COMM 4736: Health Communication in Interpersonal Contexts

COURSE DESCRIPTION

This 3-hour, in-person 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 tools and interventions to facilitate interpersonal health communication.

You will explore these topics via readings and media viewings, individual assessments and reflections, as well as in-class lectures and activities. Assignments in this course will assess your understanding of key concepts and theories, ability to think critically about communication in healthcare, and skill at developing communication tools to help address important interpersonal communication needs.

This is a required course in the Health Communication Certificate Program.

Weekly Class Time
Mon/Wed
3:55-5:15 PM
060 Page Hall

Course Instructor
Dr. Shelly R. Hovick
(she/her/hers)
3149 Derby Hall
hovick.1@osu.edu

Course Modality
In-Person
(3 hours)

COMM 4736 GOALS AND EXPECTED LEARNING OUTCOMES (ELOs)

Goal 1. By the end of this course, students will have an in-depth understanding of the nature of communication in healthcare from the perspective of both patients and care providers.

Successful students will be able to:

- ELO 1.1: Describe the importance of effective health communication in healthcare settings. (BT L1) [1]
- ELO 1.2: Identify patterns that characterize patient-provider communication. (BT L2)
- ELO 1.3: Critique the effectiveness of patient-provider communication patterns across contexts. (BT L4)
- ELO 1.4: Illustrate how culture can inform viewpoints about health and healthcare communication. (BT L2)
- ELO 1.5. Critique strategies used by providers to facilitate interpersonal discussion and decision-making. (BT L5)
- ELO 1.6. Assemble knowledge regarding interpersonal health communication needs and potential intervention strategies to assist in development of a novel healthcare communication tool. (BT L3)
- ELO 1.7: Produce a science-based tool for facilitating, and ultimately improving, interpersonal communication in healthcare settings. (BT L6)

Goal 2: By the end of this course, students will gain a theoretical and practical understanding of how interpersonal relationships and communication influence health, well-being and healing.

Successful students will be able to:

- ELO 2.1: Explain how personal and family relationships influence health behaviors and communication. (BT L2)

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[1] "BT" Indicates Bloom's Revised Taxonomy of Learning, Teaching and Assessment from Level 1 (Remembering) to Level 6 (Creating). Source: Anderson, Krathwohl, D. R., Bloom, B. S., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* editors. Longman.

- ELO 2.2: Appraise communication challenges faced by caregivers and care recipients across illness stages. (BT L4)
- ELO 2.3. Recognize the role of social support in maintaining health and coping with illness. (L2)
- ELO 2.4. Dissect the influence of interpersonal connection on health information management. (L5)

IN-PERSON COURSE EXPECTATIONS

This course is fully in-person. Except where noted on the course schedule, at this point I am anticipating most classes will be held in-person (unless the situation with COVID-19 changes). There is a carmen module for each class period that you should review before class each day, which contains required readings and learning activities. Please note that there will not be a regular option to attend this course online via Zoom, nor do I plan to regularly record lectures, although I will always post my comprehensive lecture notes and/or slides on Carmen. If you cannot attend this class in-person, it may not be the right time to take this course in lieu of the attendance policy and the group project.

REQUIRED TEXTS/READINGS

DuPre (2017). *Communicating About Health: Current Issues and Perspectives.* New York: Oxford University Press.

Additional assigned readings (textbook chapters, journal articles and popular press articles), as well as other required media viewing/listening are listed on the course schedule and will be posted in the module for each class on carmen.

COURSE ASSIGNMENTS

Weekly Learning Activities (100 points)

To help you process the readings and to reflect on your experiences in healthcare settings, you are asked to complete small learning activities before each class. These may take the form of a quiz, written reflection, discussion questions or experiential exercises. You will generally have *at least* one activity to do each week.

Online course work may include:

- *Online Quizzes.* Quizzes will cover the assigned readings for a particular week. There are ten quizzes scattered throughout the semester (five points each). 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 so you will need to do the reading before attempting the quiz.

- Quizzes are used to assess COMM 4736 ELOs: 1.1, 1.2, 2.1, 2.3, 2.4.

  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 things such as completing and reflecting on a communication skills assessment, talking to family or friends about a health topic and reporting back, writing a reflection on your own (or others) health communication skills, or critiquing a film or video. Exercises range from two to five points.

- Reflection exercises are used to assess COMM 4736 ELOs: 1.2, 1.3, 1.5, 2.1-2.4

<u>**Course Papers & Projects**</u>

Healthcare Communication Analysis (50 points)

In this paper you will describe and analyze an interaction with a physical or mental health care provider that you or someone else has had an interaction with. You will define and provide evidence for the model of communication that best fits the interaction from those discussed in class. Furthermore, you will critique provider and patient communication effectiveness and identify opportunities to improve patient/provider communication.

