**Marshall University**

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| Course Number/Title  | CMM 474/574: Interpersonal Health Communication |
| Semester/Year | Spring 2013 |
| Days/Time | Thursdays 4:00 - 6:20 pm  |
| Location | Smith Hall 261 |
| Instructor | Dr. Jill C. Underhill |
| Office | Smith Hall 250 |
| Phone | (304) 696-3013 |
| E-Mail | underhillj@marshall.edu |
| Office/Hours | M- 10:00-10:50; 12:00 - 12:50; 2:00 – 3:30 W- 10:00-10:50; 2:00 – 3:30 TH- 1:30-3:30F- 10:00-10:50; 12:00 - 12:50& by appointment |
| University Policies | By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to [www.marshall.edu/academic-affairs](http://www.marshall.edu/academic-affairs) and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to <http://www.marshall.edu/academic-affairs/?page_id=802> Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment  |

**Course Description**

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This seminar investigates the role of communication in establishing effective interactions between health providers, patients, citizens, and families. We will explore theories and findings in relationship development, decision making, intercultural communication, social support, advocacy, and family relationships. |

**General Education Program Student Learning Outcomes**

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| Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:1. Aesthetic/Artistic
2. Communication (oral, written, visual)
3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing.
4. Mathematical and Abstract
5. Multicultural/International
6. Scientific
7. Social/Ethical/Historical
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**Relationships among Course, Program, and Degree Profile Outcomes**

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| Course Student Learning Outcomes | How students will practice each outcome in this Course | How student achievement of each outcome will be assessed in this Course | Program Outcomes | Degree Profile Outcomes |
| Students will understand theory as a context for communication. |

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| Class discussion; Class reading;Class activities;Research Project. |

 | Exams, Research Paper. | 2,3,6,7  | Applied learning;Intellectual skills;  |
| Students will generalize communication patterns from scholarship on health. | Class discussion; Class reading;Class activities;Research Project. | Participation, Exams, Research Paper. | 2,3,6,7 | Applied learning;Intellectual skills; |
| Students will assess the ways health communication theories enhance understanding. | Class discussion; Class reading;Class activities;Research Project. | Participation, Exams, Research Paper. | 2,3,6,7 | Specialized knowledge;Applied learning;Broad, Integrative Knowledge |
| Students will analyze communication artifacts using health communication theory. | Class discussion; Class reading; Class Activities; Research Project. | Participation; Research Paper. | 2,3,6,7 | Applied learning;Broad, Integrative Knowledge;Intellectual skills |
| Students will synthesize scholarship on health communication. | Research Project. | Research Project. | 2,3,6,7 | Specialized knowledge;Applied learning;Broad, Integrative Knowledge;Intellectual skills;Civic learning. |

**Required Texts, Additional Reading, and Other Materials**

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| Thompson, T. L., Parrott, R., & Nussbaum, J. F. (Eds.). (2011). *The Routledge Handbook of Health Communication* (2nd Ed.). New York: Lawrence Erlbaum Associates. Other course readings will be posted on Blackboard. Please bring copies of reading to class.  |

**Course Policies**

This goes without saying, but it is expected that students are respectful of differing opinion during discussion: debate is great, but antagonism is not. This is especially important in this class, as we’ll deal with controversial and sometimes personal topics.

**Late Assignments:** The semester will move very fast and it is difficult to stay on track unless you follow the syllabus closely. Assignments not received by the due date will be subject to a reduced grading scale. For every day that the assignment is late without the instructor’s approval, the assignment grade will drop 20%. The assignment will not be accepted later than 5 days after it is due.

**Grade Inquiries**: All grades will be recorded on Blackboard and can be viewed by the students throughout the semester. All questions about graded assignments or exams must be brought to the instructor within two weeks of the day the grade is posted. We will schedule an appointment to discuss the grade outside of class time.

**Attendance**: Attendance is necessary for this course and will be taken at each session. You are allowed 1 unexcused absence during the semester (on days that do not include your oral presentation or a major grading event; this day should be banked in case of minor illness or commitments that cannot be rescheduled. The unexcused absence does not include major illnesses that require hospitalization or medical care or university-sponsored events). After the one unexcused absence (a week’s worth of class), you will lose -25 points off your total grade for each additional absence. Excused absences must be documented to the Dean of Students. Please see the university catalog for the definition of excused and unexcused absences.

