.

Assignments:

This class requires that you complete two *individual* assignments. Your grade on each assignment will be determined by the overall quality of your output. **Detailed instructions for each assignment are posted to Carmen.**

Intervention Science Fair: Prior to turning in your final intervention proposal, you will be asked to

share examples of your interpersonal health intervention with the class. You may do so by creating a short PowerPoint to display on your laptop, a website mock-up, poster, or even paper copies of your proposed intervention. You will not be asked to put together a formal presentation. Instead, you will engage in small, interpersonal interactions with members of your class to share and get feedback your intervention. You will be graded on the progress you have made on developing your intervention, the quality of the materials you bring to class, your ability to explain the intervention and the course concepts that you draw on. You will be assessed by me, as well as peers in the class who will act as roaming evaluators.

Interpersonal Health Intervention Proposal: Social norms and interactions are an important predictor of healthy behavior; thus, more and more health campaigns have been developed that utilize interpersonal channels of communication. One example of this is the Surgeon General's Family Health History Initiative (<https://www.familyhealthware.com>), which includes a web-based tool that helps families collect and share family health information. For this assignment you will be responsible for the creation of a health intervention, on a topic of your choice, which utilizes interpersonal communication. **This proposal is NOT a research paper.** Instead, it will require you outline and visually illustrate your proposed intervention. In your proposal, you will also be asked to discuss why you think your intervention will work, based on research and concepts discussed in class.

Extra Credit:

Participate in a Research Study: Conducting scientific research is crucial to the mission and purpose of the School of Communication at The Ohio State University. You can earn 1 point of extra credit for each 0.5 hours of research participation (up to 4 points total) that you complete in School of Communication research studies. You must sign up for studies at: <https://osucomm.sona-systems.com/>. Be sure to read the detailed instructions on the SONA site. An alternative assignment is available if you do not wish to participant in a research study. Importantly, missing your research appointment or quickly clicking through surveys and giving researchers fake data will not earn participation credit. A non-research participation alternative is available if you wish to earn extra credit, but do not want to participate in a research study.

How to Succeed:

Show up: My lectures may touch on some of the course readings, but will also focus on material that is not in the readings. It would be boring (and an insult to your intelligence) if you read a chapter only to hear me explain it to you again in lecture. You will be tested on material that is only covered in lecture.

Do the readings: Since my lectures will focus on material that is not covered in the readings, it is critical that you do the class readings. The exams will include questions that are only discussed in the assigned reading.

Don't fall behind: We will cover a large amount of material this semester. You will quickly fall behind if you miss lectures or skip readings. Study as you go; do not try to cram before the exam.

Take good notes: Copying PowerPoint slides word-for-word is not effective! Just because you copied the definition of a key term does not necessarily mean that you understand this term. I will provide examples and context to help you understand the bigger picture. Jot these examples down and synthesize what these slides mean in your own words. To help, I will post my slides to Carmen

after each lecture.

Ask questions and participate: This is an interactive class where you will learn from me, your peers, and by playing an active role in producing scientific knowledge. OSU students are very smart and I know you have valuable insights to share with the class. You might not always agree with what I say. EXCELLENT! Speak up and voice your opinion. An honest and frank discussion of ideas is what makes science better (and fun)!

Academic Integrity:

All work must be the original work of the student and not turned in to any other course prior to this one. Cheating on exams is unacceptable and will result in: (1) a zero grade, and (2) a formal report to the School of Communication and the Committee on 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 at <http://studentconduct.osu.edu>.

Students with Disabilities:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

School of Communication Diversity Statement:

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.

Policy on Selling Course Materials:

Course materials may *never* be shared or sold.

Policy on Late Assignments or Missed Quizzes and Exams:

Each assignment will require a combination of in-class collaboration with your peers. Assignments build on each other and it is crucial that you have these assignments completed by the due date. Accordingly, assignments turned in after the due date will receive a zero grade. Failure to complete one assignment will also result in a failure to complete future assignments. Therefore, you must complete all assignments, even if you do not turn in all assignments for class credit.