- This assignment is used to assess COMM ELOs:1.2, 1.3

Healthcare Communication Tool Group Proposal
(80 points total, including a 20-point individual effort evaluation)

Bringing together research and theory across the course to address an important communication and health need, you and your group members will be responsible for the proposal and development of a communication tool for patients, families, or caregivers to help facilitate interpersonal communication on an important health and wellness topic. You will work in groups to identify a mental or physical health-related communication need, meet with a care provider to discuss what types of interventions are needed, then build a mock-up of a communication tool. Tools might include patient decision aids, patient-provider communication tools, discussion guides for health campaigns, motivational interviewing guide, caregiving training or supports, scripts or guides for family communication.

This is a two-part assignment. In the first part, you will outline the health problem and communication need, summarize information gathered from your literature search on the health topic and formative research with health professionals (see below), and discuss the theories and concepts used to guide the development of your tool. For the second part, you will design a mock-up of the communication tool and describe the potential benefits and challenges associated with incorporation of the tool in practice, as well as a reflection on the design process. You are evaluated on your final product, as well as your participation in the design process. You will also be evaluated on your participation by your peers.

- The group project is used to assess COMM ELOs: 1.1., 1.3, 1.6

Communication Tool Formative Research Report (20 points)

After identifying a health or wellness context, and initial ideas for a health communication tool, you are required to meet with a physical/mental health or wellness practitioner(s) (online or in-person) to discuss communication needs and potential ideas. The meeting will provide you with additional insights on the problem you are attempting to address, as well as potential strategies to facilitate interpersonal communication. You will also do a literature search examining your health context and proposed communication tool strategies. Although your group will work together on this project, dividing up tasks (i.e., some will focus on the interviews and others will focus on the literature search) each person submit their own formative research report form outlining key takeaways from their assigned tasks and the implications of this research for communication tool design.

- The research report is used to assess COMM ELOs: 1.6

Communication Tool Share Session (10 points)

Prior to turning in your final intervention proposal, your group will share your draft communication tool with the class to get feedback form a room full of interpersonal health communication experts. You will share your

background research, discuss how your project aligns with course theories/concepts, and show a draft of your communication tool. You will be graded on the progress you have made in developing your project, the quality of the materials you share with class, and your ability to explain the communication tool and the course concepts that it draws upon (5 points). Your grade will also be based on your individual participation and the feedback (based on course concepts and theories) that you provide during the share session (5 points).

- This assignment is used to assess COMM ELOs: 1.5, 1.7

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 help guide you. The final exam will be online, and it will include a mixture of open-ended, multiple choice and true/false questions. The exams will include multiple choice and true/false questions that will ask you to recall information about course topics, concepts and theories, identify key concepts embedded in scenarios or messages, as well as compare and contrast theories and approaches.

You will be allowed to use your notes and articles, but you will be given a window of time to take the exam.

- This assignment is used to assess COMM ELOs: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4

Course Assignments & Grading

Weekly Learning Activities	30%	100		**Final Grade**	**Percentage***
Patient-Provider Communication Paper	15%	50		A	93-100%
				A-	90-92%
Communication Tool Proposal (Group Project)	24%	80		B+	87-89%
Formative Research Report	6%	20		B	83-86%
				B-	80-82%
Communication Tool Share Session	2%	10		C+	77-79%
				C	73-76%
Final Exam	15%	50		C-	70-72%
Attendance	2%	10		D+	67-69%
				D	60-66%
Participation	6%	20		E	< 60%
TOTAL POINTS FOR COURSE	**100%**	**340**		* final grades will be rounded up	

COURSE POLICIES & INFORMATION

Attendance (10 points)

I use a flexible attendance policy in this course. You may miss up to THREE classes (for any reason) without a loss of attendance points. You will also not lose attendance points for missing a class due to illness (including symptoms or exposure to COVID-19), personal or family emergency, or a university-excused absence. I just ask that you let me know you will be absent before class or within 72 hours of missing the class. After those two classes, you will lose THREE points for every unexcused class where attendance is taken (noted on the course schedule). Missing class for

work or a family vacation would not be an excused absence, although you could use your three free classes for this purpose.

