

Term Information

Effective Term Spring 2023
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Inclusion of COMM 4736 in the new GE theme area of Health and Well-Being.

What is the rationale for the proposed change(s)?

Course aligns with the expected learning outcomes of this GE theme area.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Communication
Fiscal Unit/Academic Org	School Of Communication - D0744
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4736
Course Title	Health Communication in Interpersonal Contexts
Transcript Abbreviation	Health Interp
Course Description	Study of communication relevant to health care in various face-to-face contexts.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 636.01.

Electronically Enforced

Yes

[Previous Value](#)

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

09.0905

Subsidy Level

Baccalaureate Course

Intended Rank

Senior

Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Develop an understanding of the role of communication in promoting social, mental, and physical health

Content Topic List

- Communication and identity
- Information management and decision-making
- Health care provider-patient interaction
- Health communication in personal relationships
- Health care delivery and education

Sought Concurrence

No

Attachments

- COMM 4736_submission_health-well-being Goals & ELOs.docx: GE course submission form

(Other Supporting Documentation. Owner: Ralph, Matthew)

- ip health 4736 syllabus fall 2022.docx: Syllabus

(Syllabus. Owner: Ralph, Matthew)

- Regional campus GE memo.docx: Regional Campus Memo

(Memo of Understanding. Owner: Ralph, Matthew)

- Comm Curriculum Map UPDATED 2020.docx: Curriculum Map

(Other Supporting Documentation. Owner: Ralph, Matthew)

COURSE CHANGE REQUEST
4736 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/06/2022

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ralph, Matthew	07/18/2022 03:19 PM	Submitted for Approval
Approved	Ralph, Matthew	07/18/2022 03:20 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/06/2022 12:42 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/06/2022 12:42 PM	ASCCAO Approval



October 18, 2021

MEMO

TO: College of Arts and Sciences Curriculum Committee

FROM: Susan Kline, Undergraduate Program Committee Chair, School of
Communication

RE: COMM 3597.02 GE Theme Submission

Regarding the availability of this course for the OSU regional campuses, it is our understanding that the offering of this course by non-tenure-track faculty on the Ohio State regional campuses requires the approval of the home department.

The School of Communication would request that any regional campus wishing to offer this course first send their proposed course syllabus to the School Director for their review and comments prior to offering the class.

Sincerely,

Dr. Susan Kline
Associate Professor
Undergraduate Program Committee Chair
School of Communication

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. It is also a General Education (GE) Curriculum Thematic Course in the area of Health and Wellness.

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. (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. (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)

GENERAL EDUCATION (GE) GOALS AND EXPECTED LEARNING OUTCOMES (ELOs)

In addition to being a required course in the health communication certificate program, it is also listed as a thematic course (Health and Wellness) in the General Education (GE) Curriculum. Students successfully completing activities designed to assess course ELOs, students will also meet GE course ELOs. See course assignments below for information about how GE ELOs are assessed.

GE Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Goal 1 Expected Learning Outcomes: (1) Engage in critical and logical thinking about the topic or idea of the theme, (2) Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GE Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future. Goal 2 Expected Learning Outcomes: (1) Identify, describe and synthesize approaches or experiences as they apply to the theme, (2) Demonstrate a developing sense of self as a leader through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

GE Theme Goal: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being (ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.). Goal 3 Expected Learning Outcomes: (1) Explore and analyze health and wellbeing from theoretical, socio-economic and scientific, historical, cultural, technological, policy or personal perspectives, (2) Identify, reflect on, or apply strategies for promoting health and well-being.

IN-PERSON COURSE EXPECTATIONS

This course is fully in-person. Except where noted on the course schedule, all 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 an option to attend this course online via Zoom, nor will I regularly record lectures, although I will always post my lecture notes and/or slides. If you cannot attend class in-person, this may not be the right time to take this course, particularly 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 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 4636 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 4636 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,

Healthcare Communication Tool Development Group Project (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 (online or in-person) to discuss communication needs and potential ideas. This meeting will provide you with additional insights on the problem you are attempting to address, as well as potential strategies to facilitate interpersonal communication. Although your group will work together on this project, each person in your group will submit their own formative research report form outlining key takeaways and implications 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 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 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

GE ELO Assessment

The assignments in this course are used to assess expected learning outcomes (ELOs; listed above) for thematic courses in the general education (GE) curriculum. Quizzes and exams in this course assess your recall of information, but they also ask you to demonstrate your ability to apply theories and concepts and to identify models of communication embedded in health-related interactions; thus, these assignments your ability to engage in critical and logical thinking (GE ELO 1.1) and, along with readings and class activities, contribute to an advanced, in-depth scholarly exploration on the topic of Interpersonal Health Communication (GE ELO 1.2).

