

HADM 3304 - Health Care Communication [Term]

Course Instructor:

[Instructor Name]

[Institution name]

[Institution address]

Phone number: (xxx) xxx-xxxx

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E-mail address: xxxxxxxxxx@xxxxx.edu

Office hours:

Xxxday, X:00 am/pm - X:00 am/pm

During office hours you can contact me via GoVIEW e-mail or Instant Messenger tool. You can also reach me during office hours at the phone number provided to the left.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and 48 hours during the weekend.

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: <https://emajor.usg.edu/degrees/calendar/index.php>. BOTH of these activities are required and can be found within the Course Content's Start Here folder.

Course Description

There is a growing awareness that communication not only affects but is inextricably linked with issues of health and medicine. This is true on a personal level in the way patients and caregivers interact in the examination and hospital room. It is also true on an organizational level in that policies and community relations affect the way health care is provided and the way people feel about providers. It is also evident in media campaigns that seek to educate people about health.

Prerequisites:

- None

Course Learning Outcomes:

This course should enable students to:

1. Identify communication strategies used in various community health settings
2. Determine which strategies would best be used in each setting
3. Apply communication theory and principles in the development of community health materials
4. Utilize a wide range of methods and techniques for communicating health information.
5. Demonstrate proficiency in planning, implementing and evaluating a health communication program

Required Text, Software, and Additional Materials

Title:	<i>Communicating About Health: Current Issues and Perspectives</i>
Author(s):	Athena du Pre and Patricia Barlow
Publisher:	Oxford University Press
Edition:	5th ed.
ISBN:	978-0-19-027568-6
	9780190275686 – bound book – \$82.95

Access:	9780190650070 – loose leaf – \$57.99
	9780190621025 – ebook – \$41.50
Type (Required/Optional):	Required

Bookstore:

The eMajor textbook listing and eMajor bookstore information can be found here: <https://emajor.usg.edu/degrees/textbooks.php>. Your home institution's bookstore may or may not carry your eMajor textbook. Please consult with the bookstore for special order options. You may also visit your preferred textbook provider or other vendor, such as Amazon.com, to order your eMajor textbook(s).

Materials and Resources:

You will need access to Microsoft Word or a software capable of saving documents in Word format. If you do not have Microsoft Word, you can use free software such as Open Office or Google Docs to complete you work and save in Word format (.doc or .docx).

Student Services

Technical Assistance:

Having a correctly configured computer will help ensure your success in eMajor. Check the information at <https://emajor.usg.edu/future-students/technical-requirements.php> to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

For technical assistance contact the 24/hour helpline at <https://d2lhelp.view.usg.edu/> (scroll down to the Student Support area).

In addition, please contact the eMajor Helpdesk Monday through Friday, 8:00AM – 5:00PM at 678-839-6400 or Toll Free 1-855-9EMAJOR (1-855-936-2567).

Tutoring:

Smarthinking is an online tutoring resource for eMajor students available 24/7. Smarthinking provides tutoring in a variety of subjects including writing assistance, essay review, mathematics, and IT support for Microsoft Office. For login instructions, please refer to the [Smarthinking](#) page under Course Resources or access the following URL for additional Smarthinking technical support information: <https://emajor.usg.edu/current-students/student-guide/instructional-support#smarthinking-online-tutoring>.

On-Campus Tutoring is available to all eMajor students at their home institution. Contact the eMajor Liaison at your home institution to learn more about specific tutoring services available to you: <https://emajor.usg.edu/about/institutions/index.php>.

Accessibility Services:

If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, you must notify your instructor prior to attempting any activities or assessments in this course. In order to receive special accommodations, students must provide documentation from the accessibility services office at their affiliate/home institution or from the Regents Center for Learning Disorders.

Please contact the [eMajor Liaison](#) at your institution for additional information regarding the office of accessibility services on your campus, if needed. If you are unsuccessful in contacting the accessibility services office at your home campus for any reason, then you should contact the eMajor Administration at 678-839-6400 and/or send an email to emajor@westga.edu for further assistance. Please note that email communication is not secure and confidentiality cannot be assured if you elect to communicate via email.

Refer to the eMajor Student Success Guide for more information: <https://emajor.usg.edu/current-students/accessibility-services.php>.

Course Format and Requirements

Teaching Philosophy:

In keeping with the team-learning approach, the classroom should be a dynamic place of discovery and growth. Therefore, instead of listening passively, you will spend the majority of class time taking part in learning activities, experimenting with new ideas, developing skills, and working with your classmates to analyze ethical dilemmas in health care.

Creating an active learning environment requires two things from each of us:

- We must all be prepared and well informed. Please set aside time to carefully and thoughtfully read the assigned materials.
- We must be comfortable experimenting and trying out new ideas. The majority of class activities are not graded based on a set outcome. Instead, you will be graded on how enthusiastically you approach learning opportunities, suggest new ideas, support and encourage your classmates, and apply information and activities to lifeworld situations.

Course Requirements (Instructional Methods):

1. 15 Discussions
2. 8 Quizzes
3. 10 Assignments
4. Final Exam

Course Schedule:

NOTE: Schedule is tentative and may be subject to change.