I will take attendance using Top Hat. You are responsible for signing into Top Hat. If you forget to check-in, arrive after the Top Hat Code has been taken down, or leave within the first 30 minutes of class, you may not receive attendance points for that day. If you forget, just let me know and I can mark your attendance in the system. However, Top Hat attendance corrections must be requested within ONE week of the date it occurred.

go.osu.edu/tophat
Top Hat Course: COMM 4736 (AU22)
Top Hat Join Code: 059989

Participation (20 points)

Respectful dialogue and interpersonal engagement is vital in this course, and we will often explore course concepts through discussion and active learning. Verbalizing course concepts and theories is also a good way to learn new material, as our shared insights provide a rich context for the material you are learning. To encourage participation among all students, **I will assess your individual participation TWICE during the semester** (10 points each assessment at the midterm and final exam). Below is a guide for how participation will be assessed.

High Participation (8-10 points)	• Student offers insights and analysis that contribute to conversation. • Student demonstrates knowledge of the text and topic. • Student comes to class prepared having done the readings and activities. • Student, through their comments, shows that they are actively listening to others. • Student actively participants in small group learning activities. • Technology use is primarily for class purposes and not a distraction to others.
Some Participation (4-8 points)	• Student offers some insights and analysis, but needs prompting from the instructor. • Student some, but not extensive knowledge of the text and topic. • Student is only somewhat prepared and appears to have only skimmed materials. • Student is actively listening to others, but does not ask follow-up questions. • Student relies on their opinion in discussion, rather than on readings or materials. • Student often arrives late or leaves early. • Student's technology use is distracting and/or not for class purposes.
Little to No Participation (≤ 3)	• Student is often not present in class. • Student often misses portions of class or leaves early. • Student offers little to no commentary in class. • Student comes to the seminar ill-prepared with little understanding of the topic. • Student does not listen to others, offers no commentary in discussions. • Student distracts the group by interrupting or offering off topic comments. • Student is using technology and not engaging in the discussion.

OFFICE HOURS

Weekly office hours will be on Monday from 2:30-3:30 PM on Zoom (also linked in Carmen):
https://osu.zoom.us/j/7774933794?pwd=TXFrdXlVcUVkM0crY0p1dVk5RDVsUT09
Or, if you would prefer to chat in-person during that time, you can stop by my office (3149 Derby Hall).

If that day/time doesn't work for you to attend office hours, please email me to set up an appointment. Most weeks I can also stay after each class to chat with students and answer questions.

COURSE POLICIES

Late Work Policy

All assignments are due by the date posted on Carmen. That being said, I will grade late assignments for full credit if you email me before or after the due date that your work will be late. Please note that if you do not notify me or do not complete assignments within one week of their due date, you may receive a zero on the assignment. Any late work due prior to the midterm must be turned in by the midterm. Similarly, any late work after the midterm must be completed by the last day of class. After that, any outstanding assignments will convert to a score of 0.

Grade Disputes

I am happy to revisit grades (including quiz and exam questions) and discuss my evaluation of your work with you – just be ready to discuss where and why you believe you should have received additional points on an assignment and the number of points you feel that you should have received. I especially welcome and appreciate your feedback on quiz and exam questions.

Plagiarism

All work in this course is to be individually developed. 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).

Diversity

Updated 8/25/22

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, Melissa Mayhan, at titleix@osu.edu.

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, please 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.

Instructor Illness or Absence

If the instructor is ill, in-person sessions 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 in the announcements.

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/COVD-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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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.

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.

Disability 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.

CLASS SCHEDULE, READINGS AND ASSIGNMENT DUE DATES

There is a carmen module for each class. Please review the module and complete activities by class time.

Week	Date (Mod #) [a]	Class Topics & Key Theories and Concepts	Readings/Viewings	Assignments*
1	8/24 (1.1)	Course Introductions Understanding Health Communication	Chapter 1 in DuPre: *Introduction*	"About You" Survey (optional)
2	8/29 (2.1) [b]	The Importance of Effective Communication in Healthcare Today	Chapter 2 in DuPre: *The Landscape for Health Communication* View the Documentary: The Providers (2019)	Reflection Exercise 1: Analyze caregiver communication in "The Providers" and discuss the importance of communication in this setting (4 points)
	8/31 (2.2) [b]	Early Models of Patient-Provider Communication [Biomedical (Voice of Medicine) & Biopsychosocial (Voice of the Lifeworld) Models]	Roter et al. (1997). *Communication patterns of primary care physicians.* JAMA, 277(4), 350-356.	Quiz 1 on Roter et al. (1997). Reflection Exercise 2: Articulate personal experiences and/or examples of Biomedical and Biopsychosocial Communication. (3 points)
3	9/5 (3.1)	Labor Day – No Class		
	9/7 (3.2) [b]	Patient Perspectives on Healthcare Patient-Centered Care	Chapter 4 in Dupre: *Patient Perspectives* Epstein, R. M., & Street, R. L. (2011). *The values and value of patient-centered care.* The Annals of Family Medicine, 9(2), 100-103.	Quiz 2 on Chapter 4 Reflection Exercise 3: Reflect on the potential barriers and benefits of Patient-Centered Care. (3 points)
4	9/12 (4.1) [b]	Collaborative Communication (including Motivational Interviewing) Shared Decision-Making	Chapter 3 in DuPre: *Patient-Caregiver Communication* Elwyn et al. (2012). Shared decision making: a model for clinical practice. Journal of general internal medicine, 27(10), 1361-1367.	Reflection Exercise 4: Share observations and provide a critique of "The Share Approach." (3 points)