Weekly reflection exercises also allow for critical and logical thinking and an in-depth exploration of the topic of interpersonal communication, while also requiring you explore and reflect on health and well-being from a variety of perspectives (GE Theme ELO 1.1). Reflection exercises also help build leadership skills in the area of health communication through reflection, self-assessment and creative work, building on prior experiences to respond to new contexts (GE ELO 2.2).

The two major written assignments in the course also ask you to draw on prior experiences and require reflection on healthcare encounters (in the case of the Healthcare Communication Assessment) and creative work (in the case of Communication Tool Development). Additionally, these two assignments ask you to not only apply concepts and theories from the course, but to identify synthesize approaches and experiences (GE ELO 2.1) and reflect on and apply strategies for health promotion and well-being (GE Theme ELO 1.2).

Course Assignments & Grading

Weekly Learning Activities	32%	100
Patient-Provider Communication Paper	16%	50
Communication Tool Proposal (Group Project)	16%	50
Formative Research Report	7%	20
Communication Tool Share Session	3%	10
Final Exam	16%	50
Attendance	3%	10
Participation	7%	20
TOTAL POINTS FOR COURSE	100%	300

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 (10 points)

I use a flexible attendance policy in this course. You may miss up to TWO 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 with an “a” on the course schedule). Missing class for work or a family vacation would not be an excused absence.

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.

Top Hat Course: COMM 4736 (AU23)

Top Hat Join Code: XXXX

Participation (20 points)

Respectful dialogue and interpersonal engagement is vital in my classes, 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)	<ul style="list-style-type: none"> • 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 participates in small group learning activities. • Technology use is primarily for class purposes and not a distraction to others.
Some Participation (4-8 points)	<ul style="list-style-type: none"> • Student offers some insights and analysis, but needs prompting from the instructor. • Student has 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)	<ul style="list-style-type: none"> • 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 Wednesday from 2-3 PM on Zoom (also linked in Carmen):
<https://osu.zoom.us/j/7774933794?pwd=TXFrdXlVcUVkM0crY0p1dVlk5RDVsUT09>

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

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/COVID-19-aid>.

Food Security

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

Statement on Diversity

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.

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: <i>Introduction</i>	“About You” Survey (optional)
2	8/29 (2.1) ^b	The Importance of Effective Communication in Healthcare Today	Chapter 2 in DuPre: <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)
	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). <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. (2 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: <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 and Epstein & Street (2011). 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: <i>Patient-Caregiver Communication</i> 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	<p>First, re-read pages 61-63 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)
5	9/19 (5.1) ^b	<p>Provider Perspectives on Healthcare</p> <p>Communication in Context: The Emergency Room</p>	<p>Read: DuPre (2017). Chapter 5. Caregiver perspectives. <i>Communication about Health</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>
	9/21 (5.2) ^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 (2017). Chapter 9: <i>eHealth, mHealth and Telehealth</i> (Just pages 224-233).</p> <p>Watch: Catalyzing Cancer Care with Virtual Visits (WOUB PBS).</p>	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	<p>Difficult Conversations: Bed News and End-of-Life and Palliative Care Communication</p> <p>Discussion of “Wit”</p>	<p>Dupre (2017). Chapter 8. Social Support, Family Caregiving and End of Life. <i>Communication and Health</i>, p. 203-208 only.</p> <p>View Film: Wit</p>	Quiz 4 on Chapter 8.

