COM 482/HCOM482: Health Communication
Spring 2013
Tuesday/Thursday 1:00-2:15

Dr. Fran C. Dickson
Department of Communication Studies
Jim & Lynn Doti Hall 202B
Office hours: Tuesday/Thursday, 10:00-12:00; and Wednesday 10:00-12:00 and by appt.
fdickson@chapman.edu

Course Overview: This purpose of this course is to enhance understanding about communication patterns within the health communication context. We will explore health communication from both a theoretical and practical context. We will examine what constitutes health communication, how public and private messages both within and without institutions of health affect health care decisions, culture and health communication, life span issues and health communication, physician-patient communication, managing health and relationships, health campaigns, health and the media, and health communication and technology.

Course Learning Outcomes: The overall goal of this course is to increase our understanding of how communication functions to facilitate or inhibit the delivery of health care in a variety of contexts. Specifically, our goals are to:

- To be exposed to communication, medical, nursing, sociological and psychological literature that relates to health communication.
- To develop an understanding of how communication functions in the health setting to improve health care delivery.
- To become aware of communication processes that occur between health care providers and clients (both effective and problematic processes) and explore how these interaction patterns impact patient care.
- To understand the role of interpersonal communication as it relates to the healing process and preventative health care.
- To analyze, interpret, and apply health communication scholarship.
- To apply health communication concepts to original research.

Program Learning Outcomes:

By the end of the semester, students will have mastered the following program learning outcomes:

- Understanding core theories, principles, and concepts of mass, interpersonal, organizational, and/or intercultural communication and rhetoric.
- To understand and demonstrate scientific method as it applies to communication studies research.
- To comprehend and implement research findings as they apply to everyday communication events.
• To be aware of how individual differences and group/cultural membership influence interactions.
• To recognize and appreciate global implications of communication theory and research.


Wit. HBO studios, starring Emma Thompson. You can rent this movie or purchase it. It is available at Amazon.com but order it early and I have a few copies.

Recommended Text (but not required)

APA (7th Ed.) or you may find information guides on APA such as [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

**COURSE REQUIREMENTS:**

Ungraded course requirements: professional behavior (see discussion in syllabus), constructive behavior and full participation in group work (ungraded but affects participation grade), and oral presentation on course project.

Professional behavior in the Health Communication course: Any self-disclosure about class members’ own personal health experience made during class is considered privileged information. While certainly we all will talk about class in general terms outside class meeting, we do not gossip about classmates or reveal any self-disclosure that occurs during any class-related activities, including group work outside of class. If you cannot abide by this standard, this is not a good time for you to take the health communication course.

**Student Responsibilities and Course Policies:**

1. Attendance is essential to your success in this course. If you miss a class, it is your responsibility to find out from other students what you missed. I will discuss the material with you only **after** you have the class materials from other students. **After two unexcused absences, your grade will be lowered 1/3 of a letter grade.**

2. Come to class prepared, having read the material assigned for that day. Each class will be based on a discussion of the readings. If you are unprepared, you will not be able to participate in the discussions.

3. Ask questions. If you don’t understand something in the readings, the lectures, or the assignments, chances are you’re not the only one. I will always be willing to answer questions; however, it is important that you ask them well in advance of the test or due date.
4. Contribute your ideas to class discussion. Everyone’s experience will be enhanced if multiple perspectives are heard.

5. Be respectful of others’ contributions to the discussion. Harassment will not be tolerated. Practice common courtesy.

6. **Turn off cellular phones while in class.** This includes text messaging and exchanging photos. Cell phone usage during class will not be tolerated. **If your cell phone goes off in class or you are seen text messaging in class, you will be marked absent for that day.**

7. **You should bring your computer to class only on assigned days.** Checking email, surfing the net, or just playing on your computer during class is unacceptable classroom behavior. Students who participate in this kind of behavior during class will be marked absent for that day. If this is a problem, please come see me after class.

