

# **COMM 523 Health Communication**

## **Online Course Fall 2022**

### **Instructor**

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Office hours: I am very happy to answer your questions online. Please contact me to set up an online appointment.

### **Communication Policy**

Email is the best way to contact me. Be sure to label all messages as Course Number COMM 523, followed by a brief subject description. Please do not hesitate to contact me whenever you have questions or concerns or if you need help. This not only helps you get assistance you need, but also provides valuable feedback as to how the course can be improved

I will respond within 24 hours Monday- Friday. If you send a message on Saturday, you can expect a response by Monday. If you do not receive a response within 48 hours during weekdays, please re-send your message, as it may have not reached my inbox. Likewise, I request that you check your university email regularly too and respond to any messages I send to you with the same 24-hour consideration.

Please approach every assignment and online communication with professionalism. Professional communication includes, but is not limited to:

- Greetings and salutations in emails.
- Correct spelling, capitalization, and punctuation.
- Use your WKU email account to send messages.
- Use full words, NOT abbreviated or text messaging type codes (e.g. BTW).
- Do not use expletives or slangs.

### **Course Description**

Understanding the delivery of health care has become increasingly complex. Health communication occurs in a variety of contexts (for example, school, home, and work); through a variety of channels (for example, interpersonal, small group, organizational, community, and mass media) with a variety of messages and for a variety of reasons. This course allows us to examine and research the need for more effective communication in the delivery of health care. This is an online semester course (3.0 hours) that relies on Blackboard (BB) for course delivery.

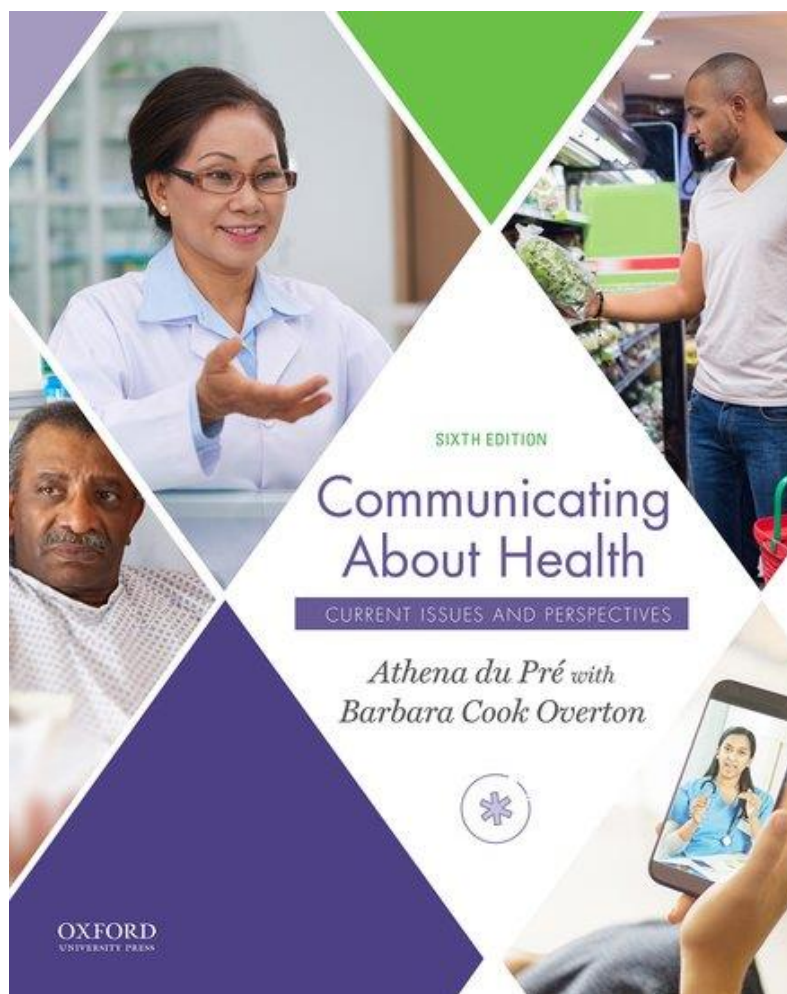
### **Student Learning Outcomes**

- Apply communication and health theories to help explain the delivery of health care.

