**HCM 4950B**

**Seminar: Case Studies in Health Communication**

**Spring 2023**

**3 credit hours**

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Instructor: Dr. Elizabeth Gill  
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Virtual Office Hours: MWF 8:00-9:30am

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**Course Description:** This course will examine contemporary issues in health communication to allow students the opportunity to study topics of special interest and/or timeliness not ordinarily covered in traditional courses.

**Seminar Description:**

“Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanize. Stories can break the dignity of a people. But stories can also repair that broken dignity.” - Chimamanda Ngozi Adichie

According to Walter Fisher, human beings are natural storytellers (in fact, instead of homo sapiens, Fisher refers to humans as homo narrans, because we are the narrators of our stories). Fisher tells us that a good story is more convincing than a good argument. Stories are especially powerful when it comes to our health and wellbeing. Stories allow us to give voice to our experiences, both painful and triumphant. They can be used to convince a provider or family member of our needs. They allow us to share our perspectives, relate to others, and find solidarity. Stories give us a window into the lives of others. And in terms of teaching and learning, stories allow us to see how the concepts we learn in the classroom apply outside the walls and books of the academy. Whether we call them stories, narratives, or case studies (a more academic term, for our purposes), stories are a powerful means of communicating, learning, teaching, healing, and empowering.

This semester will be divided into three units – first, we’ll take a broad look at narrative and storytelling in health communication, second, we'll study interpersonal and organizational health communication, focusing on the challenges for both professionals and patients.  Third, we’ll use narrative and case studies to better understand other significant barriers to health communication, particularly low health literacy, sociocultural disparities, and language barriers. I’ve designed this course with you, as a current or future healthcare professional, in mind. I hope you’ll find the content useful for your professional practice and future goals.

In weeks when a content-heavy chapter is assigned, I will provide a short accompanying lecture. You’ll take a quiz on the reading in those weeks. There are also weeks, which follow each content chapter, where you’ll read short case studies. I will not lecture in the case study weeks because I want you to focus on critical thinking and application without my influence during that time. You’ll be expected to spend a good bit of time in each case study week thinking about the cases you’ve read, comparing and contrasting them, applying the content you’ve learned about, and writing a discussion post that pulls your thoughts together.

**Required Texts:** All course readings will be accessible on d2l.

D2L Readings were selected from the following texts:

Brann, M., ed. (2011). *Contemporary Case Studies in Health Communication: Theoretical and Applied Approaches*. Kendall Hunt.

Du Pre, A. & Ray, E.B. (2017). *Real Life Scenarios: A Case Study Perspective on Health Communication.* Oxford.

Frank, A. (2013). *The Wounded Storyteller: Body, Illness, and Ethics* (2nd ed). University of Chicago.

Ray, E.B. (1992). *Case Studies in Health Communication*. Routledge.

Yamasaki, J., Geist-Martin, P., Sharf, B. (2016). *Storied Health and Illness: Communicating Personal, Cultural, and Political Complexities.* Waveland.

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**Course Objectives:**

Upon completion of the course, students should be able to:

1. Recognize and understand contemporary issues in various contexts related to health communication

2. Understand the need to address health risks for specific populations

3. Evaluate and assess barriers and support for health-related messages

4. Identify environmental, social/cultural, and political factors that influence communication about health issues

Additionally, at the end of this course, graduate students should be able to utilize contemporary health communication theory to create and develop an original argument based on an analysis of current health communication needs.

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**Teaching Format**

This is a technology delivered course (meaning the learning environment is completely online in Desire2Learn). It applies discussion, critical thinking and reflection. All assignments will be submitted 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 exams) must be completed by 7:59am the following Monday (prior to the opening of the next module), with the exception of the final week. **The course will close on Thursday, May 4th 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 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**

Assignment descriptions and instructions will be available in d2l.

Quizzes (120 pts)– There will be 6 quizzes. Each quiz will consist of 10 multiple choice or true/false questions worth 2 points each. Quizzes, along with any other assignment due in each module, must be completed before 7:59am the Monday after the module opens (see attached schedule). You will have 12 minutes to complete the quiz once it has started. You may take each quiz only once. Please read the assigned chapter(s) and view available lectures in the module before taking a module quiz.

