

COM570 Health Communication

Location of Class Meeting: University Center

Class Meeting Time: Wednesdays, 6:00-8:50pm

Instructor: Dr. Shuangyue (Shaun) Zhang

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Office Hours: By Appointment

REQUIRED READINGS

Thompson, T. L., Dorsey, A.M, Miller, K.I., & Parrott, R. (Eds.), *Handbook of Health Communication* (2003). Mahwah, NJ: Lawrence Erlbaum Associates.

Reading list

See Weekly Schedules. All readings are posted on Blackboard. The list was compiled mainly based on course offerings of two well-known health communication scholars, Dr. Cegala of Ohio State University and Dr. Kreps of George Mason University. A few additional readings were retrieved from the latest health communication journals: *Health Communication*, and *Journal of Health Communication*.

Students are expected to complete all the readings for each specific week before they go to class.

COURSE DESCRIPTION AND FORMAT

Health communication is one of the fastest growing areas in the field of communication. This course covers various topics such as patient and physician skills trainings, social support, survivorship, identity issues, media influence, and e-health across a wide range of communication contexts including family, culture, and computer-mediated communication. This course will be conducted in a lecture/discussion format. Each class session will involve the presentation of materials designed to supplement the required readings and in-depth class discussions covering the assigned readings for that particular session. Students are encouraged to share their experiences and relate them to the class.

COURSE OBJECTIVES

Students taking this course are expected to:

1. Become familiar with research and theories comprising contemporary literature in health communication in interpersonal settings.
2. Learn health communication processes and models based on current theory.

3. Develop critical thinking skills by engaging health communication issues.
4. Conduct independent reading/research on a topic of interest.
5. Engage in class discussions about various topics relevant to health communication.

ASSIGNMENTS/EVALUATIONS

Summary of Readings (25%) /Discussion Leader (10%)

At the beginning of the semester, you will be assigned *at least five* articles/book chapters. You are expected to provide a detailed summary of your assigned readings to the class, which means you have to make copies of your summaries for each member of the class. You will be the discussion leader for your assigned readings.

For the summary of readings, you are evaluated based on clarity, accuracy, and comprehensiveness. If the reading is an empirical research article, your summary has to include: hypotheses/research questions, participants, measures, findings, and strengths and weaknesses of the study.

As discussion leader, you are expected to provide at least 3 discussion questions for each of your readings. You are also expected to help the instructor to keep the discussion focused on the topic.

Term Paper (30%) and Presentation (5%)

You will write a research paper on a topic of interest in the area of health communication. Format and specific instructions of the paper will be discussed in class.

Exam (20%)

A final exam will be given on the last day of class. Format and requirement of this exam will be discussed in class.

Attendance/Participation (10%)

You are expected to attend each class during the semester and contribute to class discussions. You will be evaluated based on both the quality and quantity of your class participation.

ATTENDANCE POLICY

Attendance and punctuality are expected for each class during the semester.

ACADEMIC DISHONESTY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. **Any student found guilty of dishonesty in any phase of**

academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

AMERICANS WITH DISABILITY ACT

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

RELIGIOUS HOLIDAY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

INSTRUCTOR EVALUATIONS

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

CLASSROOM CONDUCT

Students are expected to read and abide by all rules and policies in the SHSU Student Handbook. The Code of Student Conduct and Discipline is found at the following link: <https://www.shsu.edu/students/guide/dean/codeofconduct.html>. Section 5.2.22 defines classroom disturbances.

WEEKLY SCHEDULES

Week 1, Aug 26, Course and Class Introduction

Week 2, Introduction to Health Communication

Thompson et al, Chapters 4 & 7

Kreps, G.L. (2003). The impact of communication on cancer risk, incidence, morbidity, mortality, and quality of life. *Health Communication, 15*(2), 161-169.

Kreps, G.L., Query, J.L., & Bonaguro, E.W. (2007). The interdisciplinary study of health communication and its relationship to communication science. In L. Lederman (Ed). *Beyond These Walls: Readings in Health Communication*, (pp. 2-13). London: Oxford University Press.

Duggan, A. (2006). Understanding interpersonal communication processes across health contexts: Advances in the last decade and challenges for the next decade. *Journal of Health Communication, 11*, 93-108.

Week 3, September 2, Health Communication in the Family

Powell, H. L., & Segrin, C. (2004). The effect of family and peer communication on college students' communication with dating partners about HIV and AIDS. *Health Communication, 16*, 427-450.

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

Polk, D. M. (2005). Communication and family caregiving for Alzheimer's dementia: Linking attributions and problematic integration. *Health Communication, 18*, 257-274.

