



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

COMM 6423-101-21: Communication in Health Organizations

Note: The information on the site location and hours below is for informational purposes **only**. Out of an abundance of caution, this course will be held online using platforms and methods based on the professor's choice. **Please contact your professor for more information on actual meeting times.** This course will count as face-to-face for students who complete the required assignments and modules.

Course Description:

This course examines topics at the intersections of health communication and organizational communication. We will conduct in-depth examinations of exciting topics such as communication in emergency medicine, health activism, and risk and crisis communication. For each topic, our explorations will take us to foundational works as well as more recent and promising work. The course is designed to benefit students with interests in communication careers, health professions, and/or research.

Class Dates and Format Information:

Dates: October 30 – November 1 & November 6 – 8, 2020
Format: Online, the professor will release more information as the course approaches
Last day to enroll or drop without penalty: October 1, 2020

Site Director:

Location: College of Allied Health, OU Health Sciences Center, 1200 N. Stonewall, Oklahoma City, OK 73117-1215

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Email: apokc@ou.edu. Phone: 405-271-4522.

Professor Contact Information:

Course Professor: James O. Olufowote, PhD
Mailing Address: University of Oklahoma
Department of Communication
Burton Hall, #227
Norman, OK 73019

Telephone Number: 405-325-5946

E-mail Address: olu@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Instructional Materials:

Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Updated 28 June 2020

History and Outline of The Field

- Kreps, G. L. (2015). Health communication inquiry and health promotion: A state of the art review. *Journal of Nature and Science, 1*, 1-12.
- Zoller, H.M. (2010). What are health organizations? Public health and organizational communication. *Management Communication Quarterly, 24*, 482-490. doi: 10.1177/0893318910370273

Physician/Health Professional Assimilation

- Apker, J., & Eggly, S. (2004). Communicating professional identity in medical socialization: Considering the ideological discourse of morning report. *Qualitative Health Research, 14*, 411-429. doi: 10.1177/1049732303260577
- Hafferty, F.W. (1988). Cadaver stories and the emotional socialization of medical students. *Journal of Health and Social Behavior, 29*, 344-356.

Healthcare Ethics

- Bates, B. R., & Harris, T. M. (2004). The Tuskegee study of untreated syphilis and public perceptions of biomedical research: A focus group study. *Journal of the National Medical Association, 96*, 1051-1064.
- Olufowote, J.O. (2011). A dialectical perspective on informed consent to treatment: An examination of radiologists' dilemmas and negotiations. *Qualitative Health Research, 21*, 839-852. doi: 10.1177/1049732311402097

Healthcare Teams

- Apker, J., Propp, K.M., & Ford, W.S.Z. (2005). Negotiating status and identity tensions in healthcare team interactions: An exploration of nurse role dialectics. *Journal of Applied Communication Research, 33*, 93-115.
- Wittenberg-Lyles, E., Oliver, D.P., Kruse, R.L., Demiris, G., Gage, L.A., & Wagner, K. (2013). Family caregiver participation in hospice interdisciplinary team meetings: How does it affect the nature and content of communication. *Health Communication, 28*, 110-118. doi: 10.1080/10410236.2011.652935

Coping with Stress and Burnout

- Babin, E. A., Palazzolo, K. E., & Rivera, K. D. (2012). Communication skills, social support, and burnout among advocates in a domestic violence agency. *Journal of Applied Communication Research, 40*, 147-166. doi:10.1080/00909882.2012.670257
- Wright, K.B., Banas, J.A., Bessarabova, E., & Bernard, D. (2010). A communication competence approach to examining health care, social support, and job burnout. *Health Communication, 25*, 375-382. doi: 10.1080/10410231003775206

Communication in Emergency Medicine

- Eisenberg, E. M., Murphy, A. G., Sutcliffe, K., Wears, R., Schenkel, S., Perry, S., & Vanderhoef, M. (2005). Communication in emergency medicine: Implications for patient safety. *Communication Monographs, 72*, 390-413. doi: 10.1080/03637750500322602
- Cooren, F., Brummans, B. H. J. M., & Charrieras, D. (2008). The coproduction of organizational presence: A study of Medecins Sans Frontieres in action. *Human Relations, 61*, 1339-1370. doi:10.1177/0018726708095707

