

CMST 4700: Health Communication
Monday, Wednesday, Friday. 11:30 – 12:20

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Office: Old Main 002A
Office hours: Monday 12:45 – 1:45 or by appointment

Course Description

This course is designed to enhance your knowledge of, and ability to critically analyze, communication in health contexts. We will discuss a variety of topics, theories, and types of communication (e.g., media, interpersonal relationships) that inform our understanding of health. The material covered in this course is based on theory and empirical data.

Course Objectives

This course provides an in-depth examination of health communication from an academic and theory rich perspective.

1. Students will learn about major theories in communication and health research.
2. Students will examine the role of health communication in the media and interpersonal relationships.
3. Students will examine how communication influences individual health outcomes.
4. Students will complete a research project that applies course material.
5. Students will enhance their professional writing and speaking skills.

Topical Outline

The topical outline gives you a broad sense of what topics are covered in this class. These topics will likely not be covered in the same order in different semesters.

1. Introducing Health Communication
2. Culture
3. Patient-provider communication
4. Substance use
5. HIV & Sexual Risk
6. Health literacy
7. Mental health
8. Health disparities
9. Aging well and longevity
10. Health belief model and third party effect model
11. Mass media and health
12. Social media/entertainment and health

Syllabus Statement

The course syllabus is a *general plan* for the course; deviations may be necessary, and will be announced to the class. Any changes or deviations from the syllabus is at the discretion of the instructor and will be announced to the class.

Principle Course Assignments

The course schedule is approximate and may change at the discretion of the professor. Change will either be announced in class or posted on Canvas; thus, I advise regular class attendance and daily check-ins on Canvas to ensure you do not miss any announcement. Exam dates will not change. Topics considered on any given day may change if we fall behind or are ahead of schedule.

Below are the percentage values for each assignment in this class.

Exam 1	20%
Exam 2	20%
Article Presentation	5%
Reviewer Comments	5%
Health Disparities Assignment	40%
Quizzes	10%

Grading

Please keep a record of all grades received. Use the formula below to assess your work and grade in the course. Please keep all graded papers until you receive your final grade in the course. Grades are rounded to the nearest tenth. For example, an 89.89 is rounded to an 89.9 – making that a B+ in the course.

A = 93--100%	B+ = 88-89%	C+ = 78-79%	D+ = 68-69%	F = 0-59%
A- = 90-92%	B = 83-87%	C = 73-77%	D = 63-69%	
	B- = 80-82%	C- = 70-72%	D- = 60-62%	

- **Final Grades.** Your final grade is final. Adjustments will be made only in the case of a mathematical error. Applying subjective standards after the fact to bolster your grade is unfair to your classmates and therefore will not occur.

Assignment Details:

Exams

Exams are a combination of True/False, Multiple Choice, and Short Answer questions.

Make – Up Exams

After the first person to finish the exam has left, I will not allow any latecomers to take the exam. Make-ups are rarely given, and never for personal reasons. Make-ups are only allowed for the following:

1. Absence due to a university sanctioned activity where students have given the instructor a week's notice.
2. Absence due to an emergency which has been documented through their advisor or Student Affairs.

3. Absence due to an illness which has been verified in writing from your private physician. The note does not need details of the illness, but that the physician does not think you are well enough to attend class on the date of the exam. **An indication that you had an appointment at the health care center is not sufficient.**

Article Presentation

Article Presentations are done in groups of 3. Your group of 3 will present an article with *** from our reading list. Article presentations happen every Friday during the first 10 minutes of class. You will sign up for slots during the first week of classes.

Your group will pretend you are the authors of the article and give a 7-9 minute presentation reviewing the article and its main points. You will take us through the literature review, hypotheses, methods, results, and discussion. You do not need to understand the statistical procedures of the article. However, you should be able to tell the audience whether or not the hypotheses were support AND you should be able to speak to the implications/importance of the results. I strongly advise you to read the articles in advance and ask me if you have clarifying questions. You will need to read the article several times to do well on this assignment. You will be graded on the accuracy of the content and the group's presentation skills.