	9/28 (6.2)	Paper #1 Workshop		Reflection Exercise 8: Workshop 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. <i>Communication about Health</i> 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. <i>Communication about Health</i> 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. <i>Qualitative Health Research</i> , 18 (10), p. 1367-1383.	Paper #1 Due Quiz 7 on Hsieh (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. <i>Health Affairs</i> , 32 (2), 207-214.	Quiz 8 on Hibbard and Greene (2013) Reflection Exercise 10: Complete and reflect on the Patient Activation Assessment. (2 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. <i>BMJ Evidence-Based Medicine</i> , 6, 100-102.	Reflection Exercise 11: Find an example of a decision-aids in your context of interest. (2 points)
	10/19 (9.2) ^b	Social Support Theory	Dupre (2017). Chapter 8. Social Support, Family Caregiving and End of Life. <i>Communication and Health</i> , p. 203-208 only.	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. <i>Communication about Health</i> . Skim: Northouse et al. (2012). The impact of caregiving on the psychological well-being of family caregivers and cancer patients. <i>Seminars in Oncology Nursing</i> , 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 <i>The Farewell</i>	Zhang, A. Y., & Siminoff, L. A. (2003). Silence and cancer: why do families and patients fail to communicate? <i>Health Communication</i> , 15(4), 415-429. <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. 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) b	Communication Tool Workshop 1: Background Research		Reflection Exercise 14: 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: <i>eHealth, mHealth and Telehealth</i> (Just pages 213-224) Read: Afifi (2009). <i>Uncertainty and Information Management in Interpersonal Contexts</i> . In Smith and Wilson, Eds. <i>New Directions in Interpersonal Communication Research</i> . p. 94-114.	Quiz 10 on Chapter 9
	11/9 (12.2)	Communication Tool Workshop 2: Refining Your Ideas		Background 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. <i>Annals of the International Communication Association</i> , 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) b	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

15	11/28 (15.1)	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)
	11/30 (15.2)	Thanksgiving – No Class		
16	12/5 (6.1)	Course Wrap-Up/Exam Review		Group Project Due 12/7
	12/7 (6.2)	Final Exam [open 12/7-10]		Final Participation Assessment
* unless noted, assignments are due by class time. ^a Carmen Module Number, ^b Days Attendance is Taken				

SCHOOL OF COMMUNICATION GE THEME APPLICATION**THEME: Health and Well-Being****COURSE: (COMM 4736) Health Communication in Interpersonal Contexts**Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Accessibility If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Course subject & number: COMM 4736: Health Communication in Interpersonal ContextsGeneral Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words).

Comm 4736 is an advanced study of interpersonal communication theory and practice in the context of physical and mental health and wellness; this starts with the readings. In a given week, students will typically read a chapter from the course textbook that provides an overview of course concepts at an introductory level and a supplemental journal article to show application and research, drawing on the concepts and theories for the week. Online videos, films (e.g., *Wit* and *The Farewell*) and medical documentaries (e.g., *The Alzheimer’s Project*, *The Providers* and *Code Black*) further supplement readings to illustrate concepts and theories,

while lectures review concepts and provide an opportunity for discussion and further engagement on course topics.

COMM 4736 ELOs further illustrate the advanced levels of learning that students must engage in to demonstrate in they have an in-depth understanding of communication in healthcare (COMM 4736 Goal 1) and a practical and theoretical understanding of how interpersonal communication and relationships influence health (COMM 4736 Goal 2). Reading quizzes ask students to recall (Bloom's Taxonomy Level 1) foundational interpersonal health communication theories and models of patient and provider communication, including the Structural Influence Model (Kontos et al., 201), Social Support Theory (House, 1987), Model of Caregiver Stress (Northouse et al., 2012), Family communication Patterns Theory (Koerner and Fitzpatrick, 2006) and Theory of Motivated Information Management (Afifi and Weiner, 2004), as well as models of patient and provider communication including Biomedical and Biopsychosocial Models (Roter et al, 1997), Patient-Centered Care Model (Epstein & Street, 2011) and the Patient Activation Model (Hibbard & Greene, 2013).

Additionally, students taking the course are asked to critically evaluate course theories and models via reflection activities (e.g., Reflection Exercises 1, 3-8, 10, and 12) and class discussion of readings and viewings (Bloom's Taxonomy Levels 3-5). Furthermore, students must illustrate their ability to apply theory in the development of a communication tool to enhance interpersonal health communication in a context of their choosing (Healthcare Communication Tool Development Group Project; Bloom's Taxonomy Level 6). Together, these activities help the instructor assess not only whether students are meeting course ELOs, but the extent to which students are engaging with class theories and topics at a more advanced and in-depth level than what would be expected in a foundational course.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Critical and logical thinking about health and wellness topics is essential for success in this course. To meet COMM 4736 ELOs 1.3 and 1.5, students must engage in critical and logical thinking regarding patient-provider communication patterns and strategies to facilitate interpersonal discussion. Meeting COMM 4736 ELOs 2.1-2.4 also requires students to think critically and logically about how personal and family relationships impact health-related outcomes. Class lectures provide an overview of the theories and concepts students read about in a given week and class discussions help students articulate the benefits and limitations of the theories. Furthermore, near weekly reflection exercises and class activities ask students to demonstrate learning at higher levels (i.e., Bloom's Taxonomy Levels 2-5).

