

**CMM 474 / 670**  
**Interpersonal Health Communication**  
**Tuesdays, 6:30-9:00 p.m.**

**Instructor: Dr. Edward Woods**

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**Office Hours:**

Mondays	1:30 – 4:30 p.m.
Tuesdays	1:00-2:00 p.m.
Wednesdays	1:00 – 4:00 p.m.
Thursdays	1:00-2:00 p.m.

**Course Description**

In this course we will investigate the role of communication in creating or preventing effective interactions between health care providers, consumers, and consumers' families. Theories and research findings to be explored address communication in patient-provider relationships, communication strategies that inform and influence individual and family decision making about health issues, intercultural communication concerns in health care, social support, advocacy and health education, and the role of communication in psychosocial wellbeing.

**Course Objectives**

<b>After completing this course, students will:</b>	<b>Learning outcome will be assessed by:</b>
know the basic theories and models of interpersonal communication and relationship development that apply in health care settings and that support effective interactions between health consumers, providers, and family members.	demonstrated knowledge of theories and concepts and ability to classify, describe, and restate concepts about communication processes on examinations.
know the communication strategies and actions that will facilitate or undermine individuals' health enhancing behavior choices and maintenance of effective choices.	demonstrated ability to analyze the quality of health communication processes on examinations, in presentations, reaction papers/review papers, and in group presentations or term papers.
be familiar with basic models of interpersonal communication in health organization settings, including teams, advocacy, intercultural sensitivities, and conflict management.	demonstrated knowledge of models and strategies that affect health communication in common interpersonal settings on examinations, in presentations, or in reaction papers.
know current topics being investigated in health communication settings and understand recent findings related to successful and unsuccessful health communication in interpersonal contexts.	demonstrated ability to synthesize and evaluate information in health campaigns and programs in presentations, reaction papers/review papers, and in group presentations or term papers.
be able to apply and evaluate the theories and research based practices in health communication interactions and settings.	demonstrated ability to apply concepts in presentations, reaction papers/review papers, and in group presentations or term papers.

## **Instructional Methods**

Methods will include lecture, in-class discussions, in-class group activities, and in-class individual presentations.

## **Required Readings for All Students**

van Servellen, G. (2009). *Communication skills for the health care professional: Concepts, practice, and evidence*. Sudbury, MA: Jones and Bartlett Publishers.

## **Course Requirements and Grading:**

### **Assignments for All Students:**

Midterm Exam 50 points

Final Exam 50 points

### **Assignments for Undergraduate Students:**

Case Study Analysis 50 points

Progress Report 25 points

Group Project and Presentation 100 points

### **Assignments for Graduate Students:**

Term Paper Proposal 50 points

Progress Report 25 points

Term Paper 150 points

## **Exams (All Students)**

The midterm exam will be given in week eight of the semester and will examine students' mastery of the materials covered during weeks one through seven.

Final Exam will be given during the final exam period and will examine students' mastery of the materials covered during weeks nine through 16.

## **Case Study Analysis (Undergraduate Students)**

Students will write an analysis of a health event, describing what they learned from a case study. In the analysis, students will BRIEFLY describe/summarize the case study they followed, then explain what it illustrates and how, and finally, detail conclusions about effective communication drawn from the analysis. Criteria for grading include the quality of the assessment (the concepts used are appropriate for the target, more appropriate concepts to explain the target were not overlooked, the analysis is consistent with your summary) and writing style (fluent, well organized, clear, and error free).

## **Group Project (Undergraduate Students only)**

In this project, you are going to act as a team of Health Communication Specialists who will conduct a communication skills training program for health care providers. In teams of four, choose a topic for which you would like to design a training program, then research the topic and prepare a presentation and training activity for your peers. Worth 100 points, it will be preceded by a progress report (25 points), in which you will offer your analysis of the state of the project and your part in it. Finding interesting activities, exercises, etc., will signal a high potential training experience. Grade will be a function of the presentation and a group paper that integrates individual parts into a unified training effort.

## Term Paper (Graduate Students only)

Your term paper should explore a communication issue related to theories, processes, message strategies, training programs, or other topics related to face-to-face interactions among individuals in health care contexts. Choose a topic, model, or issue that is of interest to you and write a scholarly paper term paper explicating current knowledge about the topic, reviewing relevant literature (using research, scientific, and/or professional publications), and providing a synthesis of what you have learned.

Submit a **written proposal** a) identifying the topic you will address, b) briefly (1-3 paragraphs) arguing for the significance of the topic as a subject of a major paper in interpersonal health communication, and c) identifying at least 15 key sources from which your initial ideas about the topic have been drawn (due October 28, 50 points). I will confer with each student about the progress of the paper about 11/11 (25 points). We will work off of an outline of main points and sub-points for the progress report. From this stage, you will develop the final **paper** advancing some *argument or position* as to the utility, scope, and or direction of scholarly work related to the topic reviewing the knowledge you have gained. Your paper should be well-organized, thorough, supported with readings other than our text, and it should indicate how much you have learned about the topic in question (due 12/2, worth 150 points).