Reviewer Comments

After the article presentations, there will be three students who are “reviewers of the week.” This is an individual assignment. You will do this once during the semester (you will sign up during the first week of classes). If you are a reviewer you will write up a 1 page (double spaced) critique of the article. A critique means you are able to point out both the strengths and limitations of the article. Every article has strong points and flaws; a good critique can see both. You will offer a verbal critique to the presenters after they present the article to spark our conversation. You WILL NOT read your 1 page papers – it is meant to be in a conversational style. You will simply state your main points in a conversational style (this will take roughly 2 minutes). You will be graded on the 1 page paper you turn into me, and your oral critique in class.

Quizzes

Reading quizzes will occur on Wednesdays OR Fridays. They are pop quizzes that are based solely on the readings for the week. Quizzes will occur in the beginning of class. You cannot make up a reading quiz in the case of an unexcused absence. If you are late and miss the quiz you can write your name on the quiz and earn 25%. You can use one page of handwritten notes only.

Health Disparity Assignment

The health disparities assignment is a semester long project that you will complete throughout the semester. Your job is to go to the website below, look through the health disparities reviewed, and pick one as your topic for the semester.

https://www.cdc.gov/DisparitiesAnalytics/topic_table.html

The topic proposal (due Feb 12) will be a one page, double spaced paper explaining the topic you chose and why. The proposal will end with three citations of journal articles you've read on your topic and a 1-2 sentence overview of what you found interesting/useful from those articles. (5% of your grade).

The next part of the assignment is a 5-6 page literature review of your topic. In this 5-6 page paper, you will review at least 5 scholarly articles on your topic. A literature review should be organized by main ideas. That means – you DO NOT want to simply list 4 articles and write about them individually. Rather, it is your job to read the articles, and write a 5-6 page paper that synthesizes the main ideas/take away points from your topic. (15% of your grade).

For the final part of the assignment you will revise your literature reviews and create a Public Service Announcement (PSA) that is meant to help raise awareness about your topic and/or promote action to mitigate harmful behaviors that promote health disparities. You can't solve an entire issue in a 30 second PSA announcement. However, your work should be focused based in the knowledge you gain from your literature reviews. For example, if you find that African American men are less likely to receive fair health care, you could create a PSA targeted at physicians to help raise awareness about physician bias towards black men. Your PSA can be a visual (e.g., posters), videos (no more than 2 minutes), or audio recording meant for radio. Of course, if you have a different outlet you'd like to explore for this part of the project run it by me. The point of this is to be creative and send an effective message that can help address health disparities in the US.

The final part of the project also involves a 3-4 page paper. In this last section you will explain in the first paragraph why you chose your PSA medium and who the target audience is. The remaining space is dedicated to linking your PSA to research. In other words, you need to make an argument that your PSA is appropriate and could be effective. How does your PSA help people? What will it do? What action (if any) does it promote and why is that a good idea? Your argument will be based on the information you learned when researching your topic.

You will give a 7-8 minute presentation of your PSA at the end of the semester. The presentation should first review your health disparity (a shortened version of the lit review), then a demonstration and explanation of your PSA, followed by an explanation of why your PSA would be effective. (5% of your grade).

Drafts of Papers (Through Writing Fellows Program)

Two times during the semester, you will be required to submit a draft of a paper to a Writing Fellows mentor ~one week before you submit a paper to me. Due dates are listed on the calendar below. What you submit to the mentor for the literature review must be a minimum of three pages. You will turn in the draft you worked on with your mentor in to me on the day you submit your final literature review electronically

Attendance policy

Absences

Attendance will be taken at every class. Illness, personal or family emergencies, or university-sponsored activities constitute excused absences. However, in order to count as such, students must provide appropriate documentation to me in a timely manner (**meaning one week ahead of time for university sponsored activities and the class meeting after you return from an illness**).

In the case of illness, you must get a note from either your private physician or from the Student Health Center signed by a doctor or physician's assistant that says something to the effect: "In my opinion, this student should not be in classes today and/or tomorrow (specify the particular date[s] involved)." Typically, a private physician or clinician will write a note for an illness for one or two days. However, if your illness lingers, you will need to recheck with the private physician or clinician and request an additional note to document your absence. The note does not have to indicate the specifics of your illness, but that the physician or clinician does not think you are well enough to attend class. An indication that you had an appointment at the health center is NOT SUFFICIENT.

You have two unexcused absences before penalty on your final grade. You cannot make up any work for non-excused absences. For every absence after two, ½ a percent of your overall grade in the class is deducted at the end of the semester.

