

COMM 7871**HEALTH COMMUNICATION IN INTERPERSONAL CONTEXTS**

Wednesday 5:20-7:10 PM

3 Credit Hours

In-Person: Derby Hall 3136 (officially 3116)**Instructor:** Dr. Shelly Hovick (she/her/hers)**Office:** 3149 Derby Hall**Email:** hovick.1@osu.edu*Office Hours:* Tuesday 11 AM-12 PM on Zoom (link in Carmen), before/after class & 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.

Expected Learning Outcomes

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 and communication impact health management.
4. Discuss broad application of key interpersonal communication theories to health contexts.
5. Define areas of opportunity for theorizing and research on interpersonal health communication.
6. Describe the impact of interpersonal communication on health message processing & effects.

Hybrid Format

This 3-hour 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 in each week, you will be expected to view supplemental lectures and other media, complete assignments, and/or meet with your research group and instructor (1 hour). There is a carmen module set-up for each week. All independent readings/viewings and activities assigned each week should be completed prior to our weekly class meeting.

Required Readings

Journal articles, book chapters, and media for each class section will be listed and available on Carmen for you to download. There will be an online module posted each week with the readings for that week. There is no required book for this course.

COURSE ASSIGNMENTS

Seminar Discussion Questions (25 points)

At five points during the semester, roughly every other week, you will be asked to prepare TWO thought-provoking questions related to the readings and topic. 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 and extend our thinking and critique of theory and practice. Good questions are those that ask about the assumptions or implications of theory, the application of theory and research, the links between concepts and theories across weeks, or those that offer a critique of the literature.

Please post your questions in the discussion forum, which will be linked in the module for the week. Feel free to comment or ask follow-up questions in response to those posted by others (note: follow-up questions “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 1:00 PM on days they are assigned (about four hours before class time), so that I have time to review and organize questions before our class meeting.

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 showing for class (in-person or online) prepared, having done the readings, and offering thought-provoking comments and questions during discussion. This also means participation in your small group research project. If you are doing other work on your laptop during class (checking e-mail, writing for other classes, etc.), and not participating in class, your participation grade will suffer.

Participation is assessed at two points (10 points each), as noted on the course schedule. These times are around the midpoint of the semester, as well as the end of the semester. A score of 10 indicates that you generally come to class prepared, offer thoughtful comments, and actively listen and engage with other participants. A score of 5-7 indicates that you are less prepared, have limited knowledge of course readings and concepts, and are not actively engaged and listening during the class period. A score less than 5 indicates that you are not prepared and not engaged in the discussion, offer little to no commentary during class, and/or distract others or go off-topic during course discussion.

Research Protocol (100 points)

Over the course of the semester, you will develop a research project with a group of 2-4 other students that aims to test a theory-based, interpersonal health communication-related question. Specifically, you will write an extensive study protocol, complete with study instruments (if appropriate), proposing an original quantitative, qualitative, or interpretative research study.

Using the template provided, students will write a comprehensive literature review and background, including the theoretical basis for the study, and research questions/hypotheses. Furthermore, you will describe the proposed methods, sample recruitment strategies, data analysis and management, as well as a discussion of the implications of the study for health communication. You will also provide any relevant study instruments (surveys, interview guides, codebook, etc.)

All members of the group will receive the same score on this assignment. Extensive instructions will be available on Carmen. 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, (d) detail provided regarding study methods, and (e) potential for scholarly contribution. I will work closely with your group to develop an idea from start to finish.

Research Protocol Roundtable (20 points)

To assist in developing your papers, each group will give a 10-minute conference-style presentation on their project ideas, followed by a 5–10-minute question and answer period. Your grade for this assignment will be based on your ability to present your research ideas clearly and concisely, as well as the feedback you provide to your classmates about their ideas.

Protocol Milestone Assignments (Individual Assignments)

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

Idea Generation (10 points)

I would like for you to identify two potential topics for your seminar paper. In class you will share your ideas informally, which will be used to guide group formation and paper topics. In outline format you will describe the: (a) major research question/problem the paper will tackle, (b) potential theoretical linkages or underpinnings, (c) extent to which the research would support/extend the existing literature, (d) feasibility of data collection given your resources and timeline. In addition, you will be asked to share 2 sample papers for each topic that might serve as a model article for each of your ideas.

Protocol Section Outline (20 points)

Prior to turning in your complete protocol, you will be asked to turn in an outline of the sections of the research protocol that your group has decided that you are responsible for writing. You will be asked to turn in a comprehensive outline (bullet points are fine) providing a framing of your arguments and the literature you plan to use to support your arguments. For example, if you are writing the introductory paragraphs, I would expect you to outline the context of your research and public health significance, as well as major theories guiding your project. If you are writing the data analysis section, I would expect to see an analysis plan outlining the type of analysis you will run and power calculations, if appropriate. This assignment will allow me to feedback on your project midway through the development process.

