

# Comm 4736: Interpersonal Health Communication

T/R, 2:20 am - 3:40 am, Derby Hall 080

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Lab Location: 363C Journalism

Office Hours: R 9:00 am - 11:00 am 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.

## Readings:

Class 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.



## Grade Distribution:

This class has 200 possible points. Exams and assignments are weighted as follows:

Exam 1	50 points
Exam 2	50 points
Weekly Reflections	50 points
Intervention Science Fair	35 points
Intervention Proposal	15 points

## Letter Grade Distribution:

You must attempt each 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:

$\geq 93.0$	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-	$\leq 59.9$	E
77.0 - 79.9	C+		

## 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 several *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.**

*Weekly Reflections:* This class has a total of 10 weekly reflections, each worth a maximum of 5-points. These are due on Friday (see class schedule). For these, you will apply course concepts in short (two paragraph) responses. The first paragraph will define and briefly explain the course concept you are using. In the second paragraph, you will apply this concept to an aspect of the class documentary we watched that week. **Makeup reflections are NOT permitted unless a specific and documented emergency or OSU-related conflict arises.**

*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 in-class 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.



*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 participate 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.

**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 for students with disabilities:**

Requesting 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.

**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.

**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, [attitleix@osu.edu](mailto:attitleix@osu.edu)

**Student Academic Services:**

Arts and Sciences Advising and Academic Services website provides support for student academic success. Information on advising issues such as tutoring, transfer credits, academic standing, and contact information for Arts and Sciences advisors can be obtained through this website. The site is: <http://advising.osu.edu/welcome.shtml>



**Student Services:**

The Student Service Center assists with financial aid matters, tuition and fee payments. Please see their site at: <http://ssc.osu.edu>

**Policy on Selling Course Materials:**

Course materials may *never* be shared or sold.

**Policy on Late Assignments and Missed Exams:** 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 exam dates. Make-up 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 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"> <li>• T Jan 9: Introduction &amp; Class Schedule</li> <li>• R Jan 11: What is Interpersonal Health Communication?</li> <li>• Reading: None</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• T Jan 16: Health In America</li> <li>• R Jan 18: Biomedical and Biopsychosocial Models; The Health Belief Model</li> <li>• Reading: Roter et al., 2007, Emmanuel &amp; Emmanuel, 1992</li> <li>• Reflection due Friday</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• T Jan 23: Patient Centered Models, Part 1</li> <li>• R Jan 25: Patient Centered Models, Part 2</li> <li>• Reading: Kaminski, 2015; Epstein and Street, 2011</li> <li>• Reflection due Friday</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• T Jan 30: Shared Decision Making</li> <li>• R Feb 1: Breaking Bad News</li> <li>• Reading: Barry and Edgman-Levitan, 2012; Elwyn et al., 2012</li> <li>• Reflection due Friday</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• T Feb 6: Cultural Competency in Health Care, Part 1</li> <li>• R Feb 8: Cultural Competency in Health Care, Part 2</li> <li>• Reading: Hsieh, 2008</li> <li>• Reflection due Friday</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• T Feb 13: Medical Ethics &amp; Informed Consent, Part 1</li> <li>• R Feb 15: Medical Ethics &amp; Informed Consent, Part 2</li> <li>• Reading: Lubbert and Perez, 2016</li> <li>• Reflection due Friday</li> </ul>



Week 7	<ul style="list-style-type: none"> <li>• T Feb 20: Health Literacy &amp; Active Patients</li> <li>• R Feb 22: Exam 1</li> <li>• Reading: Hibbard and Greene, 2013</li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• T Feb 27: Interpersonal Health Campaigns, Part 1</li> <li>• R Mar 1: Interpersonal Health Campaigns, Part 2</li> <li>• Reading: Health Campaign Research Brief, Avery and Fernandez, 2012</li> <li>• Reflection due Friday</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• T Mar 6: Social Support, Part 1</li> <li>• R Mar 8: Social Support, Part 2</li> <li>• Reading: Mattson, 2011</li> <li>• Reflection due Friday</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Mar 12 - 16 No Class, Spring Break</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• T Mar 20: Interpersonal Caregiving, Part 1</li> <li>• R Mar 22: Interpersonal Caregiving, Part 2</li> <li>• Reading: Angelo and Egan, 2015; Northouse et al., 2012</li> <li>• Reflection due Friday</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• T Mar 27: Genetic Histories, Part 1</li> <li>• R Mar 29: Genetic Histories, Part 2</li> <li>• Reading: Jolie, 2013; Hovick et al., 2015</li> <li>• Reflection due Friday</li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• T Apr 3: Intervention Science Fair, Part 1</li> <li>• R Apr 5: Intervention Science Fair, Part 2</li> <li>• Reading: None; focus on your Intervention Proposal</li> </ul>
Week 14	<ul style="list-style-type: none"> <li>• T Apr 10: Issues of Death and Dying</li> <li>• R Apr 12: Personal Relationships and Health</li> <li>• Reading: Robles and Kiecolt-Glaser, 2013; Umberson and Motez, 2010</li> <li>• Reflection due Friday</li> </ul>
Week 15	<ul style="list-style-type: none"> <li>• T Apr 17: Brains and Interpersonal Health</li> <li>• R Apr 19: Lab Day: Intervention Proposal Working Session</li> <li>• Reading: Study for exam 2</li> </ul>
Week 16	<ul style="list-style-type: none"> <li>• T Apr 24: Review Session</li> <li>• W Apr 25: Exam 2 2:00 - 2:45pm</li> <li>• IMPORTANT: Health Intervention Proposal Due Wednesday at 11:59 pm</li> </ul>