24/7 Rule

Students that wish to discuss grades on any assignment must wait 24 hours before raising the issue to your instructor. After 24 hours, you have 7 days to discuss the issue before it will no longer be considered for a grade appeal. For example, if you receive an exam grade on a Monday, you must wait a day until Tuesday and you have until the following Tuesday to contact me to discuss the grade. After 7 days the assignment will no longer be eligible for an appeal. Appointments may be scheduled via email, however discussions regarding grades will only be done in face-to-face interactions. You are expected to come to the discussion with concrete comments and/or concerns.

Respect and Etiquette

In-class: In this class we will discuss sensitive topics. Our goal is to have an open a comfortable classroom environment. Comments that are disrespectful will not be tolerated.

Email: Professional communication is essential when constructing emails in this class and others. Please begin emails with by addressing me by "Tim," have a clear body with proper grammar, and end with your name. This is a good model for all emails you send to instructors. You are responsible for making sure I receive all emails, therefore, I recommend sending yourself a carbon copy of all emails you send.

Cellphone/Computer Use: Computers can be used for notes only.

Late work:

Assignments must be turned in at the beginning of the class period that they are due or else they will receive 10% off the final grade each day the assignment is late including with the due date. An assignment will not be accepted after three days past the due date.

Academic honesty & the University Honor Code.

Plagiarized work will receive an F for the assignment and may, depending on the severity of the infringement, receive a failing grade for the course and/or expulsion from the university. Refer to the university honesty/honor code for further policies pertinent to this class.

Reasonable Accommodation Policy

If you have a disability, I strongly encourage you to contact the Disability Resource Center and myself so that the classroom environment can be made conducive to your learning style.

Day	Topic	Major Assignment Info
Jan 8	Course Introduction	
Jan 10	Intro to Health Comm	
Jan 12	Culture	
Jan 15	No Class	
Jan 17	Culture	
Jan 19	Culture	Article Presentation 1
Jan 22	Health Disparities	
Jan 24	Health Disparities	
Jan 26	Health Disparities	Article Presentation 2
Jan 29	Health and the Body	
Jan 31	Health and the Body	Topic proposal for disparity paper due
Feb 2	Heath and the Body	Article Presentation 3
Feb 5	Mass Media and Health	
Feb 7	Mass Media and Health	
Feb 9	Mass Media and Health	Article Presentation 4
Feb 12	Entertainment & Social Media	
Feb 14	Entertainment & Social Media	
Feb 16	Entertainment & Social Media	Article Presentation 5
Feb 20	Stigma and Health	
Feb 21	Stigma and Health	Draft of lit review due to writing fellow (Tuesday)
Feb 23	Stigma and Health	Article Presentation 6
Feb 26	No class	
Feb 28	Writing Workshop Day	Lit review due to Dr. Curran
Mar 2	Exam 1	

Mar 5	No class	
Mar 7	No class	
Mar 9	No class	
Mar 12	Kindness, Gratitude, Compassion	
Mar 14	Kindness, Gratitude, Compassion	
Mar 16	Kindness, Gratitude, Compassion	Article Presentation 7
Mar 19	Depression, Anxiety, and Stress	
Mar 21	Depression, Anxiety, and Stress	
Mar 23	Depression, Anxiety, and Stress	Article Presentation 8
Mar 26	HIV/Sexual Risk	
Mar 28	HIV/Sexual Risk	
Mar 30	HIV/Sexual Risk	Article Presentation 9
April 2	Patient-Provider Communication	
April 4	Patient-Provider Communication	
April 6	Patient-Provider Communication	Article Presentation 10
April 9	Aging Well/Longevity	
April 11	Aging Well/Longevity	Draft of 2 nd health disparities paper due to writing fellow
April 13	Aging Well/Longevity	
April 16	Exam 2	
April 18	Writing Workshop 2	
April 20	Presentations	
April 23	Presentations	
April 25	Presentations	
April 27	Presentations	
Final Paper Due	Health disparities paper due to Dr. Curran	

Readings

Culture:

Dutta, M. (2007). Communicating about culture and health: Theorizing culture-centered and cultural sensitivity approaches. *Communication Theory*, 17, 304-328.