Research Instruments (10 points)

As noted above, you are not limited in terms of the type of research project that you propose. For this assignment, each member of the group will be asked to submit a draft of the research instruments that would be used to conduct the proposed research, along with information about their relevance to study research questions methods. Individual drafts of research instruments will then be used by your group to produce final versions to be submitted with your research protocol.

Course Policies

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.

Assignment Due Dates

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. The one caveat to the flexible late work policy is that roundtable presentations, which must be presented in class on the schedule date. Final papers also need to be in no later than the last day of class.

Reading and Participation

This is a graduate-level seminar, wherein critical discussion of readings and theories will form the basis of each class. Therefore, **you MUST do the readings each week and attend and be an active participant in class discussions**. Participation involves sharing insights, asking questions, and responding to others. The class is much more enjoyable when everybody talks and critically engages with the material. If we are meeting online, I would also request that you turn on your camera to allow for greater engagement with your instructor and students in the course. I know it is tempting, but please refrain from doing other work during class (checking e-mail, writing for other classes, etc.).

Writing Guidelines

All written assignments (i.e., those related to the term paper) should conform to APA style guidelines. **If you do not have an APA 7 style book, please borrow or get one.** I know there are numerous online resources for APA 7, but it is rare to find all the information you need in one place. Please do not use an outdated APA 6 guide, as many major changes were made in APA 7. 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/>

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.

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.

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>.

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.

Semester Schedule with Topics and Deadlines

Week	Date	Topics	Readings & Deadlines
1	8/25	Introductions & Overview of IP Health Research	Duggan, 2005; Bylund et al., 2012
2	9/1	Patient/Provider Communication: Early Models of Communication & Patient-Centered Communication	Emanuel and Emanuel, 1992; Roter et al., 1997; Epstein and Street, 2011; Epstein et al., 2005; Scholl et al., 2014. DQ, Group 1 *
3	9/8	Patient Activation Model & PACE Patient-Training Motivational Interviewing	Hibbard and Greene, 2013; Tzeng et al., 2015; Cegala et al., 2013; Resnicow and McMaster, 2012 DQ, Group 2
4	9/15	Uncertainty Management Theory & Interpersonal Health Information Seeking (TMIM)	Brashers, 2001; Ramirez et al., 2013; Head and Bute, 2017; Kuang and Gettings, 2018; Kuang and Wilson, 2020; Finset et al., 2020

			DQ, Group 1
5	9/22	IP Communication Technology in Healthcare (TAM) Social Support & Advice in Health Contexts	Rathert et al., 2017; Anthony et al., 2018; Wu and Street, 2020; Vo et al., 2019; Uchino et al., 2020; Bodie and McGeorge, 2014; Havey-Knowles and Few, 2018 DQ, Group 2
6	9/29	Health Communication in the Family (FCP & CPM)	Koerner and Fitzpatrick, 2006; Campbell-Sloane et al., 2019; Hovick et al., 2021; Petronio, 2013; Bute and Moran, 2013; Forrest et al., 2003; Petronio and Venetis, 2017 DQ, Group 1
7	10/6	Communication & Caregiving Small Group Meetings	Northouse et al., 2012; Stamaki et al., 2014; Angelo and Eagan, 2015; Affifi et al., 2006; Helgeson et al., 2018 DQ, Group 2
8	10/13	Stress & Communal Coping/Relational Turbulence	Donovan-Kicken & Caughlin, 2010; Lillie et al., 2018; Donovan and Farris, 2019; Venetis et al., 2014; Idea Generation Due
9	10/20	Shared Decision-Making in Healthcare Small Group Meetings	Charles et al., 1997; Elwyn et al., 2012, Legare and Witteman, 2018; Cherlin et al., 2005; DQ, Group 1
10	10/27	Translation & Interpretation, Culture-Centered Care Anatomy of a Health Communication Manuscript [online]	Dutta, 2007; Hsieh, 2013; Hsieh, 2008; Kelly, 2008; Hsieh, 2020 DQ, Group 2
11	11/3	Interpersonal Health Communication Interventions (including Patient Navigation & Community Health Workers)	Scott et al., 2018; Ballard, 2020; Joseph et al., 2019; Nelson et al., 2019; Ramchand et al., 2017; Bednarczyk et al., 2018 DQ, Group 1 Outlines Due
12	11/10	Interpersonal Discussion of Health Campaigns & Messages	Southwell and Izer, 2007; Jeong and Bae, 2018; Frank et al., 2012;

			Hendriks and Strick, 2020 DQ, Group 2
13	11/17 [NCA]	Research Project Group Meetings w/ Instructor	Research Instruments Due
14	11/24	NO CLASS -- Thanksgiving	
15	12/1	Research Roundtables	
16	12/8	Provider Training Programs & Interventions Semester Wrap-Up	Epstein et al., 2017; Larson and Tobin, 2000; Yedidia et al, 2013; Moore et al., 2018; Bylund et al., 2011. Paper Due 12/13

* You will only write discussion questions when your group is assigned.