Workplace Health Promotion

- Dailey, S. L., & Zhu, Y. (2017). Communicating health at work: Organizational wellness programs as identity bridges. *Health Communication, 32*, 261-268. doi:10.1080/10410236.2015.1120698
- Zoller, H. M. (2004). Manufacturing health: Employee perspectives on problematic outcomes in a workplace health promotion initiative. *Western Journal of Communication, 68*, 278-301.

Risk and Crisis Communication

- Vanderford, M. L., Nastoff, T., Telfer, J. L., & Bonzo, S. E. (2007). Emergency communication challenges in response to Hurricane Katrina: Lessons from the Centers for Disease Control and Prevention. *Journal of Applied Communication Research*, 35, 9-25. doi: 10.1080/00909880601065649
- Sutton, J., League, C., Sellnow, T. L., & Sellnow, D. D. (2015). Terse messaging and public health in the midst of natural disasters: The case of the Boulder floods. *Health Communication*, 30, 135-143. doi: 10.1080/10410236.2014.974124

Community-Based Organizations and Public Health

- de Souza, R. (2009). Creating "communicative spaces": A case of NGO community organizing for HIV/ AIDS prevention. *Health Communication*, 24, 692-702. doi: 10.1080/10410230903264006
- Muturi, N. (2016). Community perspectives on communication strategies for alcohol abuse prevention in rural central Kenya. *Journal of Health Communication*, 21, 309-317. doi:10.1080/10810730.2015.1064496

Communication and Health Activism

- Wood, R., Hall, D. M., & Hasian, M. (2008). Globalization, social justice movements, and the human genome diversity debates: A case study in health activism. In H. M. Zoller & M. J. Dutta (Eds.), *Emerging perspectives in health communication: Meaning, culture, and power* (pp. 431-446). New York, NY: Routledge.
- Olufowote, J. O. (2011). Local resistance to the global eradication of polio: Newspaper coverage of the 2003-2004 vaccination stoppage in Northern Nigeria. *Health Communication*, 26, 743-753. doi: 10.1080/10410236.2011.566830

Course Objectives:

1. To introduce students to important topics at the intersections of health communication and organizational communication.
2. To familiarize students with the thought leaders and pioneering scholars/researchers in the area.
3. To introduce students to foundational works as well as contemporary advances in the area.
4. To facilitate student ability to deeply analyze and understand research articles in the area
5. To facilitate student ability to communicate (orally and in writing) about research in the area.

Course Outline:

October 30:

History and Outline of the Field

October 31:

Physician/Health Professional Assimilation
Healthcare Ethics
Healthcare Teams

November 1:

Coping with Stress and Burnout in the Health Professions

November 6:

Communication in Emergency Medicine

November 7:

- Workplace Health Promotion
- Risk and Crisis Communication

- Community-Based Organizations and Public Health

November 8:

- Communication and Health Activism

Assignments, Grading, and Due Dates:

Article critiques:

This is a **1-2-page single-spaced critique** of one of the assigned readings on a topic (e.g., healthcare teams). Your critiques will be due on the day we will be covering the article in class. You are required to complete **five** article critiques for the class. Your critiques can cover any of the following: main points or arguments, primary contributions, communication theories or models, research questions or hypotheses, methodology, main findings, article strengths, article weaknesses, etc.

Five-page research report on one of the topics covered in class:

This course considers a variety of topics. For this assignment, you will be expected to write a **five-page** (double-spaced) report that requires you to delve into any one of these topics. Details of this assignment will be discussed in class. At minimum, you will be expected to find three additional peer-reviewed articles on the topic. Your report should summarize across these works (e.g., Who are important thought leaders and researchers/scholars in the area? What key perspectives, theories, or models are receiving attention? What seem to be shared concerns and priorities? Are there any important debates and/or disagreements? What important contributions to our knowledge are these works making?)