- Research, analyze, and write about health communication issues.
- Identify variables (e.g., culture, technology) that affect communicating in health care contexts.
- Evaluate communication behaviors in health care relationships, health care groups, and health care organization.
- Analyze, interpret, and evaluate messages in health communication campaigns.
- Demonstrate competent oral, written, and analytical communication skills necessary for effective performance in this course.

### Required Materials

du Pré, A & Overton, B. C. (2020). *Communicating about health: Current issues and perspectives* (6<sup>th</sup> ed.). New York: Oxford Press.



An ideal combination of communication theory and practical advice. An indispensable resource for readers looking to improve their communication abilities in the health care field. The text offers an excellent balance of theory and practice; research and pedagogy; coverage of patient/caregiver issues; and material on the current, historical, and philosophical backgrounds of communication in health care. This edition includes a

greater emphasis on theory, narrative, and technology in order to reflect changes in the health industry.

Other supplemental readings may be placed on BB.

**Required Blackboard Site:** Go to the WKU homepage and click on the Blackboard link. Log on using your WKU ID and password. Then click on COMM 523. Course assignments, PowerPoint presentations, announcements, class discussion boards and grades will be available through this website.

**Required Skills for Online Course:** In order to be successful in this class you need to be able to have regular access to a computer that can handle all the functions in Blackboard. You must be able to navigate all the features in Blackboard in order to access your work and complete your assignments. Know how to create, send, open, close, and save files and attachments with Microsoft applications. We will use all BB features in this course.

**Technical Assistance:** Blackboard can sometimes have issues. If you are experiencing technical difficulties with Blackboard, immediately call the WKU IT Help Desk (270-745-7000). I am unable to solve Blackboard issues as Information Technology monitors the program and they are the best source of help regarding technical difficulties.

**Format:** This course combines assigned readings, class discussion boards, exams, and papers to examine the important role communication plays in providing health care. It is necessary for you to complete all assignments. The readings and other material provided on BB are important as they serve as the foundation for your responses in creating postings for the discussion board, exams, and other forms of assessment.

## Course Requirements

**Participation Policy:** Successful online learning requires active participation and to “attend to” the course requirements in a timely manner. Participation is defined as signing in to the COMM 523 Blackboard site, completing readings and other assignments. Your participation is tracked on Blackboard. Expect substantive participation with a minimum of two days per week. Meet this minimum participation to stay active in the class. **If this participation requirement is not met for two consecutive weeks, then a final course grade of FN will be given.**

**Assignment Due Dates & Late Work:** You are expected to complete assignments by the scheduled due date. The due date for each assignment is listed in the Syllabus and/or on the course BB. All assignments are due by 11:59 PM (Central Standard Time) of the due date (usually Sundays except the Final Exam week) unless announced otherwise. It is your responsibility to be aware of assignment due dates. All assignments must be submitted to BB. I will NOT accept assignments by email.

*No late exams or minitests are allowed in this class. All the online exams and minitests will go offline after the due dates. You will not be able to take them once they go offline.*

*Written assignments turned in after the due dates will receive 25% deduction for every DAY (not every business day) they are late.* To illustrate how this works, imagine that a paper is due at 11:59 PM on Sunday. Karen tries to submit her reflection paper on 11:58 pm on Sunday but runs into technical difficulties so she has to turn it in at 12:05 am on the following Monday. She would receive a 25% deduction. As the semester progresses, you should prepare for the unexpected by recognizing deadlines as the latest possible moment that assignments will be accepted and plan to submit them well in advance. If you encounter problems that will interfere with your ability to complete an assignment or the course in a timely or successful manner, please email me immediately. It is important that you contact me sooner than later. Please note that computer problems are not a valid excuse for late written assignments or missed exams.

**Assignment Grade Appeal Policy:** Each assignment grade should be posted approximately one week later after the due date of a class assignment. Once your assignment grade is posted on Canvas, you are welcome to ask questions about your grade and feedback I provide. Appeals to change your assignment grade must be initiated within one week of the date on which the grade was posted on BB (I will notify everyone when a grade is posted).