To demonstrate that they have meet COMM 4736 ELO 1.3 and 1.5, students are asked to reflect on and identify barriers and benefits of patient-centered communication models (Reflection Exercise 3), provide a critique of the shared decision-making approach that they read about and viewed on film (Reflection Exercise 4), and identify unique challenges to communication in the emergency room and the type of communication models likely illustrated in that setting (Reflection Exercise 6). These assignments encourage critical thinking about the various models of patient-provider communication; this thinking helps students write the Healthcare Communication Analysis, wherein they are asked to describe and critique patient-provider communication (Bloom's Taxonomy Level 5).

Assignments designed to assess COMM 4736 ELOs 2.1-2.4 also ask students to engage in critical and logical thinking regarding health and wellness. For example, students are asked to identify patterns of family communication portrayed in the film “The Farewell” (Reflection Exercise 13; Bloom’s Taxonomy Level 2). We then do a jigsaw activity in class to help students break down and understand differences between the four patterns of family communication described by Family Communication Patterns Theory (Koerner and Fitzpatrick, 2005) and discuss the patterns of family communication that they observed in the film.

Another example of critical and logical thinking is when students are asked to identify and discuss sources of stress in a segment from the “The Alzheimer’s Project” based on the Caregiver Model of Stress (Northouse et al., 2012). After reading about it, students are introduced to the model in lecture and asked to use a secondary article (provided in class) to identify and categorize stressors. Finally, we discuss the list of stressors that they identified and how they might be integrated into interventions for caregivers and practitioners. Students must also recall the challenges and stressors faced by caregivers on the Final Exam (Bloom’s Taxonomy Level 1).

ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme. *Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words).*

Students in this course engage in an advanced and in-depth scholarly exploration of interpersonal communication. At the heart of this course is an exploration of models of patient-provider communication (including biomedical, biopsychosocial and patient-centered models). Students are expected to identify patterns that characterize these models of patient-provider communication (COMM 4736 ELO 1.2), critique the effectiveness of patient-provider communication (COMM 4736 ELO 1.3) and identify strategies to facilitate interpersonal discussion and decision-making (COMM 4736 ELO 1.5).

Students are introduced to these models through course readings and lectures. They are assessed on their knowledge of patient-provider communication models on quizzes and on the final exam (Bloom’s Taxonomy Level 1). Students are also asked to identify and critique models of patient-provider communication (Reflection Exercise 1 and 3; Blooms Taxonomy Level 2 and 4) and identify these models in films and documentaries (Reflection Exercise 1, 4, 5, 6 and 8). These activities also help students to write their first paper in the course, the Healthcare Communication Analysis, which requires them to describe the model of communication that best characterizes a patient-provider interaction of their choosing, critique the effectiveness of the communication, and identify opportunities for improvement (Bloom’s Taxonomy Level 5).

A similar assessment tactic is used in the second half of the course where we shift from discussion of patient-provider communication models to discussing health care communication in close relationships (i.e., between families, partners, caregivers and care recipients). The second half is more theory-intensive than the first half. Students are introduced to theories such as the Model of Caregiver Stress (Northouse et al., 2012), Family communication Patterns Theory (Koerner and Fitzpatrick, 2006), Theory of Motivated Information Management (Afifi and Weiner, 2004) and Communal Coping Theory (Afifi et al., 2006). Students are expected to draw on these theories to explain how personal and family relationships influence health behaviors and communication (COMM 4736 ELO 2.1), appraise challenges based by caregivers (ELO

2.2), recognize the role of social support (ELO 2.3), and dissect the influence of interpersonal connection on health information management (ELO 2.4).