DATE	READING ASSIGNMENTS	ACTIVITIES - What's Due?
WEEK 1 x/x - x/x	Chapter 1: Introduction Chapter 2: The Landscape for Health Communication	Module 1 Mandatory Introductory Quiz Introductions Discussion Module 1 Discussion Written Assignment A Written Assignment B Module 1 Quiz
WEEK 2 x/x - x/x	Chapter 3: Patient-Caregiver Communication Chapter 4: Patient Perspectives	Module 2 Discussion A Module 2 Discussion B Written Assignment Module 2 Quiz
WEEK 3 x/x - x/x	Chapter 5: Caregiver Perspectives Chapter 6: Diversity in Health Care	Module 3 Discussion A Module 3 Discussion B Written Assignment A Written Assignment B Module 3 Quiz
WEEK 4 x/x - x/x	Chapter 7: Cultural Conceptions of Health and Illness Chapter 8: Social Support, Family Caregiving, and End of Life	Module 4 Discussion A Module 4 Discussion B Written Assignment A

		Written Assignment B Module 4 Quiz
WEEK 5 x/x - x/x	Chapter 9: eHealth, mHealth, and Telehealth Chapter 10: Health Care Administration, Human Resources, Marketing, and PR	Module 5 Discussion A Module 5 Discussion B Written Assignment Module 5 Quiz
WEEK 6 x/x - x/x	Chapter 11: Health Images in the Media Chapter 12: Public Health and Crisis Communication	Module 6 Discussion A Module 6 Discussion B Written Assignment Module 6 Quiz
WEEK 7 x/x - x/x	Chapter 13: Planning Health Promotion Campaigns Chapter 14: Designing and Implementing Health Campaigns	Module 7 Discussion A Module 7 Discussion B Written Assignment Module 7 Quiz
WEEK 8 x/x - x/x	Final Project	Module 8 Discussion Final Exam

Grading and Standards

Grade Breakdown:

GRADED ACTIVITY	WEIGHT	BRIEF DESCRIPTION
Discussions	300 Points	15 discussions @ 20 points each
Assignments	300 Points	10 assignments @ 30 points each
Quizzes	200 Points	8 quizzes @ 25 points each (includes Mandatory Attendance Quiz)
Final Exam	200 Points	100 Questions @ 2 points per questions
TOTAL	1000 Points	

Grade Scale:

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

- 900-1000 points = A**
- 800-899 points = B**
- 700-799 points = C**
- 600-699 points = D**
- Below 599 points = F**

The Grade of "I" (Incomplete): The grade of "I" is given only to students whose completed coursework has been qualitatively satisfactory but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control. The instructor retains the right to make the final decision on granting a student's request for an "I".

Expectations and Standards:

A – To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

C – For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F – A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Grade Turnaround:

All assignments and assessments will be graded within one week's time. Your instructor will provide comments along with grades as necessary for feedback.

Attendance and Late Policy

"Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. If for any reason you are unable to participate by the due dates listed in the course Calendar it is your responsibility to inform your instructor. Be sure to read and observe the procedures below.

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, let your instructor know as soon as possible. Your instructor will determine if the seriousness of your problem warrants turning in an assignment late without penalty.

Time Commitment:

Taking an online course is not easier or faster. On the contrary, it will take as much time as taking a face-to-face class or more. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, reading, studying, and working homework problems.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check the Calendar for announcements from your instructor.
- Study, read online materials, and work all assigned problems for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

Late Policy:

Late Assignments: xxxxxxxxxxxx

Late Quizzes/Exams: xxxxxxxxxxxx

Late Discussions: xxxxxxxxxxxx

Please be mindful of all due dates as no late assignments will be accepted.

Academic Misconduct

Acknowledgement is hereby given to Georgia State University on whose policy this is based.

As members of the academic community, all students are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Consult your **eMajor Student Success Guide** at <https://emajor.usg.edu/current-students/student-guide/> for further details on the [eMajor Academic Honesty Policy](#).

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

NOTE: Plagiarism detection systems are often used by eMajor faculty members. For example, see the following site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eMajor Administrative offices for investigation.

Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view one's own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence as used in this statement can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Discover an Error?

If you discover a typo, broken image, or other error in your eMajor course, use the [eMajor Student Change Request Form](#) to report the required change. Once the form is submitted, an eMajor staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the [Student Complaint Policy](#) page on the eMajor website.

Health, Hazards and Public Debate: Lessons for risk communication from the BSE/CJD saga. Health, Hazards and Public Debate
Communicating about health hazards is an integral part of the daily work of any health department or agency, from the local to the international level. One of the basic problems identified in the BSE case was the lack of connection between those communicating about risk and people's perspectives and concerns about the potential health hazards presented by BSE. It covers current issues such as the relevance of describing the public as "consumers" or as "citizens", the potential contribution of lay epidemiology, and the value of monitoring the symbolic environment (made up of perceptions and beliefs) in which various actors operate. Only RUB 220.84/month.

Health Care Issues: Global Perspectives. STUDY. Flashcards. Ex. Physical environment, healthy behaviors and coping skills, health child dev. and social env., access to health services and employment. World Health Organization (WHO). def: est. after ww2; functions as an international, intergovernmental agency for the purpose of leading and coordinating world wide health activities. Mortality rate. def: faced when people who have no language in common attempt to communicate with each other. LEP population. def: Limited English proficiency - individuals who don't speak English as their first language and have limited ability to read, speak, write, or understand English. Communicating about Health book. Read 3 reviews from the world's largest community for readers. This text provides a research-based thorough overview of ... Start by marking "Communicating about Health: Current Issues and Perspectives" as Want to Read: Want to Read saving; Want to Read. Currently Reading. Read. Other editions. Enlarge cover. The leading text in its market, Communicating About Health: Current Issues and Perspectives, Third Edition, provides a more far-reaching approach than any other health communication text. Written by Athena du Pre--an experienced researcher and noted scholar--the book offers an excellent balance of theory and practice; research and pedagogy; coverage of patient/caregiver issues; and material on the current, historical, and philosophical backgrounds of communication in health care. Now in its;