**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.  For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Office at Prichard Hall 11, phone 304-696-2271.

**Cell Phones:** Let’s create an oasis of civility in our classroom.Please make sure that all cell phones are turned off before class starts. If you have an emergency call that you are expecting, please let the instructor know prior to the start of class.

**Laptops:**  Feel free to bring a laptop to access your readings or take notes during class; BUT, other unrelated uses of the computer are not permitted.

**Plagiarism**: Copying another’s work without proper citation of the source constitutes plagiarism. Plagiarism in any form will not be tolerated. A student that is found plagiarizing another’s work will automatically receive an “F” in the course and may be subject to further university discipline.

**Cheating:** According to university policy, cheating is defined as the use of any unauthorized materials during an academic exercise to include notes, study aids etc. Cheating also includes the viewing of another person’s work or securing any part of an assignment or examination in advance of distribution by the instructor. Cheating will not be tolerated in this class and will result in an automatic “F” for the class and the possible recommendation of suspension or expulsion from the university.

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| This is the only physical or hard-copy of this syllabus you will receive. Electronic versions of this syllabus can be accessed on MU Online (Blackboard) and MyMU under the appropriate course listing. |

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| **Course Requirements**  | **Points** | **Due Date** |
| Discussion Leader | 100 | Sign up for sessionMaterials to instructor by 11:59 p.m. Wednesday before class period |
| Participation & Discussion 10 sessions x 10 points  | 100 | Sign up for 10 sessions |
| Midterm Exam(Take-Home Essay) | 100 | March 14 @ 11:59 p.m. |
| Final Exam (Take-Home Essay)  | 100 | May 8 @ 11:59 p.m. |
| Semester Project |
| Outline | 25 | April 4 @ 11:59 p.m. |
| Term Paper  | 100 | May 2 @ 11:59 p.m. |
| Presentation of Term Paper | 75 | May 2 in class |
| **TOTAL**  | 600 |  |

***Discussion Facilitation***

Each student will facilitate the discussion for the assigned readings for the course once during the semester. The specific dates will be chosen during the second class. As a discussion leader for the class, your responsibility is to provide a *detailed* typed outline of the main points of each reading for your classmates, and then be prepared to integrate the ideas in a way that promotes active discussion among the class.

Ways that you can promote discussion include (but are not limited to): assigning in advance a short popular press article for the class; developing an interactive activity related to the material; and/or showing clips of TV shows or movies that demonstrate concepts, etc.

You will prepare 4 or more discussion questions for your colleagues to consider and discuss, and these should be included in the pertinent sections your outline. This part of your grade will be determined by the thoroughness of the summary outline, the energy with which the discussion was facilitated, the creativity and relevance of the activities you use, and, most importantly, your command of the topic. You should plan on playing an active role for the majority of the class period.

Please send the instructor your discussion agenda (plan), discussion questions, planned discussion promotion material, and outlines by 11:59 p.m. on the Wednesday before you facilitate. Bring enough copies of your outlines for everyone in class (let the instructor know if you need her to make copies).

***Participation and Discussion***

This class will be conducted as a seminar, which is organized and conducted differently from typical undergraduate courses. Specifically, students will spend little time listening to lectures and much more time reading and analyzing course materials, participating in thoughtful and focused discussion about the material, and synthesizing old and new ideas. In hopes of fulfilling these goals, *you are asked to bring at least two well-developed discussion questions to class that pertain to that day’s readings* to 10 class sessions.

Questions might be related to inconsistencies between readings, misunderstandings you might have, questions for other students about how readings relate, problems with the research, ethical quandaries that arise, etc. These questions are expected to be thought-provoking (simply asking questions that are answered in the readings won’t be counted). The point of the questions is to stimulate interesting conversation and demonstrate that you completed the assigned readings.

You should provide me with a printed copy of your questions at the beginning of class, clearly labeled with the date and the topic at the top of the page. You should also have a copy for yourself so you’ll remember what questions need asking. You will be graded on the questions you bring each day as well as the quality of your contributions to the discussion (10 points per session x 10 sessions = 100 points).

