

**The Ohio State University
Colleges of the Arts and Sciences New Course Request**

School of Communication

Academic Unit

COMM

Book 3 Listing (e.g., Portuguese)

871 Health Communication in Interpersonal Settings

Number

Title

Health Comm Interpersnl

G

05

18-Character Title Abbreviation

Level

Credit Hours

Summer

Autumn

Winter

Spring

X

Year **2007**

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*): **This course will introduce students to the research and theories comprising contemporary literature in health communication in interpersonal settings.**

Quarter offered: **AU**

Distribution of class time/contact hours: **1 – 3hr CL**

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): **No**

Prerequisite(s): **Graduate**

Exclusion or limiting clause:

Repeatable to a maximum of _____ credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What is course is last in the series? _____

Honors Statement:

Yes No

GEC:

Yes No

Admission Condition

Off-Campus:

Yes No

EM:

Yes No

Course: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code: **09.0101**

Subsidy Level (V, G, T, B, M, D, or P): **P**

For explanations see the following web sites: www.ureg.ohio-state.edu/ourweb/srs/srscontent/cip/ or www.regents.state.oh.us/hei/ci/STAGE_1/sld001.htm. If you have questions please email Jed Dickhaut at Jdickhaut@exchange.ureg.ohio-state.edu.

1. Provide the rationale for proposing this course: **Currently, one graduate seminar in health communication covers the mass and interpersonal literatures in this area, which are diverse and cannot be adequately addressed in one quarter. The proposed course, together with the course change requested for COMM 870, provide graduate students with a more in-depth study of health communication.**

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one) Required Elective Other (Explain) :

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

Elective course. New faculty members have been added to teach this course.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: _____

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: **N/A**

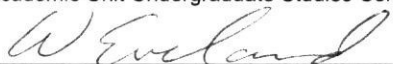
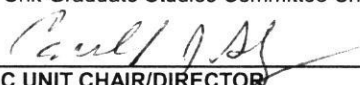
6. Expected section size: **15** Proposed number of sections per year: **1**

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual.

Approval Process The signatures or actions on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair	Printed Name	Date
	William Clay Eveland	9/5/06
2. Academic Unit Graduate Studies Committee Chair	Printed Name	Date
	Carroll Glynn	9/5/06
3. ACADEMIC UNIT CHAIR/DIRECTOR	Printed Name	Date
4. AFTER THE ACADEMIC UNIT CHAIR/DIRECTOR SIGNS THE REQUEST, FORWARD IT TO THE COLLEGES OF THE ARTS AND SCIENCES CURRICULUM OFFICE, 161 DENNEY HALL, 164 WEST 17TH AVENUE. THE ASC CURRICULUM OFFICE WILL FORWARD THE REQUEST TO THE APPROPRIATE COLLEGE CURRICULUM COMMITTEE.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Education (if appropriate)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

COM 871
Health Communication in Interpersonal Settings

Spring 2007
M 1:30-4:18

Dr. Don Cegala
Office: 3068 Derby
Phone: 247-3675
E-mail: Cegala.1@osu.edu
Hours: To be announced, or by appointment

OBJECTIVES

Students taking this course are expected to:

1. Become familiar with research and theories comprising contemporary literature in health communication in interpersonal settings.
2. Conduct independent reading/research on a topic of interest.
3. Engage in class discussions about various topics relevant to health communication.

FORMAT

This course will be conducted in a lecture/discussion format. Each class session will involve the presentation of material designed to supplement the required readings and in-depth class discussions covering the assigned reading for that particular session. Students are encouraged to share their experiences and relate them to the class.

REQUIRED TEXTS

Thompson, T. L., Dorsey, A.M, Miller, K.I., & Parrott, R. (Eds.), *Handbook of Health Communication* (2003). Mahwah, NJ; Lawrence Erlbaum Associates.

Harter, L. M., Japp, P. M., & Beck, C. S. (Eds.), *Narratives, health, and healing: Communication theory, research, and practice* (2005). Mahwah, NJ; Lawrence Erlbaum Associates.

Coursepack of readings available at Cop-ez, Tuttle.

COURSE POLICIES

Academic Misconduct:

All students at the Ohio State University are bound by the Code of Student Conduct (see http://studentaffairs.osu.edu/resource_csc.asp). Violations of the code in this class, especially pertaining to 3335-23-04 Section A on Academic Misconduct, will be taken through the procedures the university has set up to deal with violations of the Code. Academic misconduct is any activity that compromises the academic integrity of the institution or subverts the educational process.

