

Proseminar in Health Communication

CJT 671-001 Course Syllabus, Fall 2017
Monday 2:00-4:45 p.m., 223 Grehan Journalism Building

INSTRUCTOR CONTACT INFORMATION

Dr. Nancy Grant Harrington

Email: nancy.harrington@uky.edu

Office Phone: 859.257.2295

Office Address: 249 Grehan Building

Office Hours: Mondays, 1:00 - 1:55 and by appointment

COURSE DESCRIPTION

This seminar is designed to provide graduate students with a comprehensive overview of research in health communication. Upon completing this course, students will have a broad understanding of major areas of study in health communication and specialized knowledge in an area of interest. This course operates as a seminar. Students are expected to participate fully in class discussions on assigned readings.

COURSE OBJECTIVES

1. *Students will be introduced to the major areas of study in health communication.*
 - a. What are the core research questions driving each area?
 - b. What theories guide the research questions?
 - c. What methods are used to investigate the research questions?
 - d. What are the practice implications of research results?
 - e. Is there evidence of research translation?
2. *Students will develop an understanding of the history of health communication as a field of study and current trends in the field.*
 - a. When did health communication emerge as a subdiscipline in communication?
 - b. How has the field developed over time, both in breadth and in depth?
 - c. Who are the major scholars in health communication, and what are their research areas?
 - d. What are the major graduate programs in health communication?
 - e. What is the extramural funding landscape like for health communication research?
3. *Students will understand the relationship of health communication to related social, behavioral, and clinical science disciplines.*
 - a. How do disciplines such as public health, health education, and clinical sciences approach the study of health and health-related behavior?
 - b. What differentiates health communication as a discipline?
 - c. How interdisciplinary is health communication?
4. *Students will focus on a specific area of health communication to design a research study to advance knowledge in that area.*
5. *Students will practice critiquing research studies, reviewing research proposals, and making professional research presentations.*

REQUIRED TEXTBOOKS/HANDOUTS

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Thompson, T. L., Parrott, R., & Nussbaum, J. F. (Eds.) (2011). *The Routledge handbook of health communication* (2nd ed.). Mahwah, NJ: Routledge.
- Other readings as assigned, including *Plagiarism 101*.

RECOMMENDED REFERENCE BOOKS

Communication

- Berger, C. R., Roloff, M. E., & Ewoldsen, D. R. (Eds.). (2010). *The handbook of communication science* (2nd ed.). Thousand Oaks, CA: Sage.
- Knapp, M. L., & Daly, J. A. (2004). *A guide to publishing in scholarly communication journals* (3rd ed.). Austin, TX: International Communication Association.
- Schramm, W. (1997). *The beginnings of communication study in America: A personal memoir*. Thousand Oaks, CA: Sage.

Writing

- Gopen, G. D. (2004). *The sense of structure: Writing from the reader's perspective*. New York: Pearson Longman.
- Kolln, M. J. (2007). *Rhetorical grammar: Grammatical choices, rhetorical effects* (5th ed.). New York: Pearson Education.
- O'Conner, P. T. (2009). *Woe is I: The grammarphobe's guide to better English through plain English* (3rd ed.). New York: Riverhead Books.

Methods/Statistics

- Field, A. (2013). *Discovering statistics using SPSS* (4th ed.). Thousand Oaks, CA: Sage.
- Rubin, R. B., Palmgreen, P., & Sypher, H. E. (1994). *Communication research measures: A sourcebook*. New York: Guilford Press.

INSTRUCTIONAL STRATEGY

This course operates as a graduate seminar. This means that students are expected to come to class having *read and thought about* assigned readings and that everyone will participate in an active and informed manner in class discussions.



(I had the space. Why not fill it with puppies?!?! ☺)

COURSE ASSIGNMENTS

Written Assignments

Critical Summary Reports: This assignment is designed to help you learn how to critically read journal articles, as well as obtain a broader exposure to the literature. You will report on two articles a few weeks apart (dates to be assigned). CSRs, along with a copy of the article on which they report, are due the Wednesday before the class in which they are presented.