*Graduate students' term papers should approximate an outline structure that is characteristic of scholarly papers. That is, it should have an introduction, literature review leading to a conclusion section that details insightful questions that remain to be addressed and/or an integrated summary of past findings.*

Requirements: Use APA style, include at least 15 current scholarly sources, type it following APA guidelines for margins, font size, etc. Include an abstract at the front of the paper. Typical term papers range in length from 12 to 15 pages, excluding the title page, abstract, references, etc.). Remember to get instructor approval on your topic.

### Grading Scale:

90 – 100%	= A	60 – 69%	= D
80 – 89%	= B	59% or below	= F
70 – 79%	= C		

### Attendance Policy:

Attendance at each session is extremely importantly, particularly because we will be meeting only once each week. Two unexcused absences will result in your final grade being lowered by a letter grade, and each additional unexcused absence will result in your grade being lowered by an additional letter grade. University excused absences will not result in a grade reduction, HOWEVER, missing ¼ of the class meetings for any reason will result in a failing grade for the course. Excused absences must be documented through the Dean of Students.

**Course Outline:**

<b>Week</b>	<b>Date</b>	<b>Topic/Readings</b>
1	8/26	Making Memories, Being in the Moment
2	9/2	Introduction, read pages xvii to xxxiv Theories as Play: Confecting Interpersonal Communication Competence
3	9/9	Chapter 1: Health Communications [sic] and Quality Care Lecture: Interpersonal Communication versus “Communications” Chapter 3: The Nature of Therapeutic Communications [sic]
4	9/16	Chapter 4: Cultural Similarities and Differences in Communications [sic] Chapter 5: The Pervasive Role of Confirmation and Empathy
5	9/23	Chapter 6: Communications [sic] that Contribute to Trust and Mistrust of Providers Chapter 7: The Art and Skillful Use of Questions
6	9/30	Chapter 8: Therapeutic Use of Silence and Pauses Chapter 9: The Impact and Limitations of Self-Disclosure
7	10/7	Chapter 10: The Proper Placement of Advisement Review for Midterm Exam
8	10/14	<b>Midterm Exam</b>
9	10/21	Chapter 11: Reflections and Interpretations Chapter 12: The Judicious Use of Confrontations, Orders, and Commands
10	10/28	Chapter 13: Communicating with Patients with Low Literacy Chapter 14: Communicating with Patients with Chronic and Life-Threatening Illnesses <i>Graduate Students’ Written Proposals for Term Paper due</i>
11	11/4	Chapter 15: Communicating with Patients in Crisis Chapter 16: Communicating Effectively with Patients Displaying Significant Negative or Resistive Coping Responses
12	11/11	Chapter 17: Communications [sic] Within and Across Healthcare Provider Groups Chapter 18: Conflict in Healthcare System: Understanding Communications [sic] and Resolving Dispute <i>Graduate Students’ Progress Reports w Full Sentence Outlines for Term Papers are due.</i>
13	11/18	Chapter 19: Family Dynamics and Communications [sic] with Patients’ Significant Others <i>Progress reports on Group Presentations Due</i>
14	12/2	<i>Undergraduate Case Study Analysis Paper Due</i>
14	12/2	<i>Graduate Students’ Term Papers Due</i>
15	12/2	<i>Group Presentations</i>
Exam Week		<b>Final Exam</b>

**Academic Dishonesty Policy:**

All students should be familiar with the university's policy concerning academic dishonesty. This policy can be found on pp. 102 – 106 of the undergraduate catalog [http://www.marshall.edu/catalog/undergraduate/up\\_09-10.pdf](http://www.marshall.edu/catalog/undergraduate/up_09-10.pdf) or on pp. 61 – 64 in the Spring 2009 online graduate catalog [http://www.marshall.edu/catalog/graduate/S2009/gr\\_sp09\\_published.pdf](http://www.marshall.edu/catalog/graduate/S2009/gr_sp09_published.pdf)

**Policy for Students with Disabilities:**

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304-696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will need to meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services at Prichard Hall 117, phone 304-696-2271.

**University Computing Services' Acceptable Use Policy:**

All students are responsible for knowing this policy, which can be found on the web at <http://www.marshall.edu/ucs/CS/accpuse.asp>

**Affirmative Action Policy:**

This course will follow Marshall University's policy on Affirmative Action, which can be found on p. 90 of the 2009-2010 undergraduate catalog [http://www.marshall.edu/catalog/undergraduate/ug\\_09-10.pdf](http://www.marshall.edu/catalog/undergraduate/ug_09-10.pdf) or on pp. 16-17 of the Spring 2009 graduate catalog [http://www.marshall.edu/catalog/Graduate/S2009/gr\\_sp09\\_published.pdf](http://www.marshall.edu/catalog/Graduate/S2009/gr_sp09_published.pdf)

**Inclement Weather Policy:**

Students can find information concerning Marshall's policy regarding inclement weather on pp. 95-96 of the 2008-2009 undergraduate online catalog [http://www.marshall.edu/catalog/undergraduate/ug\\_08-09\\_published.pdf](http://www.marshall.edu/catalog/undergraduate/ug_08-09_published.pdf), or on pp. 23-24 of the 2008 graduate catalog [http://www.marshall.edu/catalog/Graduate/S2008/gr\\_sp08.pdf](http://www.marshall.edu/catalog/Graduate/S2008/gr_sp08.pdf).