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.

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 utilize 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
Page Hall 60

Course Instructor
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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.
- ELO 1.2: Identify patterns that characterize patient-provider communication.
- ELO 1.3: Critique the effectiveness of patient-provider communication patterns across contexts.
- ELO 1.4. Critique strategies used by providers to facilitate interpersonal discussion and decision-making.
- ELO 1.5. Assemble knowledge regarding interpersonal health communication patterns and needs to assist in the development of strategies to support supportive and collaborative health communication.

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

IN-PERSON COURSE EXPECTATIONS

This course is fully in-person. Except where noted on the course schedule, classes will be held in-person and not recorded or on Zoom. The class is also group-based, which means you will be working closely with a small group of

people on assignments and activities throughout the semester. You are expected to *work* collaboratively, not independently when working on small group assignments in class.

REQUIRED TEXTS/READINGS

DuPre & Overton (2023). *Communicating About Health: Current Issues and Perspectives (7th edition)*. New York: Oxford University Press. **Note: This book is available via Carmen Books. If you are accessing it another way, please make sure you are reading the seventh edition.**

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

There is a carmen module for each class period that you must review before class each day, which contains required reading and learning activities for you to complete (many due by the start of class)

COURSE ASSIGNMENTS

Weekly Assignments (100 points)

Each week, you will be asked to complete short reading quizzes and/or learning activities. These are low-stakes assignments that will help you prepare for class, understand and process course material. However, you must be mindful of due dates on online quizzes and be present in class to receive full credit on in-class learning activities.

- *Online Quizzes (out of class).* Online carmen quizzes will cover the assigned readings for a class period. **Quizzes must be completed prior to class (no exceptions)**. There are several quizzes scattered throughout the semester, worth 5-points each. You may use your notes and other materials when completing quizzes, but 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.

- *Learning Activities (mostly in class).* Learning activities will provide an opportunity for you to reflect on topics and issues in the course. These are **typically** in your small groups, although there are a few you will complete prior to class (as noted on the schedule). The exercises will vary and may include things such as completing and reflecting on a communication skills assessment or reading, writing a reflection on your own (or others) health communication skills, or critiquing a film or video. Exercises range from 3-5 points. **You cannot make up in-class learning activity if you did not attend class, unless your absence was excused (see below for a description of what is considered an excused absence).** Reflection exercises are used to assess COMM 4736 ELOs: 1.1-1.5, 2.1-2.4

Major Course Assignments

Healthcare Communication Analysis (6-8 pages, 50 points)

In this paper you will describe and analyze an interaction with a physical or mental health care provider. 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.

Supportive Message Mini-Paper #1 (3-5 pages, 30 points)

In this paper, you will use AI to generate a supportive message from a provider to a patient for a given scenario. You will then evaluate the message and make any modifications to it, in alignment with theories of supportive communication. Additionally, you will be asked to discuss the implications of using technology to outsource social support communications. This assignment is used to assess COMM ELOS 1.3-1.5.

Family Health Communication Mini-Paper #2 (3-5 pages; 30 points)

In this paper you will describe how one family (your own or another) communicates about health topics, thinking about family patterns of communication and the implications of communication on health. You will also be asked to develop strategies you might use to communicate with this family, given the model of communication exhibited.

Final Exam (50 points)

An in-class final exam will test your knowledge of key course topics and your ability to apply those concepts. I will provide you with a study guide and a review session to help guide you. You will be allowed to use any printed/written paper notes, review sheets and articles, but no

Participation (15 points; 5 points each assessment)

In lieu of a formal attendance grade, I will assess your participation in class discussions and activities at three points in the semester (5 points each), coinciding with changes in your small groups. Participating in class is one of the best ways to learn course material, and our shared stories and insights provide a rich context for the theories and research discussed throughout the course. Below are my expectations for high, medium and low participation. I assess at three points in the semester so that you may adjust your participation over the course of the semester.

High Participation (5 points)	• Student is physically present for most classes (unless excused) • Student is listening and fully engaged in course lectures • Student is focused only on course materials in class • Technology is used to assist in learning and is not as a distraction from class • Student fully participates in group activities and discussions • Student regularly offers questions and commentary in class • Student listens fully to others • Student comes to class prepared with an awareness of course readings and materials.
Medium Participation (3-4 points)	• Student is not physically present for several classes (without an excused absence) • Student is distracted or somewhat disengaged during class lectures. • Student occasionally focuses on non-course materials or assignments in class. • Technology is mostly used to assist in learning and not as a distraction from class. • Student is somewhat engaged in group activities or discussions • Student occasionally offers questions and commentary in class. • Student listens to others somewhat. • Student sometimes comes to class unprepared, lacking an awareness of readings and materials.
No/Low Participation (0-2 points)	• Student misses most classes (without an excused absence) • Student is completely disengaged during course lectures. • Student often focuses on non-course materials or assignments in class. • Technology is often used as a distraction from class and not as an assistance to learning. • Student has very low engagement in group activities or discussions. • Student generally does not offer questions or commentary in class.