8. Turn in your assignments at the assigned time that they are due. Assignments turned in late will be penalized 5% of the final grade on the assignment. For each day the assignment is late, the grade will be lowered 10%. **An assignment is considered received when it is in my hand or dropped in the digital dropbox on Blackboard. Do not slide it under my office door or place it in my mailbox, there is no guarantee that I will get it.**

9. If you wish to discuss your grade on an exam or assignment, please feel free to set up an appointment with me. However, I will only discuss a grade **48 hours** after you have received the grade.

10. Practice ethical work habits. Academic dishonesty will not be tolerated. I expect that all your work will be your own. Plagiarism and/or cheating will not be tolerated. This includes:

    - Presenting the ideas of others without crediting the source.
    - Use a direct quotation without quotation marks and without credit to the original source.
    - Paraphrasing without credit given to the source.
    - Participation in a group project which present plagiarized materials.
    - Failure to provide adequate citations for material obtained through electronic research.
    - Downloading and submitting work from electronic databases without citations.
    - Submitting material created/written by someone else as your own work.
    - Copying someone else’s exam or research paper.
    - Allowing someone to copy your own research paper or exam.
    - Accepting credit for a group project without doing your share of the work.
• Submitting the same paper in more than one course without the knowledge and approval of the instructors involved.
• Using notes or other materials during a test or exam without approval of the instructor.
• Not following the instructions specified on a take home exam.

If you are unclear about the proper use of citations for sources, please come see me to discuss your questions.

**Chapman University’s Academic Integrity Policy:**

Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

**Chapman University’s Students with Disabilities Policy:**

In compliance with ADA guidelines, student who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to contact the Office of Disability Services. If you will need to utilize your approved accommodations in this class, please follow the proper notification procedure for informing your professor(s). This notification process must occur more than a week before any accommodation can be utilized. Please contact Disability Services at (714) 516-4520 or (www.chapman.edu/students/student-health-services/disability-services) if you have questions regarding this procedure, or for information and to make an appointment to discuss and/or request potential accommodations based on documentation of your disability. Once formal approval of your need for an accommodation has been granted, you are encouraged to talk with your professor(s) about your accommodation options. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

**Phone:** (714) **997-6778**; **Office:** 410 N. Glassell St.; Website: [http://chapman.edu/disabilities/](http://chapman.edu/disabilities/).

**Wilkinson College of Humanities and Social Sciences Grading Policy:**

In accordance with the concerns of the President and Chancellor concerning the rigor of Chapman’s courses and the expectation that our students be academically challenged in their courses, the Wilkinson College of Humanities and Social Sciences strongly encourages their entire teaching faculty to utilize the full grading spectrum for assessing student work. The grades A, A-, and B+ should be assigned for work that is considered excellent. To assume that 80% of students are turning in excellent work shows an inability to discriminate levels of student achievement. In brief, the Dean’s office encourages and fully supports its professors in utilizing the entire grading spectrum in its classes. The office also encourages a discussion of this intention of grading across the spectrum with the students when the syllabus is reviewed at the first class meeting.
BlackBoard:

BlackBoard is an essential way for me to disseminate information about the course to you. For example, I use BlackBoard to provide the syllabus, paper information, required readings, post grades, etc. Please look under “Course Documents” and “Course Information” for these documents.

Please note: You are REQUIRED to log on to BlackBoard in this course. If there is a change in the class (cancellation, due date or topic changes, etc.), email through BlackBoard will be the primary way that I disseminate this information to you. It is thus your responsibility to check the email address that is linked to your BlackBoard account (which is your chapman.edu email account unless you change it) daily – I will not send class or group emails any other way except via BlackBoard. Not checking your email account frequently is not an excuse for missing important class information disseminated via BlackBoard email. Grades (including final course grades) will be posted on BlackBoard and cannot be given via email due to security concerns.

Course Requirements:

Exams: There will be two exams in this class: a midterm and final. The exams will consist of T/F, multiple choice, short answer, and essay questions. These exams will be on content from assigned readings, lectures, and class presentations.

Expert of the Day: Each student will sign up for a topic during the first few days of class. This assignment has two parts: a summary paper and a presentation. You may select a topic that coincides with the topic of your final paper.