To assess course ELOs 2.1-2.4, students are asked to recall theories and concepts on quizzes and the final exam (Bloom's Taxonomy Level 1). They are also asked to engage in activities such as identifying sources of caregiver stress (from Northouse et al., 2012) that they observe in a documentary film on caregiving (Reflection Exercise 12) and describing patterns of communication (from Koerner and Fitzpatrick, 2006) portrayed in the film "The Farewell" (Reflection Exercise 13; Bloom's Taxonomy Level 2). Students are also asked to discuss and report back on an interpersonal discussion of a health news article with a peer to help illustrate how interpersonal interaction (or anticipated interaction) may boost message effects (Reflection Exercise 15; Bloom's Taxonomy Level 2).

Finally, students in this course are asked to develop a simple tool for enhancing healthcare communication (Communication Tool Development; Bloom's Taxonomy Level 6). While groups have autonomy in terms of the context and theory used to develop the tool, many will develop interventions designed to target communication concerns and theories from the second half of the course. Furthermore, groups must conduct a thorough literature review and report on a needs assessment interview with a health care professional to illustrate their ability to synthesize knowledge (COMM 4736 ELO 1.5; Bloom's Taxonomy Level 3). After developing a draft of the tool, students also engage in a form of formative assessment whereby they seek out and apply feedback from others in the course (Communication Tool Share Session). Ultimately, these assignments are designed to build upon each other (targeting different levels of Bloom's Taxonomy) to facilitate the acquisition of advanced knowledge in order to create an effective interpersonal health communication tool.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe and synthesize approaches or experiences as they apply to the themes. *Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words).*

The course topic lends itself to activities that require students to make connections between course material and out-of-classroom experiences, as nearly all students have had experiences in healthcare. Furthermore, many of the students who take this course are interested in health or wellness-related careers; thus, it is easy to bridge material from this course with learning from other classes within the health and wellness theme. Communication is also an integral part of health and wellness promotion and healthcare delivery; thus, it is easy to connect course material to prior learning and experiences.

This course draws students from the School of Communication, Health and Rehabilitation Sciences, College of Public Health and College of Education and Human Ecology and Department of English, among others. The introductory and core classes in these majors likely provide at least some recognition of communication's importance, current issues in health care and theories relevant to health communication. This base of knowledge helps students to contextualize interpersonal health communication theories and concepts. Having taught this course several times, I have also tailored content to student interests and majors. For example,

because we often have students from the Department of English who are interested in Narrative Medicine, I have added a new module focusing on this topic. We also spend significant time discussing health disparities and inequities, the importance of communication within the healthcare system to improve health outcomes, as well as culture and identity. These are topics covered in other courses within the GE and GE thematic areas. In this class we focus on how communication might be used as a vehicle for addressing these inequities and improving health care outcomes.

The assignments in this course also help students link concepts and theories within the broader thematic area of health and wellness. For example, students form groups to develop their communication tool based on their educational and professional interests. They also meet with a healthcare professional within their area of focus to discuss needs and generate ideas for tool development. This process allows for the bridging of interests and merging of content and lessons learned across classes in the thematic area.

ELO 2.2 Demonstrate a developing sense of self as a leader through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts. *Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words).*

Students who take this course are often interested in pursuing health-related careers, so nearly all assignments in this course ask students to reflect upon their own communication and experiences in health settings.

For example, both of the major assignments in this course (the Healthcare Communication Analysis and the Healthcare Communication Tool Group Project) include a component whereby students must reflect upon their learning and experiences (Bloom's Taxonomy Level 3). Successfully completing the Healthcare Communication Analysis paperwork illustrates that a student has adequate knowledge and skills to critically assess (and hopefully practice) effective communication (Bloom's Taxonomy Level 5), building student self-efficacy to communicate in healthcare settings. The Communication Tool Group Project is largely a creative work that requires students to draw on expertise gained from the class to address a communication need through the development of a novel intervention (Bloom's Taxonomy Level 6). Through the development of a communication tool, students gain new skills in needs assessment and theory-based communication intervention design, which they can easily transfer to the workplace. They are also required to reflect on the process of designing the tool and how this experience might benefit them in the future.

Comm 4736 ELOs were designed to build student knowledge, skills and confidence to evaluate (appraise and/or critique) interpersonal communication in healthcare settings and produce theory-based health communication tools to improve communication. This course is designed to help build the next generation of health communication practitioners and researchers and to remind students entering medical profession about the importance of effective communication. Discussions in class often focus on practice and how course content can be directly applied, which will help students to develop a greater sense of self as a leader in effective healthcare communication delivery.