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 4, September 9, Health Communication and Culture

Thompson et al, Chapter 12

Kreps, G.L. (2006). Communication and racial inequities in health care. *American Behavioral Scientist, 49*(6), 760-774.

Epstein, L. (2007). Culturally appropriate health care by culturally competent health professionals: International workshop report. Caesarea, Israel: The Israel National Institute for Health Policy and Health Services Research.

Parker, R. & Kreps, G.L. (2005). Library outreach: Overcoming health literacy challenges. *Journal of the Medical Library Association*, 93(4), 78-82.

MacDonald, D. J., et al (2008). Comparison of Latina and Non-Latina white women's beliefs about communicating genetic cancer risks to relatives. *Journal of Health Communication*, 13, 465-479.

Week 5, September 16, Physician and Patient Skills Training

Thompson et al, Chapter 5

Cegala, D.J. (2007). Patient participation, health information, and communication skills training: Implications for cancer patients. In D. O'Hair, G.L. Kreps, & L. Sparks. (Eds.), *Handbook of Communication and Cancer Care* (pp. 375-386). Cresskill, NJ: Hampton Press.

Kahana, E., & Kahana, B. (2007). Health care partnership model of doctor-patient communication in cancer prevention and care among the aged. In D. O'Hair, G.L. Kreps, & L. Sparks. (Eds.), *Handbook of Communication and Cancer Care* (pp. 37-54). Cresskill, NJ: Hampton Press.

Cegala, D. J., & Broz Lenzmeier, S. (2002). Physician communication skills training: A review of theoretical backgrounds, objectives, and skills. *Medical Education*, 36, 1004-1016.

Cegala, D. J., McClure, L., Marinelli, T. M., & Post, D. M. (2000). The effects of communication skills training on patients' participation during medical interviews. *Patient Education and Counseling*, 41, 209-222.

Week 6, September 23, Communicating With Special Populations

Thompson et al, Chapter 9

Ramirez, A. (2007). Consumer-Provider Communication Research with Special Populations. In D. O'Hair, G.L. Kreps, & L. Sparks. (Eds.), *Handbook of Communication and Cancer Care* (pp. 245-256). Cresskill, NJ: Hampton Press.

Frey, L.R., Adelman, M.B., Flint, L.J., & Query, J.L., Jr. (2000). Weaving meanings together in an AIDS residence: Communicative practices, perceived health outcomes and the symbolic construction of community. *Journal of Health Communication*, 5, 53-72.

Kreps, G.L. (1986). Health communication and the elderly. *World Communication*, 15, 55-70.

Kreps, G.L. (2003). Communication and women's health. In P. Buzzanell, L. Turner, & H. Sterk, (Eds.). *Gender and Communication* (pp. 169-175). Newbury Park, CA: Sage Publications, INC.

Week 7, September 30, Health Communication and Social Support

Thompson et al, Chapters 13, 16

Wright, K.B., & Frey, L.R. (2007). Communication and support groups for people living with cancer. In D. O'Hair, G.L. Kreps, & L. Sparks. (Eds.), *Handbook of Communication and Cancer Care* (pp. 191-210). Cresskill, NJ: Hampton Press.

Brashers, D.E., Neidig, J.L., & Goldsmith, D.J. (2004). Social support and the management of uncertainty for people living with HIV or AIDS. *Health Communication, 16*, 205-331.

Brown, K.M., & Bakos, A.D. (2007). Spiritual care. In D. O'Hair, G.L. Kreps, & L. Sparks. (Eds.), *Handbook of Communication and Cancer Care* (pp. 211-224). Cresskill, NJ: Hampton Press.

Egbert, N, Sparks, L., Kreps, G.L., & Du Pré, A. (2008). Finding meaning in the journey: Methods of spiritual coping for aging cancer patients. In L. Sparks, D., O'Hair, & G.L. Kreps., (Eds.) *Cancer communication and aging* (pp. 277-291). Cresskill, NJ: Hampton Press.

Week 8, October 7, Communication and Survivorship

Mayer, D.K., Terrin, N.C., Kreps, G.L., Menon, U., McCance, K., Parsons, S.K., & Mooney, K.H. (2007). Cancer survivors information seeking behaviors: A comparison of survivors who do and don't seek information. *Patient Education and Counseling, 65*(3), 342-350.

Beckjord, E.B., Arora, N.K., McLaughlin, W., Oakley-Givan, I., Hamilton, A.S., & hesse, B.W. (2008). Health-related information needs in a large sample of adult cancer survivors: Implications for cancer care. *Journal of Cancer Survivorship, 2*, 179-189.