Students are expected to attend class on all quiz and exam dates. Make-up quizzes and exams are not allowed, except under the following circumstances: illness, death in the family, participation in an official University activity, or another documented emergency. In such circumstances, the student is required to provide official documentation for the emergency or conflict. In absence of

such documentation, missed quizzes and exams will result in a grade of zero points.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class.

| Week | Content |
|-------------|---|
| Week 1 | <ul style="list-style-type: none"> • W Jan 11: Introduction & Class Schedule • F Jan 13: What is Interpersonal Health Communication? • Reading: None |
| Week 2 | <ul style="list-style-type: none"> • W Jan 18: Health In America • F Jan 20: Biomedical and Biopsychosocial Models; The Health Belief Model • Reading: Roter et al., 2007, Emmanuel & Emmanuel, 1992 |
| Week 3 | <ul style="list-style-type: none"> • W Jan 25: Patient Centered Models, Part 1 • F Jan 27: Patient Centered Models, Part 2 • Reading: Kaminski, 2015; Epstein and Street, 2011 |
| Week 4 | <ul style="list-style-type: none"> • W Feb 1: Shared Decision Making • F Feb 3: Breaking Bad News • Reading: Barry and Edgman-Levitan, 2012; Elwyn et al., 2012 |
| Week 5 | <ul style="list-style-type: none"> • W Feb 8: Cultural Competency in Health Care, Part 1 • F Feb 10: Cultural Competency in Health Care, Part 2 • Reading: Hsieh, 2008; The Spirit Catches You and You Fall Down Chapters 1–4 |
| Week 6 | <ul style="list-style-type: none"> • W Feb 15: Medical Ethics & Informed Consent, Part 1 • F Feb 17: Medical Ethics & Informed Consent, Part 2 • Reading: Lubbert and Perez, 2016; The Spirit Catches You and You Fall Down Chapters 5–8 |
| Week 7 | <ul style="list-style-type: none"> • W Feb 22: Health Literacy & Active Patients • F Feb 24: Exam 1 • Reading: Hibbard and Greene, 2013; The Spirit Catches You and You Fall Down Chapters 9–12 |
| Week 8 | <ul style="list-style-type: none"> • W Mar 1: Interpersonal Health Campaigns, Part 1 • F Mar 3: Interpersonal Health Campaigns, Part 2 • Reading: Health Campaign Research Brief, Avery and Fernandez, 2012; The Spirit Catches You and You Fall Down Chapters 13–16 |
| Week 9 | <ul style="list-style-type: none"> • W Mar 8: Social Support, Part 1 • F Mar 10: Social Support, Part 2 • Reading: Mattson, 2011; The Spirit Catches You and You Fall Down Chapters 17–19 |
| Week 10 | <ul style="list-style-type: none"> • Mar 13 - 17 No Class, Spring Break |
| Week 11 | <ul style="list-style-type: none"> • W Mar 22: Interpersonal Caregiving, Part 1 • F Mar 24: Interpersonal Caregiving, Part 2 • Reading: Angelo and Egan, 2015; Northouse et al., 2012 |

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| Week 12 | <ul style="list-style-type: none"> • W Mar 29: Families and Health, Part 1 • F Mar 31: Intervention Science Fair • Reading: None; focus on your Intervention Proposal |
| Week 13 | <ul style="list-style-type: none"> • W Apr 5: Families and Health, Part 2 • F Apr 7: Genetic Histories • Reading: Jolie, 2013; Hovick et al., 2015 |
| Week 14 | <ul style="list-style-type: none"> • W Apr 12: Issues of Death and Dying • F Apr 14: Personal Relationships and Health • Reading: Robles and Kiecolt-Glaser, 2013; Umberson and Motez, 2010 |
| Week 15 | <ul style="list-style-type: none"> • W Apr 19: Brains and Interpersonal Health • F Apr 21: Exam 2 • Reading: Study for exam 2 |
| Week 16 | <ul style="list-style-type: none"> • W Apr 26: Finals week begins • IMPORTANT: Health Intervention Proposal Due Wednesday at 11:59 pm |