Specific Expectations of Courses in Health & Well-Being

GOAL: Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and well-being from theoretical, socio-economic and scientific, historical, cultural, technological, policy or personal perspectives. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words).

This course touches on several dimensions of health and well-being, but it focuses most directly on physical and mental health given our focus on health communication in interpersonal settings. Embedded in this course is an exploration and analysis of theoretical, socio-economic, cultural, and personal perspectives on health and well-being (GE ELO 1.1). This course considers both the perspectives of patients, as well as the perspectives of formal and informal caregivers.

Regarding theoretical perspectives, students in this course explore mental and physical health communication topics from a variety of theoretical lenses. Whereas the first part of the course is largely focused on descriptive models of patient-provider communication, the second half of the course is designed to give students a practical and theoretical understanding of how interpersonal relationships and communication influence health and well-being (COMM 4736 Goal 2). In the second half of the course we explore major theories of interpersonal communication such as the Model of Caregiver Stress (Northouse et al., 2012), Family Communication Patterns Theory (Koerner and Fitzpatrick, 2006), Theory of Motivated Information Management (Afifi and Weiner, 2004) and Communal Coping Theory (Afifi et al., 2006), which students must contextualize and apply to meet COMM 4736 ELOs 2.1-2.4.

In terms of socio-economic perspectives, students in this course explore the healthcare system as a whole and the factors that may constrain communication and contribute to health inequities. For example, to successfully meet COMM 4736 ELO 1.1, which is to describe the importance of effective health communication in healthcare settings, students must write about and reflect on challenges faced by providers working in an under-resourced clinic in “The Providers” (Reflection Exercise #1, Bloom’s Taxonomy Level 2).

Cultural perspectives are also embedded in this course, including a consideration of the importance of cultural identity on health and the practice of culture-centered care. In this course, students read about and discuss how cultural identity shapes patient and care provider communication in an excerpt from the book “The Spirit Catches You and You Fall Down.” (Reflection Exercise #9). Students also complete several readings on the topic of translation and interpretation in healthcare settings, which are discussed in class.

Finally, there is an emphasis on personal perspectives in this course. In particular, we recognize the richness of personal health narratives and their importance in patient-provider interaction. Students are introduced to narrative medicine through readings and viewings and are asked to offer a critique of this approach (Reflection Exercise #5). Additionally, students gain an appreciation for personal health narratives and perspectives through reflection on their own experiences and the experiences of others portrayed in films and documentaries viewed as part of this course.

ELO 1.2 Identify, reflect on, or apply strategies for promoting health and well-being.

Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words).

This course is designed in such a way that students regularly identify, reflect on and apply strategies for promoting health and well-being. The course provides students the skills and knowledge to recognize effective and ineffective communication and to engage in more patient-centered communication; thus, students walk away prepared to be effective communicators across a variety of healthcare settings.

Course assignments designed to assess Comm 4736 ELOs 1.1-1.3 are most representative of thematic GE ELO 1.2 (to identify, reflect on and apply strategies to promote health and well-being). The Communication Tool Development assignment assesses students' ability to apply course concepts in the development of a tool to enhance interpersonal health communication. Weekly reflection exercises (14, 16 and 17) guide students through the process of proposing and developing a strategy and the communication tool share session requires students to provide and respond to evaluative feedback. Additionally, as part of the tool development process, students are asked to identify and meet with a public health or healthcare professional to discuss communication needs and strategies (i.e., Communication Tool Formative Research Report; Bloom's Taxonomy Level 3).

Successful completion of the Healthcare Communication Analysis paper illustrates students' ability to recognize the importance of effective health communication (COMM 4736 ELO 1.1), identify patterns that characterize patient-provider communication (COMM 4736 ELO 1.2), and critique the effectiveness of patient-provider communication (COMM 4736 ELO 1.3) in order to make recommendations for communication practice. By successfully meeting these learning objectives, students are showing that they have the ability to identify, reflect on apply strategies to promote health and well-being.

Communication

Curriculum map, indicating how program goals are accomplished via specific courses.

Program learning goals

Goal 1. Students demonstrate knowledgeable of communication concepts, theories, and principles within a social science framework to understand the role of communication in society.

Goal 2. Students are competent in practicing communication for a range of purposes, audiences, contexts and modalities.

