

HCM 2910

Introduction to Health Communication

3 credit hours
Online
Spring 2021

Professor: Dr. Elizabeth Gill

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Office: Buzzard 2423

Office Hours: MWF noon – 1:30 via Teams

Course Description

An introduction to health communication that focuses on the health consumer's perspective. The course highlights social and communicative factors that influence comprehension and behaviors related to health. Topics may include decision-making, media presentations, doctor-patient interaction, patient empowerment, social support, family communication and the effects of public and political discourse on health.

Course Objectives

- Explain the socially constructed nature of health and health care.
- Analyze the communicative factors affecting one's own health perspective.
- Critique media and political influence on social understandings of health.
- Explain and implement communicative practices related to patient empowerment.
- Understand and enhance personal approaches to social support and family communication about health issues.
- Implement high-quality communication practices in students' health-related interactions.

Textbook

Parrott, R. (2009). *Talking about Health: Why Communication Matters*. Malden, Mass.: Wiley-Blackwell.

Additional materials will be posted on d2l.

Teaching Format

This is a technology delivered (TD) course (meaning the learning environment is completely online in Desire2Learn). It applies discussion, critical thinking and reflection. All assignments will be submitted to the instructor in D2L. An integrative, collaborative, and experiential teaching and learning approach will be utilized throughout this course. The instructor is a facilitator; one who is there to assist and provide input into the educational process. You are expected to actively engage in all aspects of the course in order to successfully meet course objectives.

Learning Modules

Navigate through D2L first to become familiar with all the course components. Students will access all assignments in the D2L learning modules. There are a total of 16 weeks/modules in the course. Modules will become accessible at 8am each Monday. Any assignments in the module (quizzes, discussion posts, papers or projects) must be completed by 7:59am the following Monday (prior to the opening of the next module). Note, however, that the final project will be due Wednesday, May 5th, at noon, to allow Dr. Gill

enough time to grade the projects. **Thus, the course will close on May 5th at noon during final exams week.**

General Expectations

- Please keep current in class. If something happens that is going to cause you to fall behind, contact me **immediately**. An extension will not be granted unless there is a serious, documented, and university-approved reason necessitating one.
- Since this is an online course, your attendance will be determined by your level of class participation and assignment completion.
- Contact me via Panthermail or d2l mail with any questions or concerns you have as they arise. I will do my best to respond to all queries within 24 to 36 hours.

Discussion Etiquette

Eastern Illinois University (EIU) is committed to open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations, including diversity of thought, opinion, and values. We encourage all learners to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, the instructor will intervene as she monitors the dialogue in the course. The instructor will request that inappropriate content be removed and will recommend university disciplinary action. Learners as well as faculty should be guided by common sense and basic etiquette. The following are good guidelines to follow:

- Never post, transmit, promote, or distribute content that is known to be illegal.
- Never post harassing, threatening, or embarrassing comments.
- If you disagree with someone, respond to the subject, not the person. Conflicts of ideas are encouraged, while conflicts of feelings are discouraged.
- Never post content that is harmful, abusive; racially, ethnically, or religiously offensive; vulgar; sexually explicit; or otherwise potentially offensive.

Course Requirements

Health Heritage Identity Reflection Paper - Students will discuss their own perspectives on health and how their perspectives influence their health-related behavior in a 2.5 to 3-page paper. This assignment also asks students to reflect upon what factors in their background and personal experience have influenced their perspective. Their focus should be the socially constructed nature of health and how social/ communicative experiences have shaped their understanding of and behaviors related to health. Analysis might include but is not limited to culture, race, religion, ethnicity, gender, sexuality, family experiences, and personal past experiences.

Quizzes – There will be 10 quizzes. Each quiz will consist of 10 multiple choice and true/false questions. You may only take each quiz once and you will have 15 minutes to complete it. Although you may use your textbook, you will find that this will consume your time.

Discussion Posts – Your participation in the course is essential to your success. One way that participation is gauged is via your engagement with six course discussion posts. The first discussion post is an introductory post, the second will ask you to gauge what you learned from the textbook. The remaining posts will discuss posted case studies. A **minimum of 250 words** must be used to answer the questions posed for each discussion post. Your response should answer the question(s) thoughtfully and should incorporate what you have learned from relevant weekly modules.

***Discussion posts will be graded according to the following guidelines:**

- Thoroughly addressing all questions in the prompt
- Depth of analysis
- Correct use of course content
- Succinct and professional tone
- Correct spelling and grammar
- Must be at least 250 words

Health Consumer Creative Project

You will choose a topic, which must be approved by your instructor, that would be of interest to consumers of healthcare and that is related to health communication, such as patients' rights or family communication about advanced directives. You should incorporate course content with credible outside research into a presentation that increases public awareness about your chosen issue. Projects should be professional, highly polished, and creative. The medium for presentation is up to the student but should be chosen in consultation with the instructor. For example, students might create a website, blog, a YouTube video, or a series of infographics that present the information to the public in an informed but accessible way.

You will also write a 1 to 2-page reflection discussing what you have taken away from the experience of this project. Further assignment details will be provided in d2l.