			View: The Share Approach (Agency for Healthcare Research and Quality)	
	9/14 (4.2) [b]	Narrative Medicine: An Introduction	First, re-read pages 61-63 in your textbook on "Narrative Medicine" Second, read Charon, R. (2001). *Narrative medicine: a model for empathy, reflection, profession, and trust.* JAMA, 286(15), 1897-1902. This article goes into the concept of narrative medicine more deeply. View TED Talk: Honoring the Stories of Illness (Rita Charon) Optional Read: Practicing Narrative Medicine (Scientific American Blog)	Reflection Exercise 5: Critique Charon's approach and discuss what it would be like to be her patient. (3 points)
5	9/19 (5.1) [b]	Provider Perspectives on Healthcare Communication in Context: The Emergency Room	Read: DuPre (2017). Chapter 5. Caregiver perspectives. *Communication about Health* View Documentary: Code Black (2014)	Quiz 3 on Chapter 5. Reflection Exercise 6: Reflect on the unique challenges to communication illustrated in Code Black and the communication models illustrated. (3 points)
	9/21 (5.2) [b]	Technology to Enhance Patient/Provider Communication: Portals and Telehealth Introduction to Technology Adoption Model (Venkatesh & Davis, 2000).	Read: Dupre (2017). Chapter 9: *eHealth, mHealth and Telehealth* (Just pages 224-233). Watch: Catalyzing Cancer Care with Virtual Visits (WOUB PBS).	Reflection Exercise 7: Reflect on your own or others' experiences with technology in healthcare and how it aligns with example provided in the "Catalyzing Cancer Care" video. (3 points)
6	9/26 (6.1) [b]	Difficult Conversations: Bed News and End-of-Life and Palliative Care Communication Discussion of "Wit"	Dupre (2017). Chapter 8. Social Support, Family Caregiving and End of Life. *Communication and Health*, p. 203-208 only. View Film: Wit	Quiz 4 on Chapter 8.

	9/28 (6.2)	Healthcare Communication Analysis Workshop		Reflection Exercise 8: Communication Analysis prep work. (2 points)
7	10/3 (7.1) [b]	Health Inequities (Discussion of In Sickness and Wealth Documentary) Introduction to the Structural Influence Model of Communication. (Kontos et al., 2010) Diversity in Healthcare	DuPre (2017). Chapter 6: Diversity in Healthcare. *Communication about Health* View: In Sickness and in Wealth Documentary (Unnatural Causes, PBS)	Quiz 5 on Chapter 6
	10/5 (7.2) [b]	Cultural Competency in Healthcare	DuPre (2017). Chapter 7: Cultural Concepts of Health and Illness. *Communication about Health* Fadiman (1997). Chapter 1: Birth. The Spirit Catches You and you Fall Down.	Quiz 6 on Chapter 7 Reflection Exercise 9: Discuss how cultural identity shaped patient and care provider perspectives and communication in "The Spirit Catches You and You Fall Down." (4 points) First Participation Assessment
8 (Fall Break Week)	10/10 (8.1) [b]	Interpretation & Translation	Hsieh, E (2008). "I am not a robot!" Interpreters' Views of Their Roles in Health Care Settings. *Qualitative Health Research,* 18 (10), p. 1367-1383.	Healthcare Communication Analysis Due Quiz 7 on Hseih (2008)
	10/12 (8.2) [b]	Introduction to Patient Activation and the Patient Activation Model (Hibbard & Greene, 2013) Introduction to Communication Tool Assignment	Hibbard and Greene (2013). What the evidence shows about patient activation: better health outcomes and care experiences; fewer data on costs. *Health Affairs*, 32 (2), 207-214.	Quiz 8 on Hibbard and Greene (2013) Reflection Exercise 10: Complete and reflect on the Patient Activation Assessment. (3 points)