Goal 3. Students are sufficiently trained and prepared to obtain employment in the field of communication or related to the field of communication.

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
Premajor			
1100	Basic		
1101	Basic		
Research Methods (4 cr. req.)			
3160(H)	Intermediate	Intermediate	
3163	Intermediate		
3165	Intermediate		
Core Requirements			
<i>Comm Analysis & Engagement</i>			
2110	Basic	Intermediate	
2367(H)	Basic	Intermediate	
3440	Intermediate	Intermediate	
3620	Intermediate	Intermediate	
<i>Comm Tech</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
2540	Basic	Basic	Basic
3554	Intermediate	Intermediate	Intermediate
<i>Strategic Comm</i>			
2321	Basic	Intermediate	Intermediate
2331	Basic	Intermediate	Intermediate
3333 <i>or</i>	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Basic
3334	Basic	Advanced	Intermediate
4337	Basic	Advanced	Intermediate
Experiential Learning (3 cr. req.)			
3188	Intermediate	Intermediate	Advanced
3800	Intermediate	Advanced	Advanced
4191			Advanced
4998	Advanced	Advanced	
4999(H)	Advanced	Advanced	
Focus Area Electives			
<i>Comm Analysis & Engagement (15 credit hours required)</i>			
2131	Basic	Intermediate	
2596	Basic	Basic	
3325	Intermediate	Intermediate	Intermediate

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
3330	Basic	Intermediate	Basic
3331	Intermediate	Intermediate	
3332	Intermediate	Intermediate	Basic
3340	Intermediate	Intermediate	
3402	Intermediate	Basic	
3403	Intermediate		
3404	Intermediate		
3413	Intermediate		
3415	Basic	Intermediate	
3442	Intermediate		
3450	Intermediate	Basic	
3466	Intermediate		
3597.01	Intermediate		
3597.02	Intermediate		
3624	Intermediate	Intermediate	Intermediate
3628	Advanced	Intermediate	Intermediate
3629	Intermediate	Intermediate	Intermediate
3662	Intermediate	Intermediate	
3667	Intermediate	Intermediate	Basic
3668	Intermediate	Intermediate	Basic
4240		Intermediate	
4401	Intermediate		
4445	Intermediate	Intermediate	
4600		Intermediate	
4635		Intermediate	Intermediate
4736	Intermediate	Intermediate	
4737	Intermediate	Intermediate	Basic
4738	Intermediate	Intermediate	
4814	Intermediate	Intermediate	
4820	Intermediate	Intermediate	
<i>Comm Tech (6 credit hours required)</i>			
3513	Intermediate	Intermediate	Basic
3558	Intermediate	Intermediate	
4557	Advanced	Advanced	Intermediate
4558	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
4738	Advanced	Advanced	Intermediate
<i>Strategic Comm (9 credit hours required)</i>			
2367(H)	Basic	Intermediate	Intermediate
2511	Basic	Intermediate	Intermediate
3325	Intermediate	Intermediate	Intermediate
3330	Basic	Intermediate	Intermediate
3332	Intermediate	Intermediate	Intermediate
3333	Basic	Intermediate	Intermediate
3340	Intermediate	Intermediate	Intermediate
3345	Basic	Intermediate	Intermediate
3444	Intermediate	Intermediate	Intermediate
3558	Intermediate	Intermediate	
3628	Advanced	Intermediate	Basic
3668	Intermediate	Intermediate	Basic

	Goal 1: Comm Principles	Goal 2: Comm Practice	Goal 3: Career Preparation
4445	Intermediate	Intermediate	Intermediate
4558	Basic	Advanced	Intermediate
Special Topic Elective			
<i>Comm Tech (9 credit hours required)</i>			
3330	Basic	Intermediate	Intermediate
3331	Intermediate	Intermediate	Intermediate
3513	Intermediate	Intermediate	Basic
3545	Intermediate	Intermediate	Intermediate
4511	Intermediate	Advanced	Intermediate
4555	Advanced	Advanced	Intermediate
4556	Advanced	Advanced	Intermediate
4557	Advanced	Advanced	Intermediate
4665	Advanced	Advanced	Intermediate
CS&E 2123			
<i>Strat Comm (3 credit hours required)</i>			
2110	Basic	Intermediate	Basic
2131	Basic	Intermediate	Intermediate
2367 (H)	Basic	Intermediate	Intermediate