University of Kentucky
Seminar in Health Communication:
Health-related Organizational Communication
CJT 771: Spring 2010, Mon 1-3:30pm

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Office Hours: Mon-Wed 11am-12pm, or by appointment

Course Overview
This course will provide students with an overview of key issues at the intersection of health communication and organizational communication by considering communication processes that occur in a number of distinct contexts within health care organizations. Health-related organizational communication is a relatively new and growing area of scholarship in the communication discipline. Special attention will be given to communication as it pertains to nurses and physicians in health care organizations, health care teams, professional identity, and healthcare quality and safety. Students should consider the course requirements, subject matter, paper deadlines, etc., before making a decision to take the course this semester. It is especially important to consider the research paper assignment described below.

Evaluation
First, the major project of the course will be a detailed research paper that includes a "narrative plan" (a formal research paper proposal) for the paper in advance, followed later by a literature review, suggested research questions, and a brief research plan for answering the research questions. Second, students are expected to participate in the class, discussing the readings in class and on the class email list. Finally, there will be two "show and tell" sessions during the term when students will bring in examples of course issues and concepts from the current media along with summaries of those examples. These examples will serve as the springboard for discussion of that transcends the boundaries of course readings.

Student Responsibilities
1. Attend class. This is a seminar, not a lecture class. A great deal of what we learn will come from class discussion of the readings. If you miss one class, you will have missed one week of class.
2. Participate in class discussions. Your final grade will suffer if you are unable or unwilling to share your knowledge, experience, and research findings with others.
3. Bring in examples of course issues and concepts from the current media along with summaries of those examples. Some attention to communication is necessary but it need not be the focus. These examples will serve as a springboard for discussion that transcends the boundaries of course readings.
4. Complete a formal research paper proposal that includes a reference list.
5. Complete a major research project—a formal term paper—by the end of the semester. Guidelines for the paper follow the proposed semester schedule below.
6. Give a presentation in class related to the subject of your final research paper.
7. You are required to post a minimum of one message per week (no later than the Sunday evening prior to Monday's class) to the class listserv regarding the readings for the forthcoming week.

Grading Specifics
Class Participation: 20%*
"Show and Tell" (x2): 30% (15% each)
Paper: 50%
  Proposal 15%**
  Paper 25%
  Presentation 10%
*includes listserv contributions
**Course grade percentages

Grading Policy—A General Statement
When specific due dates are announced for papers, reports, exercises, projects, etc., they are to be followed.
If for some good reason you are unable to comply with the due date as announced, you should clear this with me, then take the necessary steps to complete the work as quickly as possible. In any case, a late completion of an assignment will probably result in some penalty in terms of grade received. Incomplete grades ("I's") are given in CJT 771 only with documented late-in-the-semester medical or family emergencies.

The above policy is least specific--and, I hope, fair to all members of the class (especially to those who complete assignments on time). Finally, please permit a statement of the obvious. Written assignments for this class are to be original research. To re-work or otherwise "extend" a paper done for another class is academic plagiarism.

**PROPOSED SEMESTER SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>January 25</td>
<td><em>Introduction to Course, Overview</em></td>
<td>Ramanujam &amp; Rousseau, 2006&lt;br&gt;Kreps &amp; Maibach, 2008</td>
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<td>Week 3</td>
<td>February 8</td>
<td><em>Communication and Sensemaking in Managed Care</em></td>
<td>Apker, 2001&lt;br&gt;Lammers &amp; Duggan, 2002 (and Miller’s response, 2002)&lt;br&gt;Apker, 2004&lt;br&gt;Barbour &amp; Lammers, 2007</td>
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<td>Week 4</td>
<td>February 15</td>
<td><em>Communication in HCOs: Structure and Processes</em></td>
<td>Propp et al. 2010&lt;br&gt;Eisenberg, et al., 2006&lt;br&gt;Real &amp; Street, 2009&lt;br&gt;Apker, Propp &amp; Ford, 2009</td>
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<tr>
<td>Week 6</td>
<td>March 1</td>
<td><em>Communication in Health Care Teams I</em></td>
<td>Poole &amp; Real, 2003&lt;br&gt;Ellingson, 2003&lt;br&gt;Sutcliffe et al. 2004&lt;br&gt;Fernandez et al. 2008</td>
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<tr>
<td>Week 8</td>
<td>March 15</td>
<td><em>Spring Break – No Class</em></td>
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Week 9, March 22:  
**Healthcare Professional Socialization and Identity**  
Apker & Eggly, 2004  
Harter & Kirby, 2004  
Zorn & Gregory, 2005  
Real, Bramson & Poole, 2009  
*Research Proposal Due (could also be turned in Wed)*

