



Colorado State University
GLOBAL CAMPUS

COM412: INTRODUCTION TO HEALTHCARE COMMUNICATION

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

COURSE DESCRIPTION:

In this course, students will learn about the interdisciplinary area of Health Communication. Students will be able to discuss Healthcare Communication from research-based, practical, and theoretical approaches. Students will analyze the different areas of Healthcare Communication, which include healthcare delivery and promotion. Students will develop messages for healthcare campaigns. Students will discriminate among effective communication practices within a healthcare setting.

COURSE OVERVIEW:

This course gives you a historical perspective about health communication, and it will also allow you the opportunity to apply communication strategies to develop a social marketing campaign. You will gain knowledge about best media platforms for disseminating health information on different health issues. The course will assist you with developing the best practices for communicating in a healthcare environment. Lastly, there will be an in-depth analysis of understanding how environments, such as school and the workplace, can be effective for communicating health information.

COURSE LEARNING OUTCOMES:

1. Develop messages within a healthcare setting.
2. Illustrate effective communication within healthcare organizations and in provider/patient relationships.
3. Appraise communication practices within a healthcare setting and/or health messages in the mass media.
4. Explain how strategic messages influence health behaviors.
5. Develop a proposal for a health campaign.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Parvanta, C. J., & Bass, S. (2018). *Health communication: Strategies and skills for a new era*. Burlington, MA: Jones and Bartlett Learning. ISBN-13: 978-1284065879

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NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

MODULE 1

Readings

- Chapters 1 and 2 in *Health Communication: Strategies and Skills for a New Era*
- Hannawa, A. F., Kreps, G. L., Paek, H.-J., Schulz, P. J., Smith, S., & Street, R. L. (2014). Emerging issues and future directions of the field of health communication. *Health Communication, 29*(10), 955–961.
- Ogden, C. L., Carroll, M. D., Fakhouri, T. H., Hales, C. M., Fryar, C. D., Li, X., & Freedman, D. S. (2018). Prevalence of obesity among youths by household income and education level of head of household - United States 2011-2014. *MMWR: Morbidity & Mortality Weekly Report, 67*(6), 186–189.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

MODULE 2

Readings

- Chapter 3 in *Health Communication: Strategies and Skills for a New Era*
- Kim, J., Lee, Y., Gardner, L., Park, H., & Cameron, G. T. (2017). What's in a name? Health literacy leaders say plenty! *Howard Journal of Communications*, 28(3), 234–248.
- Laverack, G. (2018). "Leaving no one behind": The challenge of reaching migrant populations. *Challenges* (20781547), 9(2), 37.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (90 points)

Assignment Description Here

Portfolio Project Milestone (25 points)

Assignment Description Here

MODULE 3

Readings

- Chapter 4 in *Health Communication: Strategies and Skills for a New Era*
- Bachman, A. S., Vanderpool, R. C., Cohen, E., Wilburn, A. B., & Johnson, S. (2018). Stigma and uncertainty in media presentation of human papillomavirus. *Kentucky Journal of Communication*, 37(1), 4–29.
- Ruben, B. D. (2016). Communication theory and health communication practice: The more things change, the more they stay the same. *Health Communication*, 31(1), 1–11.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project Milestone (25 points)

Assignment Description Here

MODULE 4

Readings

- Chapters 5 and 6 in *Health Communication: Strategies and Skills for a New Era*
- Chon, M.-G., & Park, H. (2017). One does not fit all: Health audience segmentation and prediction of health behaviors in cancer prevention. *Health Marketing Quarterly*, 34(3), 202–216.

- Kippen, R., James, E., Ward, B., Buykx, P., Shamsullah, A., Watson, W., & Chapman, K. (2017). Identification of cancer risk and associated behaviour: Implications for social marketing campaigns for cancer prevention. *BMC Cancer*, 17(1), 1–16.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (90 points)

Assignment Description Here

MODULE 5

Readings

- Chapters 7 and 8 in *Health Communication: Strategies and Skills for a New Era*
- Grosas, A. B., Raju, S. R., Schuett, B. S., Chuck, J. A., & Millar, T. J. (2016). Determining if active learning through a formative assessment process translates to better performance in summative assessment. *Studies in Higher Education*, 41(9), 1595–1611.
- Tolsgaard, M. G., & Cook, D. A. (2017). New roles for cost as an outcome: Opportunities and challenges. *Medical Education*, 51(7), 680–682.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (90 points)

Assignment Description Here

MODULE 6

Readings

- Chapter 9 in *Health Communication: Strategies and Skills for a New Era*
- Anastasides, N., Chiusano, C., Gonzalez, C., Graff, F., Litke, D. R., McDonald, E., McAndrew, L. M. (2019). Helpful ways providers can communicate about persistent medically unexplained physical symptoms. *BMC Family Practice*, 20(1), N.PAG.
- Hong, S. H. (2019). Potential for physician communication to build favorable medication beliefs among older adults with hypertension: A cross-sectional survey. *PLoS ONE*, 14(01), 1–12.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking (100 points)

Assignment Description Here

Portfolio Project Milestone (25 points)

Assignment Description Here

MODULE 7

Readings

- Chapter 10 in *Health Communication: Strategies and Skills for a New Era*
- Baghurst, T., & Fink, K. (2018). Making after-school physical activity programs a success: Practical lessons learned. *Physical Educator, 75*(3), 515–524.
- Keselman, A., Chase, R. A., Rewolinski, J., Dutton, Y. C., & Kelly, J. E. (2019). Lessons learned from multisite implementation and evaluation of Project SHARE, a teen health information literacy, empowerment, and leadership program. *Journal of the Medical Library Association, 107*(1), 72–79.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

MODULE 8

Readings

- Chapter 11 in *Health Communication: Strategies and Skills for a New Era*
- Christensen, J. R., Pajevic, M., Ilvig, P. M., Sogaard, K., & Jessen-Winge, C. (2019). Why people engage in a weight loss intervention at their workplace - a stratified case study. *BMC Public Health, 19*(1), N.PAG.
- McGowan, B. (2018). Workplace stretching programs: Are they worth \$400,000 per year? *Professional Safety, 63*(12), 46–47.
- Moukarzel, A., Michelet, P., Durand, A.-C., Sebbane, M., Bourgeois, S., Markarian, T., & Gentile, S. (2019). Burnout syndrome among emergency department staff: Prevalence and associated factors. *BioMed Research International, 1*–10.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (275 points)

Assignment Description Here

COURSE POLICIES

Course Grading

20% Discussion Participation
0% Opening Exercises
8% Mastery Exercises
37% Critical Thinking Assignments
35% Portfolio Project & Milestones

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.