

COMM 4736: Health Communication in Interpersonal Contexts

In-Person: Wednesday, 3:00-4:50 PM

Journalism 360

3 Credit Hours

Course Instructor

Dr. Shelly R. Hovick (she/her/hers)

3149 Derby Hall

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Office Hours: Tuesday 11 AM-12 PM on Zoom, before/after class & by appointment

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. As a hybrid course, you will explore these topics independently via online lectures, readings 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.

By the end of this semester, you should be able to:

1. Articulate historical and contemporary models of patient-provider communication.
2. Describe how interpersonal communication can be used as a vehicle for delivering health information, reducing health disparities, and encouraging health behavior change.
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.

HYBRID COURSE INSTRUCTION

Hybrid courses mix both in-person and online elements of instruction. In the case of this three-hour course, we will meet once a week synchronously (in-person or online) for in-class discussion (2 hours). Additionally, to dive deeper into the topics each week, you will be expected to view supplemental lectures and other media, take quizzes, and complete other assignments outside of class on your own (1 hour).

There is a carmen module for each week. All independent readings/viewings and activities assigned in a given week should be completed by our Wednesday class time (3 PM), so you are prepared for our discussion.

REQUIRED TEXTS/READINGS

There is no required textbook for this course.

However, there are required journal articles and book chapter readings, as well as media, for each class period. These will be in the weekly module that is posted on Carmen.

COURSE ASSIGNMENTS

Weekly Learning Activities (100 points)

To help you process the readings, and to assess your knowledge of course material, you will be asked to complete several small learning activities each week. Learning activities will be posted in the Carmen module for the week and may take the form of a quiz or written reflection, discussion questions or an experiential exercise. You will have *at least* one learning activity each week worth 5-10 points.

Online course work may include:

- *Online Quizzes.* Quizzes will cover the assigned materials for a particular week and include course readings, lectures, and online media. You may use your notes and other materials, but please note that you will have only a limited amount of time to complete a quiz.
- *Discussion Questions.* You may be asked to provide 2-3 thoughtful questions for discussion based on something you are assigned to read or watch on the topic for the week. Discussion questions and responses will be posted to the online discussion board.
- *Reflection Exercises.* These exercises provide an opportunity for you to apply or reflect upon main topics and issues in the course, based on your own experiences. The exercises will vary and may include such as completing a communication skills assessment, talking to family or friends about a health topic and reporting back, or writing a reflection on your own health communication skills.

Course Papers & Projects

Patient-Provider Communication Paper (50 points)

In this 5–6-page paper you will be asked to describe an experience that you or someone else has had interacting and communicating with a health care provider. You will be asked to describe the model of communication that best describes this experience from one of five models discussed in class, then discuss what could have been done differently to improve communication.

Interpersonal Intervention Proposal (50 points)

Social influence is an important predictor of healthy behavior; thus, more and more health campaigns have been developed that utilize interpersonal channels of communication. For this assignment you will be responsible for the creation of an intervention, which utilizes interpersonal communication as a form of message delivery, to address an important patient, family or caregiver need that we discussed during the semester. In this 5–6-page proposal you will outline and describe your theory-based intervention, as well as 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.

Intervention Share Session (10 points)

Prior to turning in your final intervention proposal, you will be asked to share examples of your interpersonal health intervention with the class in small groups online. You may do so by creating a short PPT, poster or mock-up of your ideas. You will share your ideas and 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.

Final Exam (50 points)

The final exam will test your knowledge of key course topics and your ability to apply those concepts. The final exam is cumulative, but I will provide a study guide and a review session to guide you and help you prepare. The final exam will be online and will include a mixture of open-ended, multiple choice and true/false questions. You will be allowed to use your notes and articles, but you will be given a window of time in which to take the exam online at your convenience.

Course Assignments & Grading

Weekly Learning Activities	40%	100
Health Practitioner Communication Paper	20%	50
Interpersonal Intervention Proposal	20%	50
Intervention Share Session	4%	10
Final Exam	16%	40
TOTAL POINTS FOR COURSE	100%	250

Final Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	60-66%
E	< 60%

COURSE POLICIES & INFORMATION

Attendance

I expect you to attend class each week and to complete online activities. However, given the continued high prevalence of COVID, including breakthrough cases among vaccinated individuals, **you should not attend class if you are feeling sick**. It is very important that individuals avoid spreading the virus to others. Most students should be able to complete a successful semester despite illness-induced absence. If you are absent due to illness, including but not limited to COVID, you will have a reasonable opportunity to make up missed work without a penalty. You do not need to provide a physician’s document of illness, but you should advise me via email as soon as you are safely able to do so if you are going to be absent. An e-mail is also appreciated if you are going to miss class for reasons other than illness. You may also get a check-in email from me if you are absent from class several weeks in a row.

Late Work

All assignments are due by the date posted on Carmen. However, I will still grade late assignments for full credit if you (a) let me know beforehand your assignment will be late or (b) get in touch with me after missing a deadline

(preferably within 48 hours). I am willing to offer you some flexibility as long you communicate with me regarding your situation. However, if you do not communicate with me, and you do not complete assignments within TWO weeks of their due date, you will receive a zero on that assignment.