Research Proposal: This assignment is designed to give you the opportunity to learn more about one of the general topic areas we cover in class and the opportunity to design a research study to investigate the problem. You will turn in a draft of the paper, which will be reviewed by me and a fellow student, and then you will turn in a final paper that has been revised based on the reviews. Reviews will be blind (i.e., do not have your name anywhere other than on the title page, per APA). Drafts (two copies, please) are due Friday, October 27; final papers are due Wednesday, December 13.

Peer Review of Research Proposal: This assignment is designed to give you the opportunity to take the perspective of a proposal reviewer and evaluate the work of a fellow student. By reviewing another proposal, you will discover various strengths you may apply to your own work and various weaknesses you will want to avoid in your work. Your review also will help your fellow student improve her/his writing. Your peer review (two copies, please) is due Friday, November 10.

Oral Assignments

Critical Summary Reports: As we discuss the week's chapters, feel free to jump in at an appropriate point during the discussion and present your CSR.

CSR and Research Proposal Meetings: Each of you will sign up for a 30-minute meeting with me to discuss the draft of your proposal and a 15-minute meeting with me to discuss your first CSR.

Research Proposal Presentation: This will be the oral presentation of your research proposal. You will have 15 minutes to give a *polished and professional* presentation of your paper, and we'll have a Q&A session after each presenter. Presentations are scheduled for December 4 and December 11.

Class Discussion: Because good discussion is so important to the success of this course, I expect everyone to participate wholeheartedly. Although class discussion is not a presentation, per se, it is oral participation and will comprise a significant portion of your grade (see below).

COURSE EVALUATION

Written Assignments:	Critical Summary Reports*	50 + 50 = 100
	Research Proposal Complete Draft*	125
	Research Proposal Peer Review	150
	Research Proposal Paper	225
Oral Assignments:	Critical Summary Reports	50 + 50 = 100
	CSR and Research Proposal Meetings	15 + 35 = 50
	Research Proposal Presentation	150
	<u>Class Discussion</u>	<u>100**</u>
Total Points		1000

Final grades will be determined using the standard scale of 90-100% = A, 80-89% = B, 70-79% = C, <70%=E.

* We will be using the "delayed grading" strategy for your first CSR and your research proposal draft.

** During class, I will be paying close attention to everyone's participation in discussion, assessing not only quantity but also quality of participation. After each class, I will assign a grade for your participation on a plus/minus scale to reflect things like the significance of the issues you identified, the insightfulness of your observations, the questions you asked, and so forth. An "A+" will receive 100 points, an "A" will receive 95 points, an "A-" will receive 90 points, a "B" will receive 85 points, etc. These points will be averaged at the end of the semester to determine the number of points you receive for class discussion. Participation will be graded for all classes except Day 1 (I am a reasonable person) and the class in which you give your research proposal presentation. Note: I typically do not provide unsolicited feedback on class participation, so if you want feedback during the semester, please ask me.

COURSE EXPECTATIONS

Attendance. I expect that you will attend class and be on time for each session. If you have a problem that prevents you from doing so, you should contact me before class begins. If you miss two or more classes, I will encourage you to withdraw from the course.

Writing Skills. I expect that you will demonstrate good writing skills. You should be able to compose grammatically correct sentences, write well-developed paragraphs, and express your ideas in a well-organized, coherent manner. (You also should be able to follow APA [6th edition], except don't bother with those insipid DOIs unless you really, really want to.) If you have trouble with spelling, grammar, or punctuation, I will point it out to you. I will do so in the most face-saving way possible, but it is my responsibility as your instructor to point out mistakes, so if you make 'em, I shall work with you to correct 'em. This way, you won't go through life mixing up "stationary" and "stationery."

Oral Skills. I also expect that you will demonstrate good oral communication skills. You will be making presentations and engaging in discussion of required course materials. You should be able to extemporaneously present your observations and arguments in a clear and concise manner. Your objective will be not only to create understanding with your audience but also to show the relevance of your observations and arguments. I expect that formal presentations will be polished and, if appropriate, include handouts. Problems with spelling and punctuation are difficult to discern in an oral presentation, but if you tend to make grammatical or pronunciation errors, I will point those out to you, as well. That way, you won't go through life sounding silly when you pronounce "segue" like it's a hedge, add "ir" to "regardless," say "in regardsu to," or—put a stake through my heart—use "me" as a subject.