Five-page biography of a leading researcher/scholar:

This is a 5-page double-spaced APA-formatted assignment. You are to investigate any leading scholar/ researcher of your choice and write a **biography** that includes your scholar’s educational history and background, dissertation topic and major advisor, employment history and background, primary research areas, major research contributions, important/major publications, a short summary of one of the major publications, teaching areas, and anything else that is interesting or unique about your chosen researcher. You are expected to **submit TWO additional academic articles or book chapters written by your chosen scholar/researcher.**

Discussion leader:

You will lead discussions on the assigned readings for specific topics. To effectively lead discussions, you should be familiar with the assigned readings. Come prepared with questions that facilitate critical thinking and discussion about **each reading** (main points, interesting points, strengths, weaknesses, etc) and the **readings as a whole** (comparisons, points of contention, recurring ideas, central concerns).

Participation in Class Discussions:

Your participation in and contributions to class discussions matter. You can earn points for consistent, meaningful, and respectful participation.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignment	Percent of Grade	Due Date
Article Critiques	40%	During class sessions
Research Report on a Topic Covered in Class	20%	November 30, 2020 (Canvas)
Biography of a Leading Researcher/Scholar	20%	November 30, 2020 (Canvas)
Discussion Leader	15%	During class sessions
Participation in class discussions	5%	During class sessions

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

James O. Olufowote, PhD

Education

- PhD, Communication, Purdue University (2005)
- MA, Communication-Urban Studies, Michigan State University (2000)
- BS, Corporate Communication, Ithaca College (1998)

Current Positions

- Associate Professor of Communication, the University of Oklahoma

Frequently Taught Advanced Programs Courses

- COMM 5333 Organizational Communication
- COMM 5263 Health Communication

Major Areas of Teaching and Research Interest

Teaching:

- Organizational Communication
- Communication in Health Organizations
- Health Communication
- Communication and Public Health

Research:

- Physician preparation and practice of ethical communication.
- Communication by community-based organizations (i.e., faith-based organizations and non-governmental organizations) during public health crises.

Representative Publications and Presentations

- Olufowote, J. O. (2014). Virtue training in medical schools: The perspective of behavioral science course directors. *Health Communication*. Advance online publication. doi: 10.1080/10410236.2013.861307
- Olufowote, J. O. (2014). Organizations and health. In T. L. Thompson (Ed.), *Encyclopedia of health communication* (Volume 2, pp. 1007-1010). Thousand Oaks: Sage.
- Olufowote, J. O., & Airhihenbuwa, C. O. (2014). Nigeria. In T. L. Thompson (Ed.), *Encyclopedia of health communication* (Volume 2, pp. 944-945). Thousand Oaks: Sage.
- Koschmann, M., Bisel, R., Botero, I., Lin, C., Olufowote, J., Perriton, L.,... Wieland, S. (2012). An eye for an I—Thoughts about *Management Communication Quarterly* from the next generation. *Management Communication Quarterly*, 26, 656-681. doi: 10.1177/0893318912458761
- Olufowote, J.O. (2006). Rousing and redirecting a sleeping giant: Symbolic Convergence Theory and complexities in the communicative constitution of collective action. *Management Communication Quarterly*, 19, 451-492. doi: 10.1177/0893318905280326
- Olufowote, J.O., Miller, V.D., & Wilson, S.R. (2005). The interactive effects of role change goals and relational exchanges on employee upward influence tactics. *Management Communication Quarterly*, 18, 385-403. doi: 10.1177/0893318904270743

Representative Honors and Awards Received

- Editorial Board Member, *Management Communication Quarterly*
- Editorial Board Member, *Frontiers in Health Communication*
- Editorial Board Member, *Health Communication*

Major Professional Affiliations

- International Communication Association, National Communication Association, American Academy on Communication in Healthcare