**Online Civility:** Our online classroom climate must be comfortable and respectful for all of us. In this class it is especially important that we show respect to one another. Stories about experiences related to this topic may be personal in nature and we need to be sensitive and confidential with this information. Respond in a professional manner in all your online interactions. Please avoid negative language that may exclude members of our classroom community.

**Title IX Misconduct/Assault Statement:** Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, 270-745-5398 or Title IX Investigators, 270-745-5429 or 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

**ADA Accommodation Statement:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union,

1074. SARC can be reached by phone number at 270-745-5004 or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu) . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Student Academic Assistance:** Please take advantage of all the additional academic support available to you at WKU. Please use The Writing Center <https://www.wku.edu/writingcenter/> and have a tutor help you with your writing assignments. The work you turn in to me must use correct grammar, spelling, and APA Style. For help on APA Formatting visit: <http://owl.english.purdue.edu/owl/> our text also uses APA style and there are resources under the Student Resource Portal Tab in Blackboard.

**Academic Integrity:** Academic misconduct will not be tolerated. Please read the WKU Student Handbook (<https://www.wku.edu/handbook/academic-dishonesty.php/>) and the WKU Academic Integrity Statement ([https://www.wku.edu/cebs/faculty\\_and\\_staff/academic\\_integrity\\_statement.pdf](https://www.wku.edu/cebs/faculty_and_staff/academic_integrity_statement.pdf)). It includes, but is not limited to cheating on an exam, presenting someone else's ideas or another source as your own, using the same paper for more than one class, and fabricating or inventing data. A plagiarism-detecting tool, SafeAssign, will be used for this class.

Disciplinary procedures for violations of academic integrity is as follows. Any student violating the standards of academic integrity and adversely affecting the worth and conduct of a course or courses of study may be penalized by the faculty.

Submitting work that involves plagiarism will result in the following penalties:

- **FIRST OFFENSE** - You will receive a zero (0) for that assignment or exam. You are also subject to any penalties imposed by the University.
- **SECOND OFFENSE** - You will receive a failing grade of "F" for the course. You are also subject to any penalties imposed by the University.

**Discussion Boards (DB):** We use the DB for class discussions about the topic being introduced. Be sure to read all available material necessary to respond to a particular discussion board. Get a cup of coffee or tea and carefully read over the **DB Guidelines and Rubric** (under the Information tab in Blackboard). DBs are very important to our course as they show the extent to which you read and process the material presented and that you have formed educated opinions, which you can share about the content.

**Regular and Substantive Interaction (RSI):** The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the Regular and Substantive Interaction in Online and Distance Learning webpage <https://www.wku.edu/citl/rsi.php>.

In this course, regular and substantive interaction will primarily take place in the following ways:

- Faculty participation in discussion boards,
- Weekly announcements and due date reminders, and
- Timely and constructive feedback on assignments provided within approximately one week of due dates.

**COVID-19 Safety:** All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the WKU COVID-19 Assistance Line at 270-745-2019 within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill).

**Syllabus Changes:** This syllabus is intended to contain complete and accurate information; however, I reserve the right to adjust this syllabus during the course. Students will be notified by the instructor of any changes in course requirements or policies.

## **Course Schedule**

(All times listed are Central Standard Time)

### **8/22-8/28 Week One: Establishing a Context for Health Communication**

#### **Chapter One:** Introduction-pg. 2-19

This chapter introduces us to health communication, current issues, and the reasons why people are studying this area.

#### **Learning Objectives:**

1. Define health communication and identify it in interactions
2. Distinguish between the biomedical and biopsychosocial models of health
3. Identify the benefits of studying health communication
4. Describe current issues in health care today

#### **Assignments:**

1. Discussion Board One: "Getting to Know You" closes 8/28 at 11:59 PM
2. Read Course Syllabus, Course Assignments, and Tentative Course Outline-be familiar with tabs in menu bar in Blackboard site
3. Review the BB site for this course
4. Review DB guidelines in the "START HERE"

### **8/29-9/4 Week Two: Establishing a Context for Health Communication**

## **Chapter Two: The Landscape for Health Communication-pg. 20-39**

This chapter provides the foundation for the study of health communication. Information is provided on current issues in health care. We will focus on how these issues impact communication. A good summary of managed care and the options available today is included.