***Midterm and Final Exam***

The midterm and final exams will both be take-home, essay exams. Students will be asked to synthesize and apply readings and class discussions. The exams will be posted on Blackboard, and should be submitted via the dropbox function on Blackboard by 11:59 pm of their due date.

***Term Paper***

Your term paper will explore how an interpersonal communication intervention could be used to address a pertinent public health issue. Identify a public health issue of interest to you (the possibilities are endless). Your paper should begin with an exposition of the health issue that provides the naïve reader with a full and clear understanding of current thought and knowledge about the topic. (2 pages)

Then, you will discuss an interpersonal context (i.e. patient/provider, family, intimate relationships) that you believe would provide the best opportunity to communicate with the target population about the health issue. You will explain why this interpersonal communication context could be especially fruitful for reaching the target population by reviewing relevant literature (using research, scientific, and/or professional publications). (3-4 pages)

Next, you will discuss the types of messages that could be used in this context, taking into account variables discussed in class that you believe may influence how the message is received (i.e., culture, stigma, efficacy). Explain why you believe your proposed messages could be effective by reviewing relevant literature (using research, scientific, and/or professional publications) concerning the topic. (3-4 pages)

We also discussed the crucial nature of social support. Discuss why social support would be important in your health context. Explicate how your interpersonal intervention could provide social support to the target population. (1-2 pages)

Finally, discuss the strengths and weaknesses of your proposed intervention. (1-2 pages)

Paper Requirements:

Remember to get instructor approval on your topic.

The paper should range from 10-14 pages, excluding the title page, abstract, references, etc.

The paper should include at least 15 current scholarly sources.

Use APA style and follow APA guidelines for margins, font size, etc.

You will turn in an outline of your paper for review by the instructor on April 4. This outline should include all the sections mentioned above and the main ideas for each section. Citations should be provided with a reference list.

You will also present your interpersonal intervention to the class during our last session.

Guidelines and rubrics for the outline, paper, and presentation will be available on Blackboard.

**Course Schedule\***

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| **Week** | **Date** | **Topic** | **Facilitator** | **Participators** |
| 1 | Jan 17 | Course Introduction |  |
| 2 | Jan 24 | Introduction to Interpersonal Health Communication & Contexts |  |
| 3 | Jan 31 | Uncertainty, Risk, & Information Management |  |  |
| 4 | Feb 7 | Culture |  |  |
| 5 | Feb 14 | Disparities & Stigma |  |  |
| 6 | Feb 21 | Health Narratives |  |  |
| 7 | Feb 28 | Efficacy & Hope  |  |  |
| 8 | March 7 | Social Support |  |  |
| 9 | March 14 | Midterm- Essay Exam  |  |
| 10 | March 28 | Patient/Provider Communication |  |  |
| 11 | April 4 | Health Communication in the Family |  |  |
| 12 | April 11  | Health Communication in Intimate Relationships |  |  |
| 13 | April 18 | e-Health  |  |  |
| 14 | April 25 | Potpourri  |  |
| 15 | May 2 | Presentations  |  |
| The final exam will be posted to Blackboard on May 1 and will be due May 8 at 11:59 p.m.\*Schedule subject to change as needed. Updates will be posted on Blackboard and announced in class. |

**Weekly Readings**

**Week 2: Introduction to Interpersonal Health Communication & Contexts**

Thompson et al., Chapter 18 “Explaining Illness”

Thompson et al., Chapter 24 “Everyday Interpersonal Communication & Health”

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.

**Week 3: Uncertainty, Risk, & Information Management**

Thompson et al., Chapter 10 “Risk Communication”

Brashers, D., Goldsmith, D. J., & Hsieh, E. (2002). Information Seeking and Avoiding in Health Contexts. *Human Communication Research, 28,* 257-281.

Jones, K. O., Denham, B., E., & Springston, J. K. (2007). Differing effects of mass and

interpersonal communication on breast cancer risk estimates: An exploratory study of

college students and their mothers. *Health Communication, 21,* 165-175.