9	10/17 (9.1) [b]	Designing and Incorporating Decision Aids into Healthcare	O'Connor (2001). Using patient decision aids to promote evidence-based decision making. *BMJ Evidence-Based Medicine*, 6, 100-102.	Reflection Exercise 11: Find an example of a decision-aids in your context of interest. (3 points)
	10/19 (9.2) [b]	Social Support Theory	Dupre (2017). Chapter 8. Social Support, Family Caregiving and End of Life. *Communication and Health*, p. 182-202	Quiz 9 on Chapter 8.
10	10/24 (10.1) [b]	Communication & Caregiving Model of Caregiver Stress (Northouse et al., 2012)	Dupre (2017). Chapter 5. Caregiving Perspectives. *Communication about Health.* Skim: Northouse et al. (2012). The impact of caregiving on the psychological well-being of family caregivers and cancer patients. *Seminars in Oncology Nursing*, 28 (4), 236-245. View: The Caregivers (The Alzheimer's Project, HBO)	Reflection Exercise 12: Identification of challenges and sources of stress faced by Alzheimer's caregivers in "The Caregivers." (3 points)
	10/26 (10.2) [b]	Family Communication about Health Topics (including Family Communication Patterns Theory) Discussion of *The Farewell*	Zhang, A. Y., & Siminoff, L. A. (2003). Silence and cancer: why do families and patients fail to communicate? *Health Communication, 15(4), 415–429.* *Skim:* Koerner, A. F., & Fitzpatrick, M. A. (2006). Family communication patterns theory: A social cognitive approach. *Engaging theories in family communication: Multiple perspectives*, p. 50-65. View: The Farewell	Reflection Exercise 13: Discuss family patterns of communication in "The Farewell" and the implications of communication within the family. (4 points)

11	10/31 (11.1)	Group Proposal Workshop 1: Background Research		Reflection Exercise 14: Proposal Background Research Prep Work (2 points)
	11/2 (11.2) [b]	Health Stress & Coping: Perspectives of Patients & Care Providers Stress & Coping Theory (Lazarus and Folkman, 1984) & Communal Coping Theory (Afifi et al., 2006)		
12	11/7 (12.1) [b]	Interpersonal Health Information Seeking & Privacy Management Introduction to the Theory of Motivated Information Management (Afifi & Weiner, 2004) and Communication Privacy Management Theory (Petronio, 2013)	Read: Dupre (2017). Chapter 9: *eHealth, mHealth and Telehealth* (Just pages 213-224) Skim: Afifi and Tikknen (2021). *The Theory of Motivated Information Management.: Struggles with Uncertainty and Its Outcomes.* In Braithwaite and Schrodt, Eds. *Engaging Theories in Interpersonal Communication.*	Quiz 10 on Chapter 9
	11/9 (12.2)	Group Proposal Workshop 2: Refining Your Ideas		Formative Research Report Due
13	11/14 (13.1) [b]	Message Boosters? Interpersonal Discussion of Health Campaigns and Messages. Introduction to the Cognitive Mediation Model (Eveland, 2001)	Southwell, B. G., & Yzer, M. C. (2007). The roles of interpersonal communication in mass media campaigns. *Annals of the International Communication Association*, 31(1), 420-462.	Reflection Exercise 15: Assess the potential effects of discussion with others about a health message and link to Southwell & Yzer (2007) (3 points)
	11/16 (13.2)	Communication Tool Workshop 3: Building Out the Tool Further		Reflection Exercise 16: Draft Tool Prep Work (2 points)
14	11/21 (14.1) [b]	Communication Tool Share		Groups 1-3 Share Groups 4-5 Respond
	11/23 (14.2) [b]	Communication Tool Share		Groups 4-5 Share Groups 1-3 Respond

Updated 8/25/22

15	11/28 (15.1)	Evaluating Communication Tools & Incorporating Feedback	Read: Agency for Healthcare Research and Quality (2019). *Elements of an Evaluation Plan.*	Reflection Exercise 17: Outline ways to address class feedback into tool design (2 points)
	11/30 (15.2)	Thanksgiving – No Class		
16	12/5 (6.1)	Course Wrap-Up & Exam Review		
	12/7 (6.2)	Final Exam [open 12/7-11]		Group Project Due 12/7 Final Participation Assessment (12/7)
* unless noted, assignments are due by class time. a Class Module Number in Carmen, b Days Attendance is Taken				