Discussion Posts (130 pts - first discussion post is worth 10 pts, remaining 6 are worth 20 pts) – Your participation in the course is essential to your success. One way that participation is gauged is via your engagement with 7 discussion posts. For each discussion prompt, your post should answer the question(s) thoughtfully and should incorporate what you have learned from relevant weekly modules. A minimum of 350 words must be used to answer the questions posed for each discussion post. Graduate students are expected to provide a more thorough and nuanced analysis in each discussion than is expected at the undergraduate level. Thus, students completing this course for graduate credit should write a minimum of 500 words per discussion post.

Discussion posts will be graded according to the following guidelines:

-Depth of analysis

-Correct use of course content

-Succinct and professional tone

-Correct spelling and grammar

-Must be at least 350 words (500 words for graduate students)

Movie Review presentation (50 pts) – Movies are not just entertaining – the stories they tell, like any other story form, can draw an audience in and encourage us to believe in the reality presented. For this assignment you will choose a movie to watch that relates to health or healthcare and review the “reality” of the story your chosen movie presents, making sure to relate to course concepts in a 4- to 6-minute presentation uploaded to d2l. Further assignment details will be provided.

Final Paper (100 pts) – Your final paper will be an autobiographical case study. You’ll spend one month this semester journaling about your (un)healthy behaviors and the communication surrounding them. After review of your journal entries, you’ll write a 4- to 6-page paper analyzing the patterns you discovered from your journaling and providing an understanding of the multiple communicative influences (such as culture, family, work, and politics) on your behaviors. You will be expected to include references to course concepts and readings.

\*Graduate students completing this course must write an additional 3 to 4 pages using a health communication or health behavior theory to further illuminate their analysis. Further assignment details will be provided in d2l.

Final Exam (100 pts): There will be one exam this semester. The exam will be a combination of multiple choice, true false, and short answer or essay questions.

**Evaluation**

The grading scale is consistent with that of the University. To earn an “A” on an assignment, a student must do EXCEPTIONAL work demonstrating truly mature skills and **not merely competence**.

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| **Grade Summary:**  Quizzes  Discussion posts  Movie Review presentation  Final paper  Final exam  **TOTAL** | 120 pts  130 pts  50 pts  100 pts  100 pts    **500 pts** |

**Grading Scale**

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| --- | --- |
| **Grade** | **Percentage** |
| A | 100-90% |
| B | 89-80% |
| C | 79-70% |
| D | 69-60% |
| F | ≤ 59% |

**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!***

Plagiarism and Cheating

**Plagiarism and/or cheating will result in a “0" for the exam or activity and probable failure in the course.** Plagiarizing includes presenting someone else’s work as your own. Cheating includes activities such as using unauthorized materials or assistance, copying from other students, and not completing your own work.

# Late Work

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

# Student Email Addresses

The Department of Communication Studies 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.

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.

Students with disabilities

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 1272, 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 1336.