### **Learning Objectives:**

1. To explain the influence of science and religion on health care today
2. To describe how the Western health care system has evolved
3. To explain the factors leading to the advent of managed care
4. To distinguish between various forms of managed care organizations and to identify the pros and cons of each

### **Assignments:**

1. Minitest One (covers Chapters One and Two) due on 9/4 by 11:59 PM
2. Discussion Board Two closes 9/4 at 11:59 PM

## **9/5-9/11 Week Three: The Roles of Patients and Professional Caregivers**

### **Chapter Three: Patient-Caregiver Communication-pg. 40-62**

This chapter describes patient and caregiver relationships focusing on interpersonal communication. These relationships are affected by who talks, who listens, and who gets to make medical decisions. Information focuses on the importance of communication in establishing an effective patient-caregiver relationship.

### **Learning Objectives:**

1. To analyze the impact of power differentials on patient–caregiver communication
2. To contrast caregiver-centered communication with collaborative communication
3. To describe and gain experience with motivational interviewing, dialogue, and narratives
4. To explain and examine the ethical considerations of therapeutic privilege
5. To list and explain common features of environmental restructuring in medical settings
6. To develop skills and strategies for avoiding and handling transgressions

### **Assignments:**

1. Minitest Two (covers Chapter Three) due on 9/11 by 11:59 PM

## **9/12-9/18 Week Four: Patient Perspectives**

### **Chapter Four: Patient Perspective, pg. 63-78**

How do we express ourselves in health encounters? What do we like and dislike about health care? In this chapter we look at how communication is affected by illness and the different stressors patients face in seeking care.

**Learning Objectives:**

1. To describe the Voice of Lifeworld and explain how it differs from the Voice of Medicine
2. To list and describe some experts' tips for communicating effectively as a patient
3. To identify the dispositional factors that may influence the ways people communicate as patients
4. To describe what factors influence patient satisfaction with health care encounters
5. To explain the difference between "patient compliance" and "patient cooperation" and why it is important for patients and caregivers to collaborate
6. To define the terms of informed consent and explain the influence of unethical atrocities such as the Tuskegee Syphilis Study
7. To identify the stages of identity change during chronic illness
8. To describe the integrative health model and explain how it differs from a strictly biomedical perspective

**Assignments:**

1. Minitest Three (covers Chapter Four) due on 9/18 11:59 PM
2. Discussion Board Three closes 9/18 at 11:59 PM
3. Prepare for Exam One (covers Chapters One to Four)

**9/19-9/25 Week Five: Caregiver Perspectives****Chapter Five: Caregiver Perspective, pg. 79-101**

Senders and receivers often come from different perspectives and their individual perceptions affect the understanding of messages directly impacting outcomes. This chapter presents the viewpoint of the caregiver, and the challenges they face in providing care.

**Learning Objectives:**

1. To identify the effects of caregiver training on communication and behavior
2. To describe how professional and psychological factors influence caregivers
3. To learn tips for minimizing stress and burnout as a health professional
4. To explain the rules and implications of the Health Insurance Portability and Accountability Act (HIPAA)
5. To define the dynamics involved in medical mistakes and communication strategies for preventing or dealing effectively with medical mistakes
6. To identify the advantages and challenges of interdisciplinary teamwork in health care organizations

**Assignments:**

1. Activity One due on 9/25 by 11:59 PM
2. Exam One (covers Chapters One to Four) closes 9/25 at 11:59 PM



## **9/26-10/2 Week Six-Social and Cultural Issues**

### **Chapter Six: Diversity in Health Care, pg. 104-130**

Patients who differ in terms of social status, gender, race, language, ability, or age have different experiences that affect the delivery of health care services. The focus is on ethics, privacy and preventing discrimination. Health literacy, an area that is currently receiving a lot of national, state, and local attention is also discussed.