The Paper:

1. Your paper will consist of **2 academic studies and a newspaper/magazine clipping**.
2. You will give the APA citation at the beginning of the discussion of each study.
3. You will summarize (lit. review, methods, result, conclusions) and critique (what did the study do well, limitations, strengths and weaknesses) for each study.
4. You will relate the newspaper/magazine clipping to the studies. This is bringing the topic/studies to the “real world:
5. You will relate each study to class material, meaning: bring it back to class discussion.

The Presentation:

1. You will present the topic (by summarizing and critiquing) to the class via a PowerPoint presentation. The presentation should be 15-20 minutes.
2. You will provide a handout for the class of major concepts (information they could be tested over). You may want to print the PowerPoint slides out for everyone.

3. The presentations should include the following:
   a. An Overview of the topic (what it is and how it relates to the class)
   b. A summary and critique of each study.
   c. You will have questions to present to the class to spark discussion.

You will be graded on:

1. The quality of your writing (critical thinking/writing skills and writing quality).
2. The presentation (depth, organization, ability to summarize and critique, ability to ask questions that spark class discussions and professionalism)
3. You will turn in 4-6 test questions form your presentation (T/F, multiple choice, matching questions, short essay).

Grading Distribution:

- Midterm Exam and Final 35% (17.5% each)
- Wit Handout 10%
- Expert for a Day Paper 10%
- Expert for a Day Presentation 10%
- Research Project: Paper & Presentations 25%
- Class Participation 10%

Grading Distribution:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
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<td>A-</td>
<td>90%-92%</td>
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<td>B+</td>
<td>89%-87%</td>
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<td>B</td>
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<td>B-</td>
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**Tentative Schedule**

- **Jan. 29:** Intro to course and each other
  Defining Health Communication
- **Jan. 31:** Current Treads in Health Comm. Research Ch. 1
- **Feb. 5:** Continuing current trends Ch. 2
- **Feb. 7:** Conceptions of Health and Illness
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Chapter(s)</th>
<th>References</th>
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<tbody>
<tr>
<td>Feb. 12</td>
<td>Physician-Patient Communication</td>
<td>Ch. 3</td>
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<tr>
<td>Feb. 14</td>
<td>Physician-Patient Communication</td>
<td>Article</td>
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<td>Feb. 19</td>
<td>Watch Movie “Wit”</td>
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<td>Feb. 21</td>
<td>Patient Perspective</td>
<td>Ch. 5</td>
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<td>Feb. 26</td>
<td>Caregiver Perspective</td>
<td>Ch. 4</td>
<td>Whaley &amp; Edgar</td>
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<td>Feb. 28</td>
<td>Discussion of <em>Wit</em></td>
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<td>March 5</td>
<td>Caregiver Perspective</td>
<td>Ch. 4</td>
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<td>March 7</td>
<td>Social Support and Health</td>
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<td>March 12</td>
<td><strong>Mid-term Exam</strong></td>
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<td>March 14</td>
<td><strong>Research projects</strong></td>
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<td>March 19</td>
<td>Culture, Communication and Illness</td>
<td>Ch. 8</td>
<td>Sparks &amp; McPerson</td>
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<td>March 21</td>
<td>Health Organizations</td>
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<td>March 25-29</td>
<td>Spring Break</td>
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<td>April 2</td>
<td>Aging and Health Comm.</td>
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<td>Fowler &amp; Nussbaum</td>
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<td>April 4</td>
<td>Managing Health and Relationships</td>
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<td>O’Hair &amp; Sparks</td>
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<td>April 9</td>
<td>Men and Women’s Health Issues</td>
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<td>Amason &amp; Webb</td>
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<td>April 11</td>
<td>Health Communication and Cancer</td>
<td>article</td>
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<td>April 16</td>
<td>AIDS and Sigma</td>
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<td>April 18</td>
<td>Public Health and Media</td>
<td>Ch. 11,12</td>
<td>Wright</td>
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<td>April 23</td>
<td>Health Promotion and Campaigns</td>
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<td>April 25</td>
<td>Health Promotion and Campaigns</td>
<td>Article</td>
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<td>April 30</td>
<td>Health and technology</td>
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<td>Article</td>
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<td>May 2</td>
<td>Catch up</td>
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<td>May 7</td>
<td>Research Presentations</td>
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<td>May 9</td>
<td>Research Presentations</td>
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<td><strong>Final Exam:</strong> May 17th, 8:00-10:30</td>
<td><strong>Final Paper Due</strong></td>
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Final Research Paper

