



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

COMM 6423-103: Communication in Health Organizations

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 coping with stress and burnout in the health professions, 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, Format, Location and Hours:

Dates: October 29 – 31 & November 5 – 7, 2021
Format: Hybrid. Course to take place via Zoom and Canvas.
Location: Oklahoma City
Hours: Friday 5:30-9:30 p.m.; Saturday 9:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: September 30, 2021

Site Director:

Name: Ms. Kristen Dennis
Email: apokc@ou.edu
Phone: 405-314-6773 (Commercial Only)

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. (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

- Hafferty, F.W. (1988). Cadaver stories and the emotional socialization of medical students. *Journal of Health and Social Behavior, 29*, 344-356.
- Hildenbrand, G. M., Perrault, E. K., & Keller, P. E. (2020). Evaluating a health literacy communication training for medical students: Using plain language. *Journal of Health Communication, 25*(8), 624-631. <https://doi.org/10.1080/10810730.2020.1827098>

Healthcare Ethics

- Bute, J. J., Petronio, S., & Torke, A. M. (2015). Surrogate decision makers and proxy ownership: Challenges of privacy management in health care decision making. *Health Communication, 30*(8), 799-809. <https://doi.org/10.1080/10410236.2014.900528>
- Olufowote, J. O. (2011). A dialectical perspective on informed consent to treatment: An examination of radiologists' dilemmas and negotiations. *Qualitative Health Research, 21*(6), 831-852. <https://doi.org/10.1177/1049732311402097>

Healthcare Teams

- Real, K., Santiago, J., Fay, L., Isaacs, K., & Carll-White, A. (2019). The social logic of nursing communication and team processes in centralized and decentralized work spaces. *Health Communication, 34*(14), 1751-1763. <https://doi.org/10.1080/10410236.2018.1536940>
- Seamons, V. A., & Canary, H. E. (2017). Contradictions in surgical work teams. *Journal of Applied Communication Research, 45*(1), 42-60. <https://doi.org/10.1080/00909882.2016.1248467>

Coping with Stress and Burnout

- Moreland, J. J., & Apker, J. (2016). Conflict and stress in hospital nursing: Improving communicative responses to enduring professional challenges. *Health Communication, 31*(7), 815-823. <https://doi.org/10.1080/10410236.2015.1007548>
- Way, D., & Tracy, S. J. (2012). Conceptualizing compassion as recognizing, relating and (re)acting: A qualitative study of compassionate communication at hospice. *Communication Monographs, 79*(3), 292-315. <https://doi.org/10.1080/03637751.2012.697630>

Communication in Emergency Medicine

- Apker, J., Ptacek, J., Beach, C., & Wears, R. (2016). Exploring role dialectics in inter-service admission handoffs: A qualitative analysis of physician communication. *Journal of Applied Communication Research, 44*(4), 399-414. <https://doi.org/10.1080/00909882.2016.1225164>
- 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

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
- James, E. P., & Zoller, H. M. (2018). Resistance training: (Re)shaping extreme forms of workplace health promotion. *Management Communication Quarterly, 32*(1), 60-89. <https://doi.org/10.1177/0893318917696990>

Risk and Crisis Communication

- Pyle, A. S. (2018). Intercultural crisis communication: Examining the experiences of crisis sojourners. *Journal of Applied Communication Research*, 46(3), 388-407. <https://doi.org/10.1080/00909882.2018.1467031>
- 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
- Olufowote, J. O., & Matusitz, J. (2016). "How dark a world it is. . . where mental health is poorly treated": Mental illness frames in sermons given after the Sandy Hook shootings. *Health Communication*, 31(12), 1539-1547. <https://doi.org/10.1080/10410236.2015.1089458>

Communication and Health Activism

- Olufowote, J. O., & Livingston, D. J. (2021). The excluded voices from Africa's Sahel: Alternative meanings of health in narratives of resistance to the Global Polio Eradication Initiative in northern Nigeria. *Health Communication*. Advance online publication. <https://doi.org/10.1080/10410236.2021.1895416>
- Zoller, H. M., & Casteel, D. (2021). #March for our lives: Health activism, diagnostic framing, gun control, and the gun industry. *Health Communication*. Advance online publication. <https://doi.org/10.1080/10410236.2020.1871167>

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 29:

History and Outline of the Field

October 30:

Physician/Health Professional Assimilation
Healthcare Ethics
Healthcare Teams

October 31:

Coping with Stress and Burnout in the Health Professions

November 5:

Communication in Emergency Medicine

November 6:

- Workplace Health Promotion
- Risk and Crisis Communication
- Community-Based Organizations and Public Health

November 7:

- 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:

For this assignment, you will be expected to write a **five-page** double-spaced APA-formatted report that requires you to delve into any **ONE** of the topics covered in the course. 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 and synthesize these works (e.g., Who are important thought leaders on your chosen topic? 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 are these works making to knowledge, theory, and practice?)

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 and major research contributions, and anything else that is interesting or unique about your chosen researcher. You will be 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%	Nov 24, 2021 (Canvas)
Biography of a Leading Researcher/Scholar	20%	Nov 24, 2021 (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 make 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.

OU faculty will submit grades online through ONE not later than 30 days after the course end date. Course end dates are approximately one calendar month after the final seminar date on this syllabus and are provided on the official scheduling website for reference.

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

Extended Campus (also and formerly known as 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 e-mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

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 OU Extended Campus, 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 Extended Campus (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
- Communication and Public Health

Research:

- Physician preparation and practice of ethical communication.
- Bottom-up responses of community-based organizations (e.g., faith-based organizations and non-governmental organizations) and marginalized communities to public health crises.

Representative Publications and Presentations

- Olufowote, J. O. (2020). Taking culture and context seriously: Advancing health communication research on HIV/AIDS prevention in Tanzania with the PEN-3 cultural model. *Howard Journal of Communications*. Advance online publication. <https://doi.org/10.1080/10646175.2020.1819917>
- Olufowote, J. O., & Aranda, J. S. (2018). The PEN-3 cultural model: A critical review of health communication for Africans and African immigrants. In Y. Mao & R. Ahmed (Eds.), *Culture, migration, and health communication in a global context* (pp. 177-190). Routledge.
- Olufowote, J. O., Aranda, J. S., Wang, G. E., & Liao, D. (2017). Advancing the New Communications Framework for HIV/AIDS: The communicative constitution of HIV/AIDS networks in Tanzania's HIV/AIDS NGO sector. *Studies in Media and Communication*, 5, 79-92. <https://doi.org/10.11114/smc.v5i1.2390>
- Olufowote, J. O. (2014). Organizations and health. In T. L. Thompson (Ed.), *Encyclopedia of health communication* (Volume 2, pp. 1007-1010). 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

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