**Week 4: Culture**

Thompson et al., Chapter 20 “Culture, Communication, & Health”

Dutta, M. J. (2007). Communicating about culture and health: Theorizing culture-centered and cultural sensitivity approaches. *Communication Theory, 17,* 304-328.

Muturi, N. (2005). Communication for HIV/AIDS prevention in Kenya: Socio-Cultural Considerations. *Journal of Health Communication, 10,* 77-98.

**Week 5: Disparities & Stigma**

Thompson et al., Chapter 29: “Stigma, Communication, & Health”

Thompson et al., Chapter 30: “Communication & Health Disparities”

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.

Agne, R. R., Thompson, T. L., & Cusella, L. P. (2000). Stigma in the line of face: Self-disclosure of patients' HIV status to health care providers. *Journal of Applied Communication Research*, *38*, 235-261.

**Week 6: Health Narratives**

Thompson et al., Chapter 3: “Narrative Turns Epic”

Anderson, J. O., & Geist Martin, P. (2003). Narratives and healing: Exploring one family’s stories of cancer survivorship. *Health Communication, 15*, 133-143.

Walker, K. L., & Dickson, F. C. (2004). An exploration of illness-related narratives in marriage:

The identification of illness-identity scripts. *Journal of Social & Personal Relationships*, *21*,

527-544.

**Week 7: Efficacy & Hope**

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavior change. *Psychological Review, 84,* 191 – 215.

Lazarus, R. L. (1999). Hope: An Emotion & Vital Coping Resource Against Despair. *Social Research, 66,* 653-678.

Epel, E. S., Bandura, A., & Zimbardo, P. G. (1999). Escaping Homelessness: The Influences of Self-Efficacy and Time Perspective on Coping with Homelessness. *Journal of Applied Social Psychology, 29,* 575 – 596.

Smalec, J. L., & Klingle, R. S. (2000). Bulimia interventions via interpersonal influence: The role of threat and efficacy in persuading bulimics to seek help. *Journal of Behavioral Medicine, 23,* 37-57.

**Week 8: Social Support**

Thompson et al., Chapter 21: “Social Support, Social Networks, & Health”

Thompson et al., Chapter 22: “Computer-Mediated Social Support”

Schwarzer, R., & Leppin, A. (1991). Social support and health: A theoretical and empirical

overview. *Journal of Social and Personal Relationships, 8*, 99-127.

DiMatteo, R. (2004). Social support and patient adherence to medical treatments: A meta-analysis. *Health Psychology*, *23*, 207-218.

**Week 10: Patient/Provider Communication**

Thompson et al., Chapter 4 “How Medical Interaction Shapes…”

Thompson et al., Chapter 5 “Beyond Primary Care Providers”

(see next page for articles)

Perloff, R. M., Bonder, B., Ray, G. B., Ray, E. B., & Siminoff, L. A. (2006). Doctor-patient

communication, cultural competence, and minority health: Theoretical and empirical

perspectives. *American Behavioral Scientist*, 49, 835-852.

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.

**Week 11: Health Communication in the Family**

Thompson et al., Chapter 23: “Insights about Health from Family Communication Theories”

Zhang, A. Y., & Siminoff, L. A. (2003). Silence and cancer: Why do families and patients fail to communicate? *Health Communication*, *15*, 415-429.

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.

**Week 12: Health Communication in Intimate Relationships**

Diamond, L. M., Hicks, A. M., Otter-Henderson, K. O. (2008). Every time you go away:

Changes in affect, behavior, and physiology associated with travel-related separations from romantic partners. *Journal of Personality and Social Psychology, 95*, 385-403.

Dailey, R. M., Richards, A. A., & Romo, L. K. (2010). Communication with significant others

about weight management: The role of confirmation in weight management attitudes and behaviors. *Communication Research, 37*, 644-673.

Monahan, J. L., Miller, L. C, & Rothspan, S. (1997). Power and intimacy: On the dynamics of

risky sex. *Health Communication*, *9*, 303-321.

**Week 13: e-Health**

Thompson et al., Chapter 6: “Telemedicine”

Thompson et al., Chapter 12: “Online Health Information”

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.

Hawn, C. (2009). Take two aspirin and tweet me in the morning: How Facebook, Twitter, and other social media are reshaping health care. *Health Affairs, 28,* 361- 368.