**Tentative Course Schedule**

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| **Week 1: Jan 9-16** | Course Introductions;  Narrative and Storytelling in  Health Communication | * Read Communicating the Complexities   of Health and Illness (by Yamasaki, in  Yamasaki, Geist-Martin & Sharf)   * View PowerPoint * **Post in Discussion 1 by Monday, January 16, 7:59am.** |
| **Week 2: Jan 16-23** | Narrative and Storytelling in  Health Communication | * Read Communicating Health Through   Narratives (by Sharf, in Yamasaki, Geist-  Martin & Sharf)   * View PowerPoint * **Complete Quiz 1 by**   **Monday, January 23, 7:59am** |
| **Week 3: Jan 23-30** | Narrative and Storytelling in  Health Communication:  Delving into *The Wounded Storyteller* | * Read *The Wounded Storyteller*   chapter 1 (Frank)   * **Post in Discussion 2 (Patient-provider**   **workshop) by**  **Monday, January 30, 7:59am** |
| **Week 4: Jan 30-**  **Feb 6** | Interpersonal and  Organizational Health  Communication:  Patient-provider  relationships | * Read Communicating in Patient-Provider Relationships (by Dean, in Yamasaki, Geist-   Martin & Sharf)   * View Powerpoint * **Complete Quiz 2 by**   **Monday, February 6, 7:59am** |
| **Week 5: Feb 6-13** | Interpersonal and  Organizational Health  Communication: case study  week | * Read Case Studies: Physicians as Detectives;   Blood Pressure Doesn’t Lie  (in duPre & Ray)   * Read final paper assignment * **Post in Discussion 3 by Monday, February 13, 7:59am** |
| **Week 6: Feb 13-20** | Interpersonal and  Organizational Health  Communication: Digitized  health communication | * Read Communicating and Navigating   Digitized Healthcare (by Minge &  Defenbaugh, in Yamasaki, Geist-Martin &  Sharf)   * View Powerpoint * **Take Quiz 3 by**   **Monday, February 20, 7:59am** |
| **Week 7: Feb 20-27** | Interpersonal and  Organizational Health  Communication: case study  week | * Read Case Studies: My doctor’s computer   gets more attention than I do; The Use of Electronic Medical Records in Oncology  (in duPre & Ray)   * **Post in Discussion 4 by**   **Monday, February 27, 7:59am** |
| **Week 8: Feb 27 - March 6** | Interpersonal and  Organizational Health  Communication: Organizational teamwork and respect | * Read Communicating Healthcare Teamwork   and Support (by Ellingson & Borofka in  Yamasaki, Geist-Martin & Sharf)   * View Powerpoint * Start journaling for final paper * **Complete Quiz 4 by**   **Monday,** **March 6, 7:59am** |
| **Week 9: Mar 6-13** | Interpersonal and  Organizational Health  Communication: case study  week | * Read Case Studies: Trust, Respect, and Interdisciplinary Teamwork (in duPre & Ray);   Caring for the Caregivers (in Ray)   * Journal for final paper * **Post in Discussion 5 by**   **by Monday, March 13, 7:59am** |
| **Week 10: Mar 13-19** | Spring Break  no coursework |  |
| **Week 11: Mar 20-27** | Barriers in Health  Communication:  Sociocultural  Health Disparities | * Read Bridging the Health and Digital Divide   in a Low-Income Latino/a Immigrant  Community (by Ginossar in Brann)   * View Powerpoint * Journal for final paper * **Take Quiz 5 by**   **Monday, March 27, 7:59am** |
| **Week 12: Mar 27-**  **Apr 3** | Barriers in Health  Communication:  Sociocultural  Health Disparities | * Read Case Studies: Breaking Bad News to   Low Literacy Patients; Lost and found in translation: the community pharmacist  (in duPre & Ray)   * Journal for final paper * Read movie review assignment * **Post to Discussion 6 by**   **Monday, April 3, 7:59am** |
| **Week 13: Apr 3-10** | Barriers in Health  Communication: Language | * Read Problematic Interactions Between   Physicians and Deaf Patients; Meaning in  Context: The Real Work of  Medical Interpreters (in Brann)   * Submit your movie for the movie review   assignment to d2l dropbox   * **Take Quiz 6 by**   **Monday, April 10, 7:59am** |
| **Week 14: Apr 10-17** | Barriers in Health  Communication: Age and  health literacy | * Read Case Study: Our hearts are like boats   (in duPre & Ray) and view linked TedTalk   * **Post to Discussion 7 by**   **Monday, April 17, 7:59am** |
| **Week 15: Apr 17-24** | **Movie Review Presentation**  **due** | * **Upload recorded presentation to dropbox by**   **Monday, April 24, 7:59am** |
| **Week 16: Apr 24-May 1** | **Final Papers Due** | * **Upload final papers to dropbox**   **by Monday, May 1, 7:59am** |
| **Finals: May 1-4** | **Final Exam** | * Review study guide * **Study and take Final Exam by**   **Thursday, May 4th at noon** |