Analytical Skills. I expect that you have some background in empirical research methods that will allow you to analyze the literature you will be reading. If your background is minimal, see me for some suggested readings.

Completion of Assignments. I expect that you will turn your assignments in on time. All written assignments are due on Wednesdays or Fridays. You should carefully proofread all assignments before submitting them. Work that is challenged at the level of grammar, spelling, or punctuation will be penalized up to 10 percentage points. Work that does not meet APA standards also will be penalized up to 10 percentage points. Late work will be reduced by 10 percentage points for each day it is late. Poor planning on your part does not constitute an emergency on my part OR a good reason for turning work in late. Also, please note that you are expected to complete reading assignments before due dates!

Academic Integrity. **I expect that you will do your own work.** Any student guilty of cheating or plagiarism as defined in the Students Rights and Responsibilities Code (<http://www.uky.edu/StudentAffairs/Code/part2.html>; especially sections 6.3.1 on plagiarism, and 6.3.2 on cheating) will be sanctioned with an E grade for the course.

Reasonable Accommodation Policy. If you have a special need that requires accommodation or assistance, let me know as soon as possible but no later than Wednesday, September 6. You need to provide documentation. Then we will work to make reasonable accommodation so we can ensure you have the opportunity to fully demonstrate your abilities and benefit from this course.

PERSONAL NOTE

I am looking forward to having you in class and getting to know you as we work through our semester together. My goal is for you to leave this seminar with a solid understanding of the breadth and depth of health communication scholarship—its research foci, its theories and methods, and its major scholars. I will strive to make class time well organized, fully interactive, relevant, and intellectually stimulating. I need you to commit to the course, as well! Come to class having *read and thought about* the week's readings. Come to class with compelling questions about the readings. Come to class ready to participate in lively discussion. Health communication is such a vibrant area, we should have a really engaging class. Please help me make it so! Along the way, if there is anything that I can do to make this course more relevant to you, your work, and/or your research interests, let me know. Take advantage of my office hours and e-mail. I have an open door policy, and I'm willing to help. Just ask!

TENTATIVE SCHEDULE

<u>DATE</u>	<u>READINGS</u>	<u>ASSIGNMENTS</u>
August 28	Introduction, Background, Overview Handbook chapters 1, 2, and 31 Kim, Park, Yoo, and Shen (2010) Feeley, Smith, Moon, and Anker (2010)	
September 4	Labor Day (no class)	
September 11	Patient-Provider Communication Handbook chapters 4, 25, and 26	CSR 1a (CSR due Wednesday, 9/6)
September 18	Healthcare Provider Communication Handbook chapters 5, 7, and 27	CSR 1b (CSR due Wednesday, 9/13)
September 25	Health Communication in Everyday Life Handbook chapters 8 and 24	CSR 1c (CSR due Wednesday, 9/20)
October 2	Social Support Handbook chapters 21 and 22	CSR 1d (CSR due Wednesday, 9/27)
October 9	Family, Lifespan, and End-of-Life Issues Handbook chapters 23 and 28	CSR 1e (CSR due Wednesday, 10/4)
October 16	Take Stock/Discuss Research Proposals	
October 23	Navigating Illness and Stigma Handbook chapters 18 and 29	CSR 2a (CSR due Wednesday, 10/18)
October 30	Health Information Seeking Handbook chapters 11 and 12	CSR 2b (CSR due Wednesday, 10/25)
November 6	Health Literacy and Health Disparities Handbook chapters 19 and 30	CSR 2c (CSR due Wednesday, 11/1)
November 13	Health Communication Campaigns Handbook chapters 13 and 14	CSR 2d (CSR due Wednesday, 11/8)
November 20	NCA/Thanksgiving Week (no class)	
November 27	Health Communication in the Media Handbook chapters 16 and 17	CSR 2e (CSR due Wednesday, 11/22)***
December 4	Overarching Issues in Health Communication Handbook chapters 20, 38, and 40	
December 11	No readings	Research Proposal Presentations

***CSRs electronic only; no hard copy