#### **Learning Objectives:**

1. To describe how socioeconomic status and health literacy influence health communication and to identify techniques to minimize status and literacy barriers
2. To explain how sexual orientation, race, and language differences influence health communication
3. Identify tips for communicating openly and respectfully
4. To explain the ethical dilemmas involved in rationing health care
5. Explain challenges surrounding genetic testing
6. To identify how people with disabilities regard health care encounters
7. To name tips for communicating effectively with children and older adults
8. To identify tips for communicating with members of marginalized populations

#### **Assignments:**

1. Minitest Four (covers Chapters Five and Six) due on 10/2 by 11:59 PM
2. Prepare for Health Communication Analysis Paper

## **10/3-10/9 Week Seven: Social and Cultural Issues**

### **Chapter Seven: Cultural Conceptions of Health and Illness, pg. 131-156**

This chapter discusses the impact of culture on health and healing. We examine different ethnicities and the way they view health in light of cultural beliefs. Holistic medicine is explored along with a cultural analysis of drug marketing.

#### **Learning Objectives:**

1. To describe diverse cultural perspectives
2. To contrast Eastern and Western perspectives on health
3. To compare and contrast the organic model and the harmony model of health
4. To identify the implications of considering health as a stigma or curse
5. To explain the theory of health as expanded consciousness
6. To name and understand diverse patient–caregiver roles such as mechanics and machines, parents and children, spiritualists and believers, providers and consumers, and partners
7. To identify strategies for cultural competence in health-related situations
8. To compare the advantages and disadvantages of holistic care

#### **Assignments:**

1. Activity Two due on 10/9 by 11:59 PM

2. Health Communication Analysis Paper Topic Development due on 10/9 by 11:59 PM
3. Prepare for Exam Two (covers Chapters Five to Seven)

### **10/10-10/16 Week Eight-Coping and Health Resources**

**Chapter Eight:** Social Support, Family Caregiving, and End of Life, pg. 158-186  
 Research has shown that social support can help to alleviate or cure medical conditions. This chapter presents information on supportive communication. Other areas that are addressed are: family caregiving, end-of-life experiences, and virtual communities

#### **Learning Objectives:**

1. To identify the key components of social support and what efforts are most helpful
2. To distinguish between an internal and an external locus of control and to describe how these concepts relate to coping and social support
3. To describe what constitutes a crisis and how the concept of normalcy applies to people's coping efforts
4. To explain how different forms of social support contribute to people's coping abilities
5. To identify tips for supportive listening and showing support for people's expressions of emotion
6. To identify the pros and cons of support groups and virtual communities
7. To define and describe transcendent experiences
8. To identify the challenges and rewards of caring for loved ones at home
9. To describe different perspectives on death and end-of-life experiences and to identify techniques for coping with these experiences

#### **Assignments:**

1. Exam Two (covers Chapters Five to Seven) closes 10/16 at 11:59 PM
2. Minitest Five (covers Chapter Eight) due on 10/16 by 11:59 PM

### **10/17-10/23 Week Nine: Coping and Health Resources**

**Chapter Nine:** eHealth, mHealth, and Telehealth pg. 187-213  
 This chapter explores the use of technology to deliver health information and resources. We look at how these technologies affect communication and the availability of health information.

#### **Learning Objectives:**

1. To analyze the role of mHealth and eHealth in public dialogue
2. To explain the conditions in which people seek health information online
3. To compare and contrast online and face-to-face communication about health
4. To describe the advantages and challenges of mobile technology
5. To discuss the uses, advantages, and disadvantages for telemedicine

**Assignments:**

1. Minitest Six (covers Chapter Nine) due on 10/23 by 11:59 PM
2. Discussion Board Four closes 10/23 at 11:59 PM

**10/24-10/30 Week Ten: Communication in Health Organizations**

**Chapter Ten:** Health Care Administration, Human Resources, Marketing, and PR pg. 216-234

This chapter focuses on the changes in the health care system. Information on Six Sigma is presented. Theories in organizational communication are considered and applied to health care.

