

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

Denney Hall 214

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)

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. 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. If you cannot attend this class in-person, it may not be the right time to take this course.

REQUIRED TEXTS/READINGS

DuPre & Overton (2023). *Communicating About Health: Current Issues and Perspectives (7th edition)*. 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

Course Papers & Projects

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

Health and Wellness Decision Aid Group Project (80 points total, including a 20-point individual effort evaluation)

Bringing together research and theory across the course to address an important health or wellness communication need, you and your group members will be responsible for development of a decision aid to assist patients, families providers and wellness practitioners in discussing and making decisions regarding a health and wellness topic of your choice.

You will work in groups to identify a mental or physical health decision in need of support, discuss with health or wellness care provider the type of support for decision-making that is needed, review existing tools or decision aids on this topic, and build a mock-up of the decision aid. The decision aid can be delivered using any modality – print, online, video, etc. You will also come up with a list of questions to help guide the discussion using the decision-aid.

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 that will be used to guide the development of your tool. For the second part, you will design a mock-up of the decision aid and questions to guide decision-making as well as a description of the potential benefits and challenges associated with incorporation of the decision aid in practice and 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

Decision Aid Formative Research Report (20 points)

After identifying a health or wellness context, and initial ideas for a decision aid, 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 decision aid 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

Decision Aid Share Session (10 points)

Prior to turning in your decision aid, your group will share a draft with the class to get feedback from 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 decision aid and discussion guide. 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 you with 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
Patient-Provider Communication Paper	15%	50
Communication Tool Proposal (Group Project)	24%	80
Formative Research Report	6%	20
Communication Tool Share Session	2%	10
Final Exam	15%	50
Attendance	2%	10
Participation	6%	20
TOTAL POINTS FOR COURSE	100%	340

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%
* final grades will be rounded up	

COURSE POLICIES & INFORMATION**Attendance (30 points)**

I use a flexible attendance policy in this course. You may miss up to FIVE 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 FIVE classes, you will lose FIVE points for every unexcused class where attendance is taken (noted on the course schedule). Missing class for work, internship responsibilities, job interviews, 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: 383143

OFFICE HOURS

Weekly office hours will be in-person after class (as needed) and on Zoom on Tuesday from 4:00-5:00 PM:
<https://osu.zoom.us/j/7774933794?pwd=TXFrdXlVcUVkM0crY0p1dVk5RDVsUT09>

If that day/time doesn't work for you to attend office hours, please email me to set up an appointment.

COURSE POLICIES

Late Work Policy

All assignments are due by the date posted on Carmen. I will grant each student a “no questions asked” extension ONE time during the semester. If you wish to use your extension, please send me an email or message in Carmen to let me know you plan to use it. Otherwise, you will receive half credit on assignments that are turned in late, as these are designed to help you process readings and concepts. Any late work 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 are 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

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.

Religious Accommodations

It is Ohio State’s policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student’s responsibility to ensure that all course assignments are completed.

Instructor Illness or Absence

If the instructor is ill or absent, 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.

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

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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu
2. Call 614-247-5838 or TTY 614-688-860
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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 (Module #)	Class Topics & Key Theories/Concepts	Assigned Readings/Viewings	Assignments*
1	1/8 (1.1)	Course Introductions Understanding Health Communication	Chapter 1 in DuPre & Overton: <i>Introduction</i>	“About You” Survey (optional)
	1/10 (1.2) ^b	The Importance of Effective Communication in Healthcare Today	Chapter 2 in DuPre & Overton: <i>The Landscape for Health Communication</i> 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)
2	1/15 (2.1)	No Class – MLK Holiday		
	1/17 (2.2) ^b	Early Models of Patient-Provider Communication [Biomedical (Voice of Medicine) & Biopsychosocial (Voice of the Lifeworld) Models]	Roter et al. (1997). <i>Communication patterns of primary care physicians</i> . 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	1/22 (3.1) ^b	Patient Perspectives on Healthcare Patient-Centered Care	Chapter 4 in DuPre & Overton: <i>Patient Perspectives</i> Epstein, R. M., & Street, R. L. (2011). <i>The values and value of patient-centered care</i> . 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)
	1/24 (3.2) ^b	Collaborative Communication Shared Decision-Making	Chapter 3 in DuPre & Overton: <i>Communication between Patients and Health Care Providers</i> Elwyn et al. (2012). Shared decision making: a model	Reflection Exercise 4: Share observations and provide a critique of “The Share Approach.” (3 points)