Week 10: March 29:  
**Quality and Safety in Health Care I**  
Tamuz & Harrison, 2006  
Nembhard et al. 2009  
Eisenberg et al. 2005  
Patterson et al. 2004

Week 11, April 5:  
**Quality and Safety in Health Care II**  
Haig et al. 2006  
Anthony & Preuss, 2002  
Leonard et al. 2004  
Lingard et al. 2004

Week 12, April 12:  
**Information and Communication Technology in HCOs**  
Pirnejad, 2008  
Johnson, 2009  
Houston et al., 2003  
O'Connor et al. 2009

Week 13, April 19:  
**Trends/ Future Directions: Language, Diversity, End of Life Care**  
Villagran & Hoffman, 2008  
Fiscella & Epstein, 2009  
Lanneman et al., 2008

Week 14, April 26:  
**Formal Class Research Presentations**  
*Research Paper Due at the Beginning of Class*

Week 15, May 4:  
**Formal Class Research Presentations (only if necessary)**

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**Semester Research Paper Assignment**

Your final paper should consist of twenty (20) to twenty-five (25) double-spaced, word-processed 8 ½ x 11-inch pages of text. Any tables, graphs, charts, references, and notes are to be in addition to the above-noted page limits. College of Communications and Information Studies graduate students are required to use APA format for this paper. A *Publication Manual of the American Psychological Association* is widely available for your use. Students in the course from graduate programs outside the college may use whatever manuscript style is appropriate for their program. Please remember that this paper constitutes a major part of your course grade. Your final effort should be publication quality.

Criteria for grading:  
(1) Significance of topic  
(2) Relevance of topic to the course material  
(3) Thoroughness of research  
(4) Organization of material (i.e., correct use of APA style)  
(5) Clarity and maturity of writing  
(6) Meaningfulness and sophistication of analysis
Please be sure to keep a photocopy or electronic copy of your paper for your personal records. I have never lost a student paper, but . . . Finally:

(1) On Monday March 22, at the beginning of class please provide me with your research paper proposal. I have in mind a “formal” five (5)- to six (6)-page proposal in which you address your topic, method, sources, etc. These pages could, in fact, be the first few pages of your paper. References (as they are called in APA style) are to be in addition to the 5- to 6-page proposal. The reference list is as important as your proposal itself, as it will let me know “where you are,” and I may be able to help you find sources you have not yet located.

(2) The paper is due in final form at the beginning of class on Monday April 26, 2010. Good luck!

References (by week)

Week 1, January 25: Introduction to Course, Overview


Week 2, February 1: Healthcare Organizational Forms, Theory and Practice


Week 3, February 8: Communication and Sensemaking in Managed Care Organizations


**Recommended:**


**Week 4, February 15:**

**Communication in HCOs: Structure and Processes**


**Recommended**


**Week 5, February 22:**

**Handoff Communication in Healthcare Organizations**


Recommended

Week 6, March 1: Communication in Health Care Teams I

Recommended

Week 7, March 8: Communication in Health Care Teams II

Recommended

Week 8, March 15: Spring Break – No Class

Week 9, March 22: Healthcare Professional Socialization and Identity
discourse of morning report. *Qualitative Health Research, 14*, 411-429.


**Recommended**


**Week 10, March 29:**

**Quality and Safety in Health Care I**


**Recommended**


**Week 11, April 5:**

**Quality and Safety in Health Care II**


**Recommended**


**Week 12, April 12:**

**Information and Communication Technology in HCOs**


**Recommended**


**Week 13, April 19:**

**Trends/Future Directions: Language, Diversity, End of Life Care**


Fiscella, K., & Epstein, R. M. (2009). So much to do, so little time: Care for the socially disadvantaged and the 15-minute visit. *Archives of Internal Medicine, 168*, 1843-1852

Recommended