	• Student generally does not listen to others. • Student often comes to class unprepared, lacking an awareness of readings and materials.

EXTRA CREDIT

Wednesday Wellness (5 points)

To give you a chance to try out the interpersonal communication skills you've been learning, and have a little fun, you may opt to lead a 5-minute Wednesday Wellness. Wednesday Wellness activities are designed to break up the class period and encourage physical and mental health and wellness. During this five-minute period, you will engage the class in some type of activity and provide a short data-based explanation for why the behavior is beneficial to our physical or mental health. It could be anything – breathing, stretching, visioning, physical activity, dancing, singing, making art, eating a healthy snack…the sky is the limit! If you don't feel comfortable doing this activity on your own, you may pair up with someone and split the extra credit points. I will lead Wednesday wellness if no one is signed up. Also, if there is more demand than days available, I will add Wellness Mondays. *However, we will not add days to the schedule after the mid-point of the semester.*

COURSE POLICIES & INFORMATION

Class Attendance and Participation

Class attendance and participation is important in this course; if you miss a class, you may lose the opportunity to turn in an in-class reflection assignment. Additionally, as noted above, not attending class will affect your participation grade. Furthermore, you may make up in-class assignments only if you (a) missed a class due to personal acute illness, personal or family emergency, or had university-excused absence *and* (b) you notified me within 48 hours of missing. Missing class for work, volunteer opportunities, internship responsibilities, job interviews, exams in other classes (including preparing/studying for other exams), non-emergency or routine healthcare appointments, family get-togethers, and personal vacations would not be excused. To assist me in calculating participation grades, I will take attendance in most classes.

Work Groups

You will be assigned work groups in this course. You are expected to sit near members of this group and to complete in-class reflection assignments together in class. I will change up the groups three times during the semester (noted on the syllabus) to give you a chance to interact and meet with others in the course. You are expected to interact and work with your group members, not complete tasks or use technology independently.

OFFICE HOURS

Weekly Office hours will be held on Wednesday from 12-2 PM in Derby 3149. I will also generally leave a few minutes at the end of class for questions or short meetings.

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

COURSE POLICIES

Late Work Policy

All assignments are due by the date posted on Carmen. **I will grant each student a "no questions asked" assignment extension ONE time during the semester**. If you wish to use your extension, send me an email or message in Carmen to let me know you plan to use it *before the assignment is due*. Otherwise, if you miss assignments, you are not allowed to make them up unless you have an excused absence (and contact me no later than 48 hours after missing).

Grade Disputes

I am happy to revisit grades on any assignment and discuss my evaluation of your work with you. Should you wish to discuss your grade, please message me your concerns and we will find a time discuss outside of class. Be ready to discuss where and why you believe you should have received additional points on an assignment. I especially welcome your feedback on written assignments, quiz and exam questions.

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	

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.

Use of Generative Artificial Intelligence (AI)

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Co-Pilot, Gemini and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, **students are not to submit work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own.** These requirements apply to all students -- undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, generative AI tools should not be used in the completion of course assignments unless the instructor specifically authorizes their use. Furthermore, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

There will be assignments in this course where you are asked to use AI, including the supportive message mini paper. You may also use AI as a tool for gathering background research or examples from entertainment media to analyze in course papers (should you not wish to analyze your own experiences), as long as you state in the paper that AI was used in this way. However, you should not be using AI to

summarize weekly readings or viewings, answer quiz and exam questions, or write papers for this course. AI is likely to be of little value to you anyway in writing these papers, as you will be asked to apply course concepts and reflect on your own personal experiences.

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

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodation confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodation can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research

responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement **and** the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office.

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.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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

The Ohio State University is committed to building and maintaining a welcoming community. 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 Civil Rights Compliance Office (CRCO):

Online reporting form: http://civilrights.osu.edu/
Call 614-247-5838 or TTY 614-688-8605
civilrights@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 Civil Rights Compliance Office 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 by dialing 988 to reach the Suicide and Crisis Lifeline.