This assignment entails writing a concise, well-articulated argument (in APA format). You will also present your findings to the class at the end of the quarter.

a. Cover page – see APA for information that belongs on the cover page (running head, page numbers, etc.)

b. Abstract page – 120-150 summary of paper (helpful hint – write this paragraph after paper is completed)

c. Overview- Overview the condition/problem/topic including how it affects the population of interest (e.g., Alzheimer’s disease and family members; ovarian cancer and women; breast cancer and family members; multiple sclerosis and marital partners; substance abuse and adolescents; eating disorders and young women; prostate/testicular cancer and men; HIV and individuals of color, as well as among males and females; unwanted teen pregnancies an the young women that bear the children; depression in males and/or females; female genital mutilation in other countries; abuse and the elderly; sexuality and later life adults).

A successful introduction will focus on the problem’s prevalence (how widespread it is), explicate key impacts of the problem (e.g., if the problem is binge drinking, one of the impacts would be higher suicide rates or accidental deaths among these individuals), and review existing research centering on the pressing social problem. This section of the paper should be founded and supported in current research. In this section you may include some anecdotal evidence (e.g., if you or your friends engage in or are affected by this topic you can discuss your personal experiences). However, even if you use anecdotal evidence, you must also have cited research. The anecdotal evidence will augment the information you have culled from your research.

Your goals in this section are to educate me (and the class) about the problem, then explicate some of its impacts on society, and how/why you are interested/affected by this health topic. Note – articles you cite in this section are likely to be articles separate from those you selected to review in each section of your paper (i.e., medical journals, communication journals, and websites).

Your next section of the paper will consist of three types of searches. You will (1) search medical journals (e.g., JAMA, Patient Education and Counseling, The Lancet, New England Journal of Medicine, etc.), (2) search communication journals (e.g., Communication Monographs, Human Communication Research, Journal of Applied Communication, Journal of Health Communication, Health Communication, Personal Relationships, Journal of Social and Personal Relationships, etc.), and (3) search the internet for sources that are related to your
topic. For some of the journals, you may need to request interlibrary loan, so be sure that you start early.

You are to perform an extensive literature search and select the 6-8 best studies (in categories 1 and 2 – for a total of 12-16 studies) and 4 websites for your topic. If at any time you are unsure as to whether or not a source fits in one of the three categories above, be sure to check with me. If you are unable to find sources in any one category, then do two things (1) broaden your search, e.g., instead of searching for skin cancer, search cancer in general, and (2) check with me.

d. Medical Journal Section – A literature review of the information that you found by searching the medical journals. In this section, you should provide a review of the information discussed and presented in the articles. Be sure to include information from each of the articles and use proper citation format. This section should conclude with a summary paragraph that discusses the similarities and differences of the information presented in the articles you reviewed.

e. Communication/Social Science Journal Section – A literature review of the information that you found by searching the communication journals. In this section, you should provide a review of the information discussed and presented in the articles. Be sure to include information from each of the articles and use proper citation form. You may be including articles that discuss a related concept here, if you had to expand your literature search. For example, you may have been researching a risky behavior, such as unsafe sex, binge drinking, purging, etc. It is possible that you are using a communication-related article that is not focused on your particular health topic, but it may be focused on another health topic (for example, you may have found an article that addresses risky behaviors such as not wearing a bicycle helmet). If this is the case, then you need to provide the link in your paper to indicate why you believe that this article is helpful in investigating the topic you have selected (e.g., although unsafe sex and lack of use of a bicycle helmet are two vastly different topics, the article about the bicycle helmet may have provided you with information that you could apply to unsafe sex because both are considered to be risky behaviors). This section should conclude with a summary paragraph that discusses the similarities and the differences of the information presented in the articles you reviewed.