***Villagran, M., Hajek, C., Zhao, X., Peterson, E., & Wittenberg-Lyles, E. (2012). Communication and culture: Predictors of treatment adherence among Mexican immigrant patients. *Journal of health psychology*, 17(3), 443-452.

Health disparities

Harrington, N. G. (2013). Special Issue: Communication strategies to reduce health disparities. *Journal of Communication*, 63(1), 1-220. doi:10.1111/jcom.12004

***Niederdeppe, J., Bigman, C. A., Gonzales, A. L., & Gollust, S. E. (2013). Communication about health disparities in the mass media. *Journal of Communication*, 63(1), 8-30. doi:10.1111/jcom.12003

Health and the Body

***Arroyo, A., Segrin, C., & Harwood, J. (2014). Appearance-Related Communication Mediates the Link Between Self-Objectification and Health and Well-Being Outcomes. *Human Communication Research*, 40(4), 463-482. doi:10.1111/hcre.12036

Mass Media and Health

Connie Henson, Simon Chapman, Lachlan McLeod, Natalie Johnson, Kevin McGeechan, Ian Hickie More us than them: positive depictions of mental illness on Australian television news.

***Musso, E., & Wakefield, S. L. (2009). 'Tales of mind over cancer': Cancer risk and prevention in the Canadian print media. *Health, Risk & Society*, 11(1), 17-38. doi:10.1080/13698570802536567

Health and Entertainment/Social Media

Igartua, J., & Vega Casanova, J. (2016). Identification with characters, elaboration, and counterarguing in entertainment-education interventions through audiovisual fiction. *Journal of Health Communication*, 21(3), 293-300. doi:10.1080/10810730.2015.1064494

***Strekalova, Y. A., & Krieger, J. L. (2017). Beyond Words: Amplification of Cancer Risk Communication on Social Media. *Journal of Health Communication*, 22(10), 849-857. doi:10.1080/10810730.2017.1367336

Stigma:

Rice, R. E., Wu, Z., Li, L., Detels, R., & Rotheram, Borus, M. J. (2012). Reducing STD/HIV Stigmatizing Attitudes Through Community Popular Opinion Leaders in Chinese Markets. *Human Communication Research*, 38(4), 379-405.

Kindness:

Campbell, Maya. *Transpersonal Psychology Review*. Spring2017, Vol. 19 Issue 1, p45-50. 6p

***Kindness reduces avoidance goals in socially anxious individuals Jennifer L. Trew, Lynn E. Alden.

***Villiant Chapter.

Depression, Anxiety, Stress

R. Morse, A. Afifi, E. Morgan, T. Stephenson, Reichert, R. Harrison & D. Long. Religiosity, Anxiety, and Discussions About Organ Donation: Understanding a Complex System of Associations, *Health Communication Vol. 24* , Iss. 2,2009

***Race-related stress and smoking among pregnant African-American women

Anita Fernander, George Moorman & Miriam Azuoru

Acta Obstetricia et Gynecologica Scandinavica Vol. 89 , Iss. 4,2010

HIV, Sexual Risk

Curran et al. (2016). Sexual Risk Among African American Women: Psychological Factors and the Mediating Role of Social Skills

***Zamboni, B. D., & Silver, R. (2009). Family Sex Communication and the Sexual Desire, Attitudes, and Behavior of Late Adolescents. *American Journal Of Sexuality Education*, 4(1), 58-78. doi:10.1080/15546120902733257

Patient-Provider

***Song, L., Hamilton, J. B., & Moore, A. D. (2012). Patient-healthcare provider communication: Perspectives of African American cancer patients. *Health Psychology*, 31(5), 539-547. doi:10.1037/a0025334

Wanzer, M. B., Booth-Butterfield, M., & Gruber, K. (2004). Perceptions of health care providers' communication: Relationships between patient-centered communication and satisfaction. *Health Communication*, 16(3), 363-383.

Aging Well/Longevity

Angus, J., & Reeve, P. (2006). Ageism: a threat to "aging well" in the 21st century. *Journal of Applied Gerontology*, 25(2), 137-152.

***Fowler, C., Gasiorek, J., & Giles, H. (2015). The Role of Communication in Aging Well: Introducing the Communicative Ecology Model of Successful Aging. *Communication Monographs*, 82(4), 431-457. doi:10.1080/03637751.2015.1024701