Disability Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their

instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

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	Class topics	Assigned Readings/Viewings	Assignments Due
1.1	1/12 (m)	**Intro to Section 1: Patient-Provider Communication** Course & Syllabus Review	Chapter 1 in CAH: *Introduction*	
1.2	1/14 (w)	Understanding Interpersonal Communication	Solomon and Theiss (2022). *What is Interpersonal Communication?* (p. 1-23)	Learning Activity (LA) 1 (complete before class): Effects of Interpersonal Communication.
2.1	1/19 (m)	MLK Day – No Class		
2.2	1/21 (w)	The Evolution of Medicine & The Landscape for Health Communication	Chapter 2 in CAH: *The Landscape for Health Communication* View *The Providers (2019)*	Online Reading Quiz LA2 (in class): Analyzing Communication in the Providers
3.1	1/26 (m)	Early Models of Care & Communication	Re-Read Chapter 1 in CAH: *Introduction* (Just Section 1.3 entitled "Health Care Perspectives" covering biomedical and biopsychosocial models, page 10-12) Roter, D. L., Stewart, M., Putnam, S. M., Lipkin, M., Stiles, W., & Inui, T. S. (1997). Communication patterns of primary care physicians. *JAMA*, *277*(4), 350-356.	LA3 (in class): Distinguishing Biomedical & Biopsychosocial Communication
3.2	1/28 (w)	Patient Perspectives on Care Patient-Centered Care Models	Epstein, R. M., & Street, R. L. (2011). The values and value of patient-centered care. *The Annals of Family Medicine*, *9*(2), 100-103. Chapter 4 in CAH: *Patient Perspectives.*	Online Reading Quiz LA4 (in class): Barriers and Benefits of PCC
4.1	2/2 (m)	Narrative Medicine	Read pages 52-64 from Chapter 3 in CAH on "Narrative Medicine." Charon, R. (2001). Narrative medicine: a model for empathy,	LA5 (complete before class): Reflection on Narrative Medicine

			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* (by Rita Charon)	
4.2	2/4 (w)	Collaborative Communication Model & Shared Decision Making	Chapter 3 in CAH: *Communication Between Patients and Health Care Providers* Elwyn, G., Frosch, D., Thomson, R., Joseph-Williams, N., Lloyd, A., Kinnersley, P., ... & Barry, M. (2012). Shared decision making: a model for clinical practice. *Journal of general internal medicine*, *27*(10), 1361-1367.	Online Reading Quiz LA6 (in class): Shared Approach to Decision Making
5.1	2/9 (m)	Shared Decision-Making Tools	Re-read Chapter 3 in CAH on "Shared Decision-Making" (p. 48-50) O'Connor (2001). Using patient decision aids to promote evidence-based decision making. *BMJ Evidence-Based Medicine*, 6, 100-102.	Online Reading Quiz LA7 (in class): Building a Decision Aid
5.2	2/11 (w)	Communication in Context: The Pitt	Read Chapter 5 in CAH. *Caregiver Perspectives.*	Online Reading Quiz LA8 (in class): Communication in The Pitt
6.1	2/16 (m)	Healthcare Communication Paper Drop-In Session (Virtual)		
6.2	2/18 (w)	**Introduction to Section 2: Tools for Enhancing Healthcare Communication** Training HCPs to Communicate Form New Groups	Standardized Patient Explanation (University of Maine): https://youtu.be/KWDw7q Feeb0?si=Vhyo2XWdLvj5e8R9 Plaksin, J., Nicholson, J., Kundrod, S., Zabar, S., Kalet, A., & Altshuler, L. (2016). The benefits and risks of being a standardized patient: a narrative	Participation 1 Assessment Posted **Healthcare Communication Analysis (Due 2/20)**