Grade Disputes

I am always happy to revisit grades and discuss my evaluation of your work. Send me an email to set up a time to chat about your grade. Please be ready to discuss where and why you believe you should have received additional points on assignment and how many points you should have received.

Plagiarism

All work in this course is to be individually developed. When grading in Carmen I use Turnitin, which will alert me to potential plagiarism. Plagiarism includes using another person's writing without giving them credit, using large verbatim sections of the work of another person or online source (even a public source) or submitting something you have written for another class. If you unsure, please give credit to your source or talk to me about it. Students who plagiarize will be penalized and reported to university officials. You will also receive a grade of zero for the assignment where plagiarism occurred.

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.

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://studentaffairs.osu.edu/info_for_students/csc.asp).

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.

Disability 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.

Covid-19 Accommodations

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

Vaccination

The COVID-19 vaccine is the single best way to protect yourself and others from the disease. Widespread vaccination also offers us our best chance of ending the pandemic and getting back to a pre-pandemic lifestyle. If you haven't already, please get vaccinated. OSU is now requiring every study, faculty, and staff member to have vaccinated against COVID-19 (first dose by 10/15/21 and second dose by 11/15/21).

Masks and Social Distancing

The university requires that everyone on campus wears masks indoors (for more information, see <https://safeandhealthy.osu.edu/>). Wearing a mask that covers your mouth and nose is important because it can help slow the spread of COVID-19. There are several reasons to do this, even if you are vaccinated. First, the "Delta variant," which is the dominant version of the virus that causes COVID in the U.S. today, is highly contagious, and has caused a huge increase in cases recently. Second, even if you are vaccinated, there have been some cases of "breakthrough" infection, where a vaccinated person becomes ill. These cases are much less severe than cases among unvaccinated individuals, but you still don't want to go through it if you don't have to. Finally, and most importantly, if you get COVID-19 you can spread it to other people, including young children and others who cannot take the vaccine. In short, masks help protect you and they help you protect other people.

Social distancing may also help slow the spread of COVID. Although classrooms are no longer configured to ensure that students can spread out, doing so may still be helpful if you have the opportunity.

Instructor Illness or Absence

If the *instructor* must quarantine because of COVID-19, in-persons sections will be moved online to Zoom and/or recorded and posted online. You will be notified via email of this change, and it will be posted on Carmen.

COVID-19 Emergency Financial Assistance

Ohio State has emergency grants available to aid students who are facing unexpected financial challenges related to the pandemic. Students may use the funds toward any component of the cost of attendance, or for emergency costs that arise as a result of the COVID-19 pandemic such as food, housing, tuition, health care (including mental health care) or childcare. Please visit the website for more information. <https://sfa.osu.edu/contact-us/consumer-disclosure/COVID-19-aid>.

Food Security

The Ohio State University is committed to ensuring that all students have access to adequate and healthy food. Any undergraduate or graduate student with a BuckID may confidentially use the Buckeye Food Alliance food pantries. No proof of need is required. The pantry is located in Lincoln Tower, Suite 150 (1800 Cannon Dr., Columbus, OH 43210). Check the website or call for current hours. <https://www.buckeyefoodalliance.org>, 614-688-2508.

Statement on Diversity

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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 or someone you know are 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 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org. 614-292-5766.

Classroom Environment

Even though we will only meet once a week in class, I expect you to work hard, to keep up with assigned readings, and to produce high-quality, well-written work. Simply turning in an assignment does not ensure a high grade. Additionally, I expect you to be prepared for class discussion and to participate fully. This is an *analytic* course: participation, discussion, and reflection are necessary for understanding as well as high grades. We will seek to create a classroom climate where students feel comfortable participating in class activities and sharing their thoughts.

CLASS SCHEDULE, READINGS AND ASSIGNMENT DUE DATES

There is a module in carmen for each week of class. Therefore, a “week” in this class starts the day after class until class time that week. Please review the module and complete activities by class time (Wednesday @ 3:00 PM).

Week	Date	Topics	Deadlines
1	8/25	Introductions & Overview of IP Health Communication	
2	9/1	Patient/Provider Communication: Four Early Models & the Patient-Centered Model	
3	9/8	Patient Activation & PACE	
4	9/15	Shared Decision-Making Patient-Provider Paper Workshop	
5	9/22	Health Literacy Translation & Interpretation	
6	9/29	Culture-Centered Care	Patient-Provider Papers Due
7	10/6	Families & Health	
8	10/13	Communication & Caregiving	
9	10/20	Health Stress, Coping & Relationships	
10	10/27	Interpersonal Health Interventions: Theory & Research	
11	11/3	Health Intervention Workshop Session	
12	11/10	Social Support & Identity	
13	11/17	Intervention Share Session	
14	11/24	Thanksgiving – No Class	
15	12/1	Provider Training Programs Final Exam Review	Intervention Proposals Due
16	12/8	Final Exam	