			<p>for clinical practice. Journal of general internal medicine, 27(10), 1361-1367.</p> <p>View: The Share Approach (Agency for Healthcare Research and Quality)</p>	
4	1/29 (4.1) ^b	Narrative Medicine: An Introduction	<p>First, re-read pages 52-55 in your textbook on “Narrative Medicine”</p> <p>Second, read Charon, R. (2001). <i>Narrative medicine: a model for empathy, reflection, profession, and trust</i>. JAMA, 286(15), 1897-1902. This article goes into the concept of narrative medicine more deeply.</p> <p>View TED Talk: Honoring the Stories of Illness (Rita Charon)</p> <p>Optional Read: Practicing Narrative Medicine (Scientific American Blog)</p>	Reflection Exercise 5: Critique Charon’s approach and discuss what it would be like to be her patient. (3 points)
	1/31 (4.2) ^b	<p>Provider Perspectives on Healthcare</p> <p>Communication in Context: The Emergency Room</p>	<p>Read: DuPre & Overton (2023). Chapter 5. <i>Caregiver perspectives</i>.</p> <p>View Documentary: Code Black (2014)</p>	<p>Quiz 3 on Chapter 5.</p> <p>Reflection Exercise 6: Reflect on the unique challenges to communication illustrated in Code Black and the communication models illustrated. (3 points)</p>
5	2/5 (5.1) ^b	<p>Technology to Enhance Patient/Provider Communication: Portals and Telehealth</p> <p>Introduction to Technology Adoption Model (Venkatesh & Davis, 2000).</p>	<p>Read: DuPre & Overton (2023). Chapter 9: <i>Technology and Health</i></p> <p>Read: Kolata (2023) from the NY Times on “When Doctors Use a Chatbot to Improve Their Bedside Manner.”</p>	Reflection Exercise 7: Reflection on the Kolata (2023) article on the use of AI in healthcare.

	2/7 (5.2) ^b	<p>Difficult Conversations: Bed News and End-of-Life and Palliative Care Communication</p> <p>Discussion of “Wit”</p>	<p>DuPre & Overton (2023). Chapter 8. <i>Social Support, Family Caregiving and End of Life</i> (just section on “end of life”; section 8.4)</p> <p>View Film: Wit</p>	<p>Quiz 4 on Chapter 8.</p>
6	2/12 (6.1)	<p>Healthcare Communication Analysis Workshop [online]</p>		<p>Reflection Exercise 8: Communication Analysis prep work. (2 points)</p>
	2/14 (6.2) ^b	<p>Health Inequities (Discussion of In Sickness and Wealth Documentary)</p> <p>Introduction to the Structural Influence Model of Communication. (Kontos et al., 2010)</p> <p>Diversity in Healthcare</p>	<p>DuPre & Overton (2023). Chapter 6: <i>Diversity in Healthcare</i>.</p> <p>View: In Sickness and in Wealth Documentary (Unnatural Causes, PBS)</p>	<p>Quiz 5 on Chapter 6</p>
7	2/19 (7.1) ^b	<p>Cultural Competency in Healthcare</p>	<p>DuPre & Overton (2023). Chapter 7: <i>Cultural Concepts of Health and Illness</i>.</p> <p>Fadiman (1997). Chapter 1: Birth. The Spirit Catches You and you Fall Down.</p>	<p>Quiz 6 on Chapter 7</p> <p>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)</p>
	2/21 (7.2) ^b	<p>Interpretation & Translation</p>	<p>Hsieh, E (2008). “I am not a robot!” Interpreters’ Views of Their Roles in Health Care Settings. <i>Qualitative Health Research</i>, 18 (10), p. 1367-1383.</p>	<p>Quiz 7 on Hseih (2008)</p> <p>Healthcare Communication Analysis Due on 2/23 (11:59 PM)</p>
8	2/26 (8.1) ^b	<p>Introduction to Patient Activation and the Patient Activation Model (Hibbard & Greene, 2013)</p> <p>Introduction to</p>	<p>Hibbard and Greene (2013). What the evidence shows about patient activation: better health outcomes and care experiences; fewer data on</p>	<p>Quiz 8 on Hibbard and Greene (2013)</p> <p>Reflection Exercise 10: Complete and reflect on</p>

