



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

COMM 5263-101: Health Communication

Course Description:

This advanced survey course is designed to expose students to the field of health communication (its campaigns, theories, research, and practice). Students will be introduced to foundational areas of the field, namely, history of the field, physician assimilation, ethics in physician-patient communication, healthcare teams, coping with stress and burnout, ecological perspectives, risk and crisis communication, community organizations and public health, health activism, and public health communication campaigns. Our survey of each topic will include both foundational works as well as contemporary advances.

Class Dates, Location and Hours:

Dates: August 24 – 26 and August 31 – September 2, 2018
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.
Last day to enroll or drop without penalty: July 26, 2018

Site Director:

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.

History and Outline of The Field

Kreps, G. L., Bonaguro, E. W., & Query, J. L. (1998). The history and development of the field of health communication. In L. D. Jackson & B. K. Duffy (Eds.), *Health communication research: A guide to developments and direction* (pp. 1–15). Westport, CT: Greenwood.

Physician 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 in Physician-Patient Communication

- Brann, M., & Mattson, M. (2004). Toward a typology of confidentiality breaches in health care communication: An ethic of care analysis of provider practice and patient perceptions. *Health Communication, 16*, 229-251.
- 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.
- Ellingson, L.L. (2003). Interdisciplinary health care teamwork in the clinic backstage. *Journal of Applied Communication Research, 31*, 93-117. doi: 10.1080/0090988032000064579

Coping with Stress and Burnout

- Miller, K.I., Stiff, J.B., & Ellis, B.H. (1988). Communication and empathy as precursors to burnout among human service workers. *Communication Monographs, 55*, 250-265.
- 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

Ecological Perspectives on Health Care Interactions

- Dutta, M. J. (2008). *Communicating health: A culture-centered approach* (CH 2, pp. 44-67). Malden, MA: Polity Press.
- Sharf, B.F. (1993). Reading the vital signs: research in health communication. *Communication Monographs, 60*, 35-41.
- Street, R.L. (2003). Communication in medical encounters: An ecological perspective. In T. L. Thompson, A. Dorsey, R. Parrott & K. I. Miller (Eds.), *Handbook of health communication*. Mahwah, NJ: Lawrence Erlbaum Associates.

Risk and Crisis Communication

- 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
- Reynolds, B., & Seeger, M. W. (2005). Crisis and emergency risk communication as an integrativemodel. *Journal of Health Communication, 10*, 43-55.

Community 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
- 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

Communication and Health Activism

- Zoller, H. M. (2005). Health activism: Communication theory and action for social change. *Communication Theory, 15*, 341-364.
- Zoller, H. M., & Melancon, L. (2013). The good-neighbor campaign: A communication intervention to reduce environmental health disparities. In M. J. Dutta & G. L. Kreps (Eds.), *Reducing health disparities: Communication interventions* (pp. 436-456). New York, NY: Peter Lang Publishing.

Public Health Communication Campaigns

- Rogers, E.M. (2000). Diffusion theory: A theoretical approach to promote community-level change. In Peterson & DiClemente (Eds.), *Handbook of HIV prevention* (pp. 57-65). New York, NY: Kluwer Academic/ Plenum Publishers.
- Vaughan, P.W., Rogers, E.M., Singhal, A., & Swalehe, R.M. (2000). Entertainment-Education and HIV/ AIDS prevention: A field experiment in Tanzania. *Journal of Health Communication, 5*, 81-100.

Course Objectives:

1. To introduce students to important topics in health communication.
2. To introduce students to foundational works in health communication.
3. To introduce students to contemporary advances in health communication.
4. To introduce students to important theories/ models of health communication.
5. To facilitate students' abilities to investigate and evaluate health comm. campaigns.
6. To facilitate students' abilities to communicate (orally and in writing) about health communication (campaigns, topics, theories, practice).

Course Outline:

August 24:

History and Outline of the Field

August 25:

- Physician Assimilation
- Healthcare Ethics in Physician-Patient Communication
- Healthcare Teams

August 26:

Coping with Stress and Burnout

August 31:

Ecological Perspectives on Health Communication

September 1:

- Risk and Crisis Communication
- Community Organizations and Public Health
- Communication and Health Activism

September 2:

Public Health Communication Campaigns

Assignments, Grading, and Due Dates:

Article Critiques:

This is a **1-2-page single-spaced critique** of one of the assigned readings in a health communication 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, health communication theories or models, research questions or hypotheses, methodology, main findings, article strengths, article weaknesses, etc.

Evaluation of a Health Communication Theory or Model:

As we survey health communication topics, we will consider several health communication theories or models. You are to identify one theory, find an additional article on the theory, and write a **five page** (double-spaced) explanation and evaluation of the theory. We will learn about criteria for evaluating theory in class such as heuristic value, logical consistency, and scope.

Investigation and Evaluation of a Health Communication Campaign:

You are to identify a health communication campaign (e.g., Soul City campaign in South Africa), find two additional articles on the campaign, and write a 5-page investigation and evaluation of the campaign. Additional guidelines for your paper will be provided in class.

Discussion Leader:

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

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
Evaluation of a Health Communication Theory or Model	20%	September 24, 2018 (Canvas)
Investigation and Evaluation of a Health Communication Campaign	20%	September 24, 2018 (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

- Assistant Professor of Communication, the University of Oklahoma
- Adjunct, International and Area Studies, 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 in, and practice of, health care ethics in health organizations.
- Communication by community organizations (i.e., faith-based organizations and non-governmental organizations) during public health crises.
 - Interorganizational collaboration by community organizations

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

- Top faculty paper, Health Communication Division of the *Eastern Communication Association*
- Editorial Board Member, *Management Communication Quarterly*

Major Professional Affiliations

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