f. Web Site Section – A site review of the information that you discovered by searching the web. Please note here that using different parts of the same site do NOT count as different sites. For example, if one site discusses various aspects of breast cancer (how to discuss the issue with children, what you are likely to experience if you are diagnosed with breast cancer, what are your treatment options), you can only use this site as one source. In this section, you should provide a review of the information discussed and presented on the web. Be sure to include information from each of the sources and use proper citation form. This section should conclude with a summary paragraph that discusses the similarities and the differences of the information presented in the web sites you reviewed.
g. Analysis Section – an analysis section of the three types of sources you used. In this section, you are to note the similarities and differences regarding the information that you obtained from each type of source (medical, communication, web-based). Discuss the presentation of the material (e.g., what was the style in the medical journals? What was the style of the communication journals? On the web? Was the information presented consistent across sources? For example, did different sources provide different or even contradictory information? Were some sources more understandable than others? Were some sources more technical than others? Did some sources confuse you? Why? Do you believe that some sources provided too much information? Do you believe that some sources provided too little information? Discuss and provide a rationale for which format you believe is the most accessible. Indicate WHY you believe that source to be superior. Note the pros and cons of each of the sources.

h. Critical Analysis Section – a critical analysis of the information you learned, applying it to something that we covered in the class this semester. You may apply any of the theories, processes, concepts, situations, topics, etc. that we discussed in class. For example, you might relate the information we covered regarding patient-physician communication (would providing all of this information to a patient be too much disclosure? What about how it would relate to health literacy of a patient? How would culture affect the topic you studied? Is the topic you studied consistent with the perception of the risk? etc.). You can certainly apply more than one theory or topic if you like; but I would suggest that you not apply more than three different theories/topics, etc that we have covered, otherwise your paper may get a bit unruly.

In this section you will demonstrate to me your knowledge and understanding of the health communication theory/concept, etc. that you chose, and you will provide me a critical discussion as to how that theory or concept fits with the research you did. Be sure to argue your case in this section. For example, do not merely tell me that culture affects one’s conception of cancer. Rather, tell me WHY culture affects one’s conception of cancer, whether or not the sources you identified recognized and or addressed the influence of culture. Provide an argument for any claims that you make in the paper.

i. Conclusion – provide a conclusion to your paper.

j. References – at a minimum your references for this paper will include:

   a. 6-8 medical journals
   b. 6-8 communication journals
   c. 4 websites
   d. sources regarding theories and/or concepts that we discussed this quarter and sources that you used as the rationale for your choice of topic (sources from the first part of your paper)
Your references (as well as the rest of your paper) must conform to APA style; you will lose points if they do not.

You can choose to use articles from the class and your book in your final paper; however, only one of those articles will “count” toward your total number of references. Therefore, if you use 2 articles and the book that are related to physician-patient communication, only 1 of those sources will count toward the required sources. When applying your topic to concepts and/or theories we discussed in class, you can cite articles and the textbook, but you also must have additional sources that you are citing.

I will evaluate your final reports primarily on the following criteria:

a. appropriateness and clarity of rationale;
b. demonstrated understanding of course material
c. appropriateness of literature chosen;
d. use of supporting evidence (limit yourself to 2 websites unless given permission);
e. depth of analysis;
f. appropriate application of course concepts;
g. sound conclusions drawn in the implications section; mechanics (spelling, grammar, punctuation); and structure (organization of ideas, paragraph structure, transitions) and style (must comply with APA 5th Edition Manual).

**Final Paper Presentation:**

How you will be graded:

a. You will be graded on your presentation (depth, organization, ability to summarize and critique, spark classroom discussion, and professionalism).
b.

Helpful info:
c. Please refer to [http://people.csp.edu/saylor/effective_powerpoint.htm](http://people.csp.edu/saylor/effective_powerpoint.htm) for help with PowerPoint presentations.

This analysis should concentrate on research and NOT helpful hints or lists.