			review of the literature. *The Patient-Patient-Centered Outcomes Research*, *9*(1), 15-25.	
7.1	2/23 (m)	Considering Culture and Language in Healthcare	Chapter 7 in CAH: *Cultural Concepts of Health and Illness.* Fadiman (1997). Chapter 1: Birth. The Spirit Catches You and You Fall Down.	Online Reading Quiz LA9 (in class): Reflecting on "The Spirit Catches You..."
7.2	2/25 (w)	Expressing Empathy and Facilitating Coping Introduction of Mini Paper 1	Chapter 8 in CAH. Social Support, Family Caregiving and End of Life. Read introduction and section 8.1 on "coping," p. 161-163. Eby, D. (2018). Empathy in general practice: its meaning for patients and doctors. *The British journal of general practice*, *68*(674), 412.	Online Reading Quiz
8.1	3/2 (m)	Communicating Bad News	Chapter 8 in CAH: *Social Support, Family Caregiving and End of Life*. Read section 8.4 on "End-of-Life Experiences" (p. 174-177) Villagran, M., Goldsmith, J., Wittenberg-Lyles, E., & Baldwin, P. (2010). Creating COMFORT: A communication-based model for breaking bad news. *Communication Education*, *59*(3), 220-234.	Online Reading Quiz
8.2	3/4 (w)	Supportive Communication & Theory of Optimal Matching	View the film *Wit (*available via [Films On Demand](#) through the OSU library– log-on to the library to access the film).	LA10 (in class): Evaluating Communication in Wit
9.1	3/9 (m)	Technology to Enhance Supportive Communication	Chapter 9 in CAH: *Technology in Health* Ayers JW, Poliak A, Dredze M, et al. (2023), Comparing physician and artificial intelligence chatbot responses to patient questions posted to a public	

			social media forum. *JAMA Intern Med,* 183(6), 589–596. Kolata, G. (2023). When Doctors Use a Chatbot to Improve Their Bedside Manner. *New York Times.* *It is very important you do the readings for this week, as they form the basis of mini-paper #1.*	
9.2	3/11 (w)	Mini-Paper #1 Drop-In Worktime	Complete the Mini-Paper #1 Worksheet, posted on carmen.	Participation Assessment 2 Posted
10.1	3/16 (m)	No Class – Spring Break		
10.2	3/18 (w)	No Class – Spring Break		
11.1	3/23 (m)	**Introduction to Section 3 & Form New Groups** Caregiving, Social Support and Health Comm.in Close Relationships	Chapter 8 in CAH. Social Support, Family Caregiving and End of Life. Read section 8.2 on "social support" p. 165-169	LA11 (in class): Social Support in the Wild * Mini-Paper #1 Due (3/24)
11.2	3/25 (w)	Communication & Caregiving	Chapter 8 in CAH. Social Support, Family Caregiving and End of Life. Read section 8.3 on "family caregivers" (p. 170-174)	Online Quiz
12.1	3/30 (m)	Support for Caregivers	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 documentary *Caregivers,* part of the Alzheimer's Project on HBO (available via [Films On Demand] through the OSU library -- *log-on to the library to access the film*)	LA12 (in class): Caregiving Challenges and Sources of Stress

12.2	4/1 (w)	Introduction of Mini Paper 2 Family Privacy & Health Information Management	Re-Read Chapter 9 in CAH: *Technology in Health* (Just pages 185-187) Rafferty, K. A., Hutton, K., & Heller, S. (2019). "I Will Communicate With You, But Let Me Be In Control": Understanding How Parents Manage Private Information About Their Chronically Ill Children. *Health Communication*, *34*(1), 100–109. For Refence: Petronio et al. (2018). Communication Privacy Management Theory: Understanding Families. In *Engaging Theories in Family Communication*; Routledge: United Kingdom, p. 87–97.	LA13 (in class): Unpacking Privacy Management
13.1	4/6 (m)	Family Communication Patterns	*Watch Dr. Hall's video on FCP:* *https://youtu.be/GO9DV5awEUg* Campbell-Salome, G., Rauscher, E. A., & Freytag, J. (2019). Patterns of communicating about family health history: exploring differences in family types, age, and sex. *Health Education & Behavior*, *46*(5), 809-817.	Online Quiz
13.2	4/8 (w)	Analyzing Family Communication Patterns in "The Farewell" Discuss Field Work	View: The Farewell (available on kanopy.com/osu/ through the OSU library website)	LA14 (in class): Family Communication Patterns & The Farewell
14.1	4/13 (m)	Mini-Paper #2 Field Work	Conduct Interviews for Mini-Paper	Mini-Paper #2 Optional Extra Credit
14.2	4/15 (w)	Mini-Paper #2 Workshop	Bring your interview notes and technology to work on your paper.	
15.1	4/20 (m)	Exam Review Session	Bring your technology to crowdsource a review sheet for the final exam.	
15.2	4/22 (w)	Drop-Ins for Mini-Paper or Final Exam (Optional)		*Mini-Paper #2 Due 4/24

16.1	4/27 (m)	**Final Exam**		Participation Assessment #3 Posted