		Communication Design & Decision Aid Assignment	costs. <i>Health Affairs</i> , 32 (2), 207-214.	the Patient Activation Assessment. (3 points) Read the Decision Aid Group Project Assignment.
	2/28 (8.2) ^b	Designing and Incorporating Decision Aids into Healthcare [please make every attempt to attend this class, as it is central to your group project.] Group Project Formation	O'Connor (2001). Using patient decision aids to promote evidence-based decision making. <i>BMJ Evidence-Based Medicine</i> , 6, 100-102.	Reflection Exercise 11: Find an example of a decision-aids in your context of interest. (3 points)
9	3/4 (9.1) ^b	Social Support Theory	DuPre & Overton (2023). Chapter 8. <i>Social Support, Family Caregiving and End of Life</i> . Just section on social support (8.2)	Quiz 9 on Chapter 8.
	3/6 (8.2) ^b	Group Workshop 1: Background Research		Reflection Exercise 12: Proposal Prep Work (2 points) Review the Decision Aid Formative Research Report Description.
10	3/11 (10.1)	Spring Break – No Class		
	3/13 (10.2)	Spring Break – No Class		
11	3/18 (11.1) ^b	Communication & Caregiving Model of Caregiver Stress (Northouse et al., 2012) Stress & Coping Theory (Lazarus and Folkman, 1984) & Communal Coping Theory (Afifi et al., 2006)	DuPre & Overton (2023). Chapter 8. <i>Social Support, Family Caregiving and End of Life</i> . Just section on coping (8.1)	Reflection Exercise 13: Identification of challenges and sources of stress faced by Alzheimer's caregivers in "The Caregivers." (3 points)
	3/20 (11.2) ^b	Group Project Workday & Individual Meetings with Instructor	Please bring the research you have conducted and	

			your technology to work on formative research reports.	
12	3/25 (12.1) ^b	<p>Family Communication about Health Topics (including Family Communication Patterns Theory)</p> <p>Discussion of <i>The Farewell</i></p>	<p>Zhang, A. Y., & Siminoff, L. A. (2003). Silence and cancer: why do families and patients fail to communicate? <i>Health Communication, 15</i>(4), 415–429.</p> <p><i>Skim:</i> Koerner, A. F., & Fitzpatrick, M. A. (2006). Family communication patterns theory: A social cognitive approach. <i>Engaging theories in family communication: Multiple perspectives</i>, p. 50-65.</p> <p>View: The Farewell</p>	Reflection Exercise 14: Discuss family patterns of communication in “The Farewell” and the implications of communication within the family. (4 points)
	3/27 (12.2) ^b	Group Workshop 2: Refining Your Ideas		Formative Research Report Due (3:55 PM).
13	4/1 (13.1) ^b	<p>Interpersonal Health Information Seeking & Privacy Management</p> <p>Introduction to the Theory of Motivated Information Management (Afifi & Weiner, 2004) and Communication Privacy Management Theory (Petronio, 2013)</p>	<p>Read: DuPre & Overton (2023). Chapter 9: <i>Technology and Health</i> (just re-read the first part on information behavior, up to mHealth)</p> <p>Skim: Afifi and Tikknen (2021). <i>The Theory of Motivated Information Management.: Struggles with Uncertainty and Its Outcomes</i>. In Braithwaite and Schrod, Eds. <i>Engaging Theories in Interpersonal Communication</i>.</p>	Quiz 10 on Chapter 9
	4/3 (13.2) ^b	Group Workshop 3: Building Out the Tool Further		Reflection Exercise 15: Draft Tool Prep Work (2 points)
14	4/8 (14.1) ^b	<p>Message Boosters? Interpersonal Discussion of Health Campaigns and Messages.</p> <p>Introduction to the Cognitive Mediation Model (Eveland, 2001)</p>	<p>Southwell, B. G., & Yzer, M. C. (2007). The roles of interpersonal communication in mass media campaigns. <i>Annals of the International Communication Association, 31</i>(1), 420-462.</p>	Reflection Exercise 16: Assess the potential effects of discussion with others about a health message and link to Southwell & Yzer (2007) (3 points)

	4/10 (14.2) ^b	Decision Aid Share Session		
15	4/15 (15.1) ^b	Evaluating Communication Tools & Incorporating Feedback	Read: Agency for Healthcare Research and Quality (2019). <i>Elements of an Evaluation Plan.</i>	Reflection Exercise 17: Outline ways to address class feedback into tool design (2 points)
	4/17 (15.2)	Exam Review	Read: Agency for Healthcare Research and Quality (2019). <i>Elements of an Evaluation Plan.</i>	Reflection Exercise 17: Outline ways to address class feedback into tool design (2 points) Group Decision Aid Proposal Due 4/19 (11:59 PM).
16	4/22 (16.1)	Online Final Exam [Open 4/22-24]		
* unless noted, assignments are due by class time. ^b Days Attendance is Taken				