Point Distribution:

Assignment:	Points:
Health heritage identity reflection paper	100
Quizzes (10 @ 20pts each)	200
Discussion posts	125
Discussion post 1 ...10	
Discussion post 2....15	
Discussion post 3....25	
Discussion post 4....25	
Discussion post 5....25	
Discussion post 6....25	
Creative Project	150
Total:	575

Final Evaluation:

90% and above= A
80 – 89% = B
70-79% = C
60-69% = D
59% and below = F

Course Policies

Student Responsibilities

Students ultimately are responsible for their learning and success in class. Reading assignments, taking notes, actively engaging in online discussions, asking questions, and consulting with the professor will

help you learn and succeed. Students are responsible for all assigned reading material. **In a technology-delivered format it is essential for you to keep up with all course material and assignments.** *Students must be proactive to be successful in this class!*

Late Work

Late work will not be accepted. Assignments, exams, quizzes or discussion posts not completed by the specified due dates will receive a zero.

Student Email Addresses

The School of Communication and Journalism requires each student to use his/her university email address for any class, department, college, or university email correspondence. The university email address is used for many purposes, including accessing d2l and PAWS, receiving billing statements from the library, and receiving departmental correspondence and announcements through the undergraduate listserv. For information on how to obtain your email address or to obtain a password, please visit the following web address: <http://www.eiu.edu/~itshelp/email/index/php>.

Incompletes

Incompletes will be granted only under very stringent conditions (e.g., serious illness or accident). Students who experience an extended absence should investigate withdrawal from the university.

Students with disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by McAfee Gym, Room 1210, or call 217-581-6583 to make an appointment.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to McAfee Gym, Room 1301.

Academic integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Please also see the Discussion Etiquette section above.

Schedule of Weekly Modules and Assignment Closing Dates

Week 1: Jan 11-18 Course introduction; Why Communication about Health Matters	Read text chapter 1 Take Quiz 1 Post to Discussion 1 Read Health Identity Reflection Paper assignment	Module Opens: 1/11, 8am Assignments Close: 1/18, 7:59am
Week 2: Jan 18-25 How Normal am I?	Read text chapter 2 Take Quiz 2	Module Opens: 1/18, 8am Assignment Closes: 1/25, 7:59am
Week 3: Jan 25-Feb 1 What are My Risk Factors?	Read text chapter 3 Take Quiz 3	Module Opens: 1/25, 8am Assignments Close: 2/1, 7:59am
Week 4: Feb 1-8 Papers Due (Wellness Day Feb 2)	Submit Health Identity Reflection Paper	Module Opens: 2/1, 8am Assignment Closes: 2/8, 7:59am
Week 5: Feb 8-15 Why Don't We Get Care?	Read text chapter 4 Take Quiz 4	Module Opens: 2/8, 8am Assignments Close: 2/15, 7:59am
Week 6: Feb 15-22 Is the "Public Good" Good for Me?	Read text chapter 5 Take Quiz 5	Module Opens: 2/15, 8am Assignment Closes: 2/22, 7:59am
Week 7: Feb 22-Mar 1 Who Profits from My Health? (Wellness Day Feb 24)	Read text chapter 6 Take Quiz 6	Module Opens: 2/22, 8am Assignments Close: 3/1, 7:59am
Week 8: Mar 1-8 What's Politics Got to Do with It?	Read text chapter 7 Take Quiz 7	Module Opens: 3/1, 8am Assignment Closes: 3/8, 7:59am
Week 9: Mar 8-15 An Agenda for the 21 st Century	Read text chapter 8 Post to Discussion 2	Module Opens: 3/8, 8am Assignment Closes: 3/15, 7:59am
Week 10: Mar 15-22 Social Support – seeking and providing (Wellness Day Mar 18)	View posted Ted Talk Read linked d2l readings Post to Discussion 3	Module Opens: 3/15, 8am Assignments Close: 3/22, 7:59am
Week 11: Mar 22-29 Coping with and Communicating about stressful or stigmatizing topics	Read linked d2l readings Watch posted Ted Talks Read "From taboo to tattoo" and Post to Discussion 4 Read creative project assignment	Module Opens: 3/22, 8am Assignments Close: 3/29, 7:59am
Week 12: Mar 29-Apr 5 Having difficult discussions, bad news delivery; use of humor	Read d2l reading Read "Should I bring you back to life?" and Post to Discussion 5 Submit creative project topic for	Module Opens: 3/29, 8am Assignment Closes: 4/5, 7:59am

	approval	
Week 13: Apr 5-12 Being an empowered Patient (information seeking, increasing your literacy) (Wellness Day Apr 7)	Read d2l readings Post to Discussion 6	Module Opens: 4/5, 8am Assignment Closes: 4/12, 7:59am
Week 14: Apr 12-19 Being an empowered Patient (knowing patients' rights [HIPAA, Informed Consent])	Read d2l readings and video Take Quiz 8	Module Opens: 4/12, 8am Assignments Close: 4/19, 7:59am
Week 15: Apr 19-26 Self diagnosis and online information-seeking (Wellness Day Apr 22)	Read d2l readings Take Quiz 9	Module Opens: 4/19, 8am Assignments Close: 4/26, 7:59am
Week 16: Apr 26-May 3 Advance Directives	Read d2l readings Take Quiz 10	Module Opens: 4/26, 8am Assignments Close: 5/3, 7:59am
Finals: May 3-5 Projects Due	Creative Project Due **due Wednesday at noon	Module Opens: 4/26, 8am Assignments Close: 5/5, noon