Kreuter, M.W., Buskirk, T.D., Holmes, K., Clark, E.C., Robinson, L., Si, X., Rath, S., Erwin, D., Phillipneri, A., Cohen, E., & Matthews, K. (2008). What makes cancer survivor stories work? A study among African American women. *Journal of Cancer Survivorship, 2*, 33-44.

Mayer, D.K., Terrin, N.C., Menon, U., Kreps, G.L., McCance, K., Parsons, S.K., & Mooney, K.H. (2007). Screening practices in cancer survivors. *Journal of Cancer Survivorship, 1*, 17-26.

Mayer, D.K., Terrin, N.C., Menon, U., Kreps, G.L., McCance, K., Parsons, S.K., & Mooney, K.H. (2007). Health behaviors in cancer survivors. *Oncology Nursing Forum, 34*, 643-652.

Week 9, October 14, Health Narratives

Thompson et al, Chapter 2

Ott-Anderson, J., & Geist-Martin, P. (2008). Finding hope and healing: Composing and recomposing survivor identities. In L. Sparks, D., O'Hair, & G.L. Kreps., (Eds.) *Cancer communication and aging* (pp. 115-146). Cresskill, NJ: Hampton Press.

Wittenberg-Lyles, E.M., & Ragan, S.L. (2007). Narrative research in palliative care. In D. O'Hair, G.L. Kreps, & L. Sparks. (Eds.), *Handbook of Communication and Cancer Care* (pp. 277-292). Cresskill, NJ: Hampton Press.

Vardeman, J. E., & Aldoory, L. (2008). A qualitative study of how women make meaning of contradictory media messages about the risks of eating fish. *Health Communication, 23*, 282-291.

Week 10, October 21, Identity Issues in Health Communication

Villagran, M.M., Jones, L., & O'Hair, D. (2007). Patient communication processes: An agency-identity model for cancer care. In D. O'Hair, G.L. Kreps, & L. Sparks. (Eds.), *Handbook of Communication and Cancer Care* (pp. 127-143). Cresskill, NJ: Hampton Press.

Richey, J., & Brown, J. Cancer, communication, and the social construction of self: Modeling the construction of self in survivorship. In D. O'Hair, G.L. Kreps, & L. Sparks. (Eds.), *Handbook of Communication and Cancer Care* (pp. 145-164). Cresskill, NJ: Hampton Press.

Sparks, L., & Harwood, J. (2008). Cancer, aging, and social identity: Development of an integrated model of social identity theory and health communication. In L. Sparks, H.D. O'Hair, & G.L. Kreps, G.L. (Eds.) *Cancer communication and aging* (pp. 77-95). Cresskill, NJ: Hampton Press.

Dutta-Bergman, M.J. (2005). The relation between health-orientation, provider-patient-communication, and satisfaction, An individual difference approach. *Health Communication, 18*, 291-303.

Week 11, October 28, End of Life Communication

Lannamann, J.W., Harris, L.M., Bakos, A.D., & Baker, K.J. (2008). Ending the end of life communication impasse: A dialogic intervention. In L. Sparks, D., O'Hair, & G.L. Kreps., (Eds.) *Cancer communication and aging* (pp. 293-317). Cresskill, NJ: Hampton Press.

Query, J.L., Wright, K.B., & Gilchrest, E.S. (2007). Communication and cancer hospice care: Toward negotiating attitudinal and research obstacles. In D. O'Hair, G.L. Kreps, & L. Sparks. (Eds.), *Handbook of Communication and Cancer Care* (pp. 293-310). Cresskill, NJ: Hampton Press.

Gustafson, D.H. (2007). A good death. *Journal of Medical Internet Research, 9*, e6 URL: <http://www.jmir.org/2007/1/e6/>

Week 12, November 4, Media Issues in Health Communication

Thompson et al, Chapters 20, 21, 24, 25

Week 13, November 11, No Class, NCA conference in Chicago

Week 14, November 18, e-Health

Thompson et al, Chapter 23

Kerr, B.J., Jr. (2007). Cancer information on the Internet. In D. O'Hair, G.L. Kreps, & L. Sparks. (Eds.), *Handbook of Communication and Cancer Care* (pp. 365-373). Cresskill, NJ: Hampton Press.

Eysenbach, G., Powell, J., Englesakis, M., Rizo, C., & Stern, A. (2004). Health related virtual communities and electronic support groups: Systematic review of the effects of online peer to peer interactions. *British Medical Journal*, 328, 1166-1172.

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.

Ginossar, T. (2008). Online participation: A content analysis of differences in utilization of two online cancer communities by men and women, patients and family members. *Health Communication*, 23, 1-12.

Week 15, November 25, No Class, Thanksgiving Holiday

Week 16, December 2, Final Paper Report

Week 17, Dec 9, Final Exam