SPECIAL ACCOMMODATION

This syllabus is available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking assistance in a timely manner. Any student who feels he/she may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs, or contact the office for disability services at 292-3307 in Room 150 Pomerene Hall to coordinate your documented disabilities.

REQUIREMENTS

Students in the course will be required to:

1. Complete reading assignments before class and participate actively in discussions.
2. Present an oral report on your research topic (100 points).
2. Write grant proposal on your research topic (200 points).

SCHEDULE OF TOPICS AND READINGS

Note: The following dates for discussion topics are tentative; any changes will be announced in class. Entries marked * are in the Cop-ez reading packet (complete citations are provided on pages 6-7 of this document).

Week 1	<p>Overview of Health Communication in Interpersonal Settings and Physician-Patient Communication</p> <p>Readings: Thompson et al., Chapters 4, 6, 7, 8, and 9 Emanuel & Emanuel* Ong, et al.* Duggan*(read this first)</p>
Week 2	<p>Physician and Patient Communication Skills Training</p>

Readings: Thompson et al., Chapter 5
 Mead & Bower*
 Epstein*
 Cegala & Broz*
 Hulsman et al.*
 Cegala et al.*

Week 3

Health Narratives

Readings: Thompson et al., Chapter 2
 Harter et al., Part 1, Chapters 11, 17, 18, 19

Week 4

Health and Social Support

Readings: Thompson et al., Chapters 13, 16
 Goldsmith, Chapters 1, 2, 5*
 DiMatteo*

Week 5

Health Communication and Culture

Readings: Thompson et al, Chapter 12
 Cegala & Post*
 Kar & Alcalay*
 Geist-Martin et al., Chapter 3*

Week 6

Health Communication in the Family

Readings: Zhang & Siminoff*
 Powell & Segrin*
 Smith et al.*
 Polk*
 Morgan & Miller*

Week 7

e-Health

Readings: Thompson et al., Chapter 23
 Suggs*
 Houston et al. (2003)*
 Houston et al. (2004)*
 Bauer*

Week 8

Direct-to-Consumer Advertising

Readings: Cline & Young*
 Sumpradit et al.*
 White et al.*
 Weissman et al.*

Week 9 **Student Reports**

Week 10 **Student Reports**

Grant Proposal paper due the first day of exam week.

Oral Report Assignment

Rationale

This assignment has two main purposes. First, it is important for everyone in class to have an idea about others' research projects. This allows all of us to learn about research topics and literature in health communication that may be outside our particular focus of interest. Second, making oral presentations of research projects is part of being a professional in academia, and elsewhere. You will make such presentations during job interviews, at professional meetings, and/or other settings (such as our own colloquium).

The Task

You are to present an oral report based on your reading and research for the topic of your grant proposal. The oral report:

1. Should be 20-30 minutes.
2. Should include the following components:
 - a. A statement of the problem and background literature.
 - b. A description of the proposed intervention & hypotheses.
 - c. A description of the proposed research design and procedures.

Evaluation Criteria

Your report will be graded on the extent to which the above components are included and presented with clarity, accuracy, and within the stated time limit.

Grant Proposal Assignment

Rationale

Graduate students and even junior faculty typically do not have experience in writing grant proposals. One objective of this assignment is to provide you with the opportunity to complete a NIH grant application. A second, and more important, objective of this assignment is to provide you with the opportunity to present the results of your reading/research on the health communication topic of interested you selected to study this quarter.

The Task

You are to complete the following sections of the standard PHS 398 grant application form:

1. Description, performance sites, and personnel.
2. Research Plan (25 pages max.):
 - a. Specific aims
 - b. Background and significance
 - c. Preliminary Studies (optional)
 - d. Research design and methods
3. Protection of human subjects
4. Literature cited

Evaluative Criteria

Your proposal will be graded on the extent to which all components have been included and the thoroughness with which they are addressed.