**Learning Objectives:**

1. To identify and understand the impact of current issues in health care, including rapid change, consumerism, consolidation, and efficiency
2. To develop communication skills that encourage leadership, collaboration, visionary goal setting, team building, and social media use
3. To describe theories and techniques relevant to human resources in health care
4. To identify the factors that led to a nursing shortage in the United States and the harmful results when medical centers are understaffed
5. To explain and apply best practices in health-related marketing and public relations
6. To debate the ethical issues of advertising health care services
7. To describe the key components of effective crisis management
8. To explain the value of service excellence and identify strategic means of improving service in health care organizations

**Assignments:**

1. Minitest Seven (covers Chapter Ten) due on 10/30 by 11:59 PM
2. Health Communication Analysis Paper Source Development due on 10/30 by 11:59 PM

**10/31-11/6 Week Eleven: Media, Public Policy, and Health Promotion**

**Chapter Eleven:** Health Images in the Media, pg. 239-267

This chapter provides information regarding health images in advertising, news, and entertainment. Media literacy is discussed. The impact of news reporting about health information is also featured.

**Learning Objectives:**

1. To describe the advantages and disadvantages of direct-to-consumer drug advertisements
2. To identify the impact of health images in advertising, news, and entertainment
3. To explain how health-related images in movies and television influence what people expect from health care encounters

4. To specify how media literacy can help people identify misleading health messages and make the most of valuable health information in the media

**Assignments:**

1. Minitest Eight (covers Chapter Eleven) due on 11/6 by 11:59 PM
2. Prepare for Exam Three (covers Chapters Eight to Eleven)

**11/7-11/13 Week Twelve: Media, Public Policy, and Health Promotion**

**Chapter Twelve:** Public Health and Crisis Communication, pg. 268-294

This chapter focuses on the role of communication in public health and crisis. Mini-cases are provided for analysis concerning certain health threats.

**Learning Objectives:**

1. To explain the challenges inherent in keeping the public informed about health risks and health crises
2. To identify communication strategies for handling public health risks and crises effectively
3. To define public health and its relationship to risk and crisis communication
4. To describe case studies in risk and crisis communication and identify the lessons in each
5. To knowledgeably analyze ethical issues in public health
6. To identify where the U.S. health system ranks in relation to other developed countries and to indicate what the U.S. system does well and what needs improvement

**Assignments:**

1. Exam Three (covers Chapters Eight to Eleven) closes 11/13 at 11:59 PM
2. Minitest Nine (covers Chapter Twelve) due on 11/13 by 11:59 PM

**11/14-11/20 Week Thirteen: Media, Public Policy, and Health Promotion**

**Chapter Thirteen:** Planning Health Promotion Campaigns, pg. 295-318

Health communication specialists study health promotion campaigns to identify the effectiveness of the messages and the impact of this type of communication on the receivers. In this chapter the reader is guided through the development and evaluation of public health campaigns. This chapter addresses the ethics of persuading people to change health habits and to practice healthier behaviors.

**Learning Objectives:**

1. To identify factors that motivate people to change or maintain health-related behaviors
2. To name and understand the key components of an effective health promotion message

3. To explain the knowledge gap hypothesis and its effects
4. To analyze the ethical implications of health campaigns
5. To describe effective methods of conducting the initial steps in creating a health campaign, including defining the situation and potential benefits, analyzing and segmenting the audience, establishing campaign goals and objectives, and selecting channels of communication
6. To define narrowcasting and explain how it works

**Assignments:**

1. Minitest Ten (covers Chapter Thirteen) due on 11/20 by 11:59 PM
2. Activity Three due on 11/20 by 11:59 PM

**11/21-11/27 Week Fourteen: Research Week**

**Assignments:**

Prepare for Health Communication Analysis Paper

**11/28-12/4 Week Fifteen: Media, Public Policy, and Health Promotion**

**Chapter Fourteen:** Designing and Implementing Health Campaigns, pg. 319-344

The author continues to present information on health promotion campaigns. In this chapter theories of behavior change are presented and related to designing and evaluating health campaigns.