Cop-ez Packet References

- Bauer, C. (2000). Limiting factors on the transformative powers of e-mail in physician-patient relationships: A critical analysis. *Health Communication, 12*, 239-259.
- Cegala, D. J., & Broz Lenzmeier, S. (2002). Physician communication skills training: A review of theoretical backgrounds, objectives, and skills. *Medical Education, 36*, 1-13.
- Cegala, D. J., McClure, L., Marinelli, T. M., & Post, D. M. (2000). The effects of communication skills training on patients' participation during medical interviews. *Patient Education and Counseling, 41*, 209-222.
- Cegala, D. J., & Post, D. M. (2006). On addressing racial and ethnic health disparities: The potential role of patient communication skills interventions. *American Behavioral Scientist, 49*, 853-867.
- Cline Welch, R. J., & Young, H. N. (2004). Marketing drugs, marketing health care relationships: A content analysis of visual cues in direct-to-consumer prescription drug advertising. *Health Communication, 16*, 131-158.
- DiMatteo, R. (2004). Social support and patient adherence to medical treatments: A meta-analysis. *Health Psychology, 23*, 207-218.
- Duggan, A. (2006). Understanding interpersonal communication processes across health contexts: Advances in the last decade and challenges for the next decade. *The Journal of Health Communication, 11*, 93-108.
- Emanuel, E. J., & Emanuel, L. L. (1992). Four models of the physician-patient relationship. *Journal of the American Medical Association, 267*, 2221-2226.
- Epstein, R. M., Franks, P., Fiscella, K., Shields, C. G., Meldrum, S. C., Kravitz, R. L., et al. (2005). Measuring patient-centered communication in patient-physician consultations: theoretical and practical issues. *Social Science and Medicine, 61*, 1516-1528.
- Geist-Martin, P., Berlin Ray, E., & Sharf, B. F. (2003). *Communicating health: Personal, cultural, and political complexities*. Belmont, CA: Wadsworth/Thomson.
- Goldsmith, D. J. (2004). *Communicating social support*. Cambridge: Cambridge University Press.
- Houston, T. K., Sands, D. Z., Nash, B. R., & Ford, D. E. (2003). Experiences of physicians who frequently use e-mail with patients. *Health Communication, 15*, 515-525.
- Houston, T. K., Sands, D. Z., Jenckes, M. W., & Ford, D. E. (2004). Experiences of patients who were early adopters of electronic communication with their physician: Satisfaction, benefits, and concerns. *The American Journal of Managed Care, 10*, 601-608.
- Hulsman, R. L., Ros, W. J., Winnubst, J. A., & Bensing, J. M. (1999). Teaching clinically experienced physicians communication skills. A review of evaluation studies. *Medical Education, 33*, 655-668.
- Kar, S. B., & Alcalay, R. (Eds.) (2001). *Health communication: A multicultural perspective*. Thousand Oaks, CA: Sage.
- Mead, N., & Bower, P. (2000). Patient-centeredness: A conceptual framework and review of the empirical literature. *Social Science and Medicine, 51*, 1087-1110.
- Morgan, S. E., & Miller, J. K. (2002). Beyond the organ donor card: The effect of knowledge, attitudes, and values on willingness to communicate about organ donation. *Health Communication, 14*, 121-134.
- Ong, L. M. L., DeHaes, J. C. J. M., Hoos, A. M., & Lammes, F. B. (1995). Doctor-patient communication: A review of the literature. *Social Science and Medicine, 40*, 903-918.

- Polk, D. M. (2005). Communication and family caregiving for Alzheimer's dementia: Linking attributions and problematic integration. *Health Communication, 18*, 257-274.
- Powell, H. L., & Segrin, C. (2004). The effect of family and peer communication on college students' communication with dating partners about HIV and AIDS. *Health Communication, 16*, 427-450.
- Smith, S. W., Kopfman, J. E., Lindsey, L. L. M., Yoo, J., & Morrison, K. (2004). Encouraging family discussion on the decision to donate organs: The role of the willingness to communicate scale. *Health Communication, 16*, 333-346.
- Suggs, L. S. (2006). A 10-year retrospective of research in new technologies for health communication. *The journal of Health Communication, 11*, 61-74.
- Sumpradit, N., Ascione, F. J., & Bagozzi, R. P. (2004). A cross-media content analysis of motivational themes in direct-to-consumer prescription drug advertising. *Clinical Therapeutics, 26*, 135-154.
- Weissman, J. S., Blumenthal, D., Silk, A. J., Newman, M., Zapert, K., Leitman, R., & Feibelman, S. (2004). Physicians report on patient encounters involving direct-to-consumer advertising. *Health Affairs, 28*, 219-233.
- White, H. J., Draves, L. P., Soong, R., & Moore, C. (2004). 'Ask your doctor!' Measuring the effect of direct-to-consumer communications in the world's largest healthcare market. *International Journal of Advertising, 23*, 53-68.
- Zhang, A. Y., & Siminoff, L. A. (2003). Silence and cancer: Why do families and patients fail to communicate? *Health Communication, 15*, 415-429.