**Learning Objectives:**

1. To explain the leading theories of behavior change
2. To describe the critical-cultural perspective and how it applies to health campaigns
3. To identify effective methods of completing a health campaign, including designing campaign messages, piloting and implementing the campaign, and evaluating and maintaining it
4. To explain the multifaceted ways that peer pressure sometimes affects people's health-related choices

**Assignments:**

1. Prepare for Exam Four (covers Chapters Twelve to Fourteen)
2. Discussion Board Five closes 12/4 at 11:59 PM
3. Health Communication Analysis Paper due on 12/4 at 11:59 PM

**12/5- 12/8 Week Sixteen: Final Week**

**Assignments:**

1. Exam Four (Covers Chapters Twelve to Fourteen) closes 12/8 (Thursday) at 11:59 PM

### Course Assignment Descriptions:

All assignments are due on the date specified in the Tentative Course Outline. There is NO make-up work in this course. Please review the course outline and note when work is due so that you do not miss assignments or exams. All assignments must be typewritten and submitted through Blackboard. *Do not send your assignments to my email address.* All written work must be in a standard Microsoft Word format (unless stated otherwise) with APA format-including 12-point font, double spacing, and 1-inch margins at the top, bottom, right, and left sides. In the case of multiple pages, the paper must include a header in the top right corner with a page number and your name on every page. We use the *Publication Manual of the American Psychological Association* (7<sup>th</sup> Ed.) for all our work.

*Please note that none of the completed, graded assignments may be used in any other course without approval from the professor. Do not use any work in this course that has been submitted for another course. For each assignment be sure to use new information that has not been graded for a previous assignment.*

### Health Communication Activities (3 at 25 points each)

These activities serve to explain and reinforce concepts studied in the textbook (du Pré & Overton, 2020), which is the fourth edition. Write a short paper discussing the concept, recent research, something from the learning module, and your own personal experience with the topic. The purpose of these activities is to show me that you have read the course materials and can apply the information. Use APA style to guide your writing and referencing. (75 points total)

**Activity One** (25 points total): Is there a different way for health care providers and patients to communicate?

- Watch the video, “Honoring the stories of illness” and connect what the presenter is saying with the information in du Pré and Overton on this topic. How does this video connect to the way caregivers are selected, educated, or socialized according to du Pré and Overton? (10 points)
- Write a double-spaced, three full-page paper. Remember if you use someone’s exact words it requires quotation marks, author, year, and p. number. Your safe assign score should be as close to zero as possible. Attach an APA reference page citing your textbook (du Pré & Overton, 2020) and any other resources. Use one recent (2016-2022) academic communication journal article and connect it to your paper. (10 points)
- Connect some other content from the videos and/ or web sites listed in the Learning Module Information provided should be worth five points-in other words, be specific about the content. (5 points)
- Purpose of these activities is to show me that you have read the course materials and can apply the information in a paper. Use [APA style](#) to guide your writing and referencing.

**Activity Two** (25 points): Diversity issues in providing health care.

- Ageism and over-accommodation identify several challenges for health communication. Watch the video “The Beauty of Aging” (trailer) or “Ageism toward older adults.” Connect content from du Pré and Overton (on this topic) to the video you chose. (10 points)
- Write a double-spaced, three full-page paper. Remember if you use someone’s exact words it requires quotation marks, author, year, and p. number. Your safe assign score should be as close to zero as possible. Attach an APA reference page citing your textbook (du Pré & Overton, 2020) and any other resources. Use one recent (2016-2022) academic communication journal article and connect it to your paper. (10 points)
- Connect some other content from the videos and/ or web sites listed in the Learning Module Information provided should be worth five points-in other words, be specific about the content. (5 points)
- Purpose of these activities is to show me that you have read the course materials and can apply the information in a paper. Use [APA style](#) to guide your writing and referencing.

**Activity Three** (25 points): Identifying effective crisis communication.

- What is effective crisis communication? What are some factors that might discourage us from having effective crisis communication? What lessons can we learn from the prevention and control of COVID-19 in the U.S.? Integrate some theories/concepts du Pré and Overton explains in our textbook. (10 points)
- Write a double-spaced, three full-page paper. Remember if you use someone’s exact words it requires quotation marks, author, year, and p. number. Your safe assign score should be as close to zero as possible. Attach an APA reference page citing your textbook (du Pré & Overton, 2020) and any other resources. Use one recent (2016-2022) academic communication journal article and connect it to your paper. (10 points)
- Connect some content from the videos and/ or web sites listed in the Learning Module (5 points)
- Purpose of these activities is to show me that you have read the course materials and can apply the information in a paper. Use [APA style](#) to guide your writing and referencing.

**Exams**-There are four online exams (25 questions) in this course. The exams are based on content in the chapter readings and in the learning modules. You only have one attempt so once you start you must complete in 40 minutes. The exams will be multiple choice, and true and false. Each exam is open-book and worth 50 points for a total of 200.

**Exam One**-Covers Chapters One, Two, Three, and Four

**Exam Two**-Covers Chapters Five, Six, and Seven

**Exam Three**-Covers Chapter Eight, Nine, Ten, and Eleven

### **Exam Four-**Covers Twelve, Thirteen, and Fourteen

**Minitests**-There are ten short minitests (10 questions) based on your readings. You will take them through Blackboard. Be sure to complete the minitests at a time when you have no distractions. You only have one attempt so once you start you must complete in 15 minutes. Each minitest is open-book and worth 10 points for a total of 100.

Minitest One (covers Chapter 1 and 2)  
 Minitest Two (covers Chapter 3)  
 Minitest Three (Covers Chapter 4)  
 Minitest Four (covers Chapter 5 and 6)  
 Minitest Five (covers Chapter 8)  
 Minitest Six (covers Chapter 9)  
 Minitest Seven (covers Chapter 10)  
 Minitest Eight (covers Chapter 11)  
 Minitest Nine (covers Chapter 12)  
 Minitest Ten (covers Chapter 13)

**Discussion Boards**-The DBs are important for us as they provide a mechanism for you to have a conversation with your classmates about course content. We have five discussion boards (first one is the Introduction Forum) based on our readings and other BB materials. Please read the *Discussion Board Guidelines* provided under the START HERE course menu lin in BB before beginning a DB. Each discussion board is worth 25 points. (125 points total)

Discussion Board One-"Getting to Know You"  
 Discussion Board Two-Modern Medicine and Age-Old Principles  
 Discussion Board Three-The Empowered Patient  
 Discussion Board Four- eHealth and mHealth  
 Discussion Board Five-Health Communication Campaigns

### **Health Communication Analysis Paper**

Select a topic from the approved topic list under the Health CommAnalysis Paper course menu link. Your research should advance our knowledge on the subject matter beyond what du Pré and Overton says. Your research paper must be based on at least three recent (2016-2022) academic journals that feature health communication research. Use these sources to develop your paper. I encourage you to use additional sources as well, but do be careful to use reliable sources. Write a minimum of 6 pages (double-spaced, one-inch margins at the top, bottom, right and left sides) analyzing the health communication topic from the approved list on BB). An additional page should be added for the references used in your paper. Your grade will be based on the following criteria: (points)

<b>Health Communication Analysis Paper</b>	<b>Points</b>	<b>Due Dates</b>
Topic Development	5	10/9
Source Development	5	10/30



Final Paper	90	12/4
<ul style="list-style-type: none"> <li>• Connection of health topic to communication (10 points)</li> </ul>		
<ul style="list-style-type: none"> <li>• Sufficient and accurate presentation of concepts uses three recent communication journal articles and textbook to build content (25 points)</li> </ul>		
<ul style="list-style-type: none"> <li>• Quality and accuracy of research findings (15 points)</li> </ul>		
<ul style="list-style-type: none"> <li>• Quality of introduction and conclusion (15 points)</li> </ul>		
<ul style="list-style-type: none"> <li>• Writing, grammar, and spelling (15 points)</li> </ul>		
<ul style="list-style-type: none"> <li>• APA Format (10 points)</li> </ul>		

Follow APA formatting in the paper as well as in references. Remember our text uses APA style. To get help with APA visit [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

#### **ASSIGNMENT AND GRADING SCALE (points)**

Three short papers (3 @25)	75
Exams (4 @ 50)	200
Minitests ((10 @ 10)	100
Discussion Boards (5 @ 25)	125
Health Communication Paper	100
Total	600

A=540-600
B=480-539
C=420-479
D=360-419
F=359 and below