University Studies
Cluster Proposal Cover Sheet

Cluster: Healthy People Healthy Places
Title of course: Health Communication
Course Number: SP 347
Proposing Faculty: TESS MARINO
Cluster Coordinator: judy sobel

Cluster Course to New Cluster
✓ New Course to Cluster
   Removal

Other clusters this course is assigned to: ______________________
                                          ______________________
                                          ______________________
PROPOSING FACULTY: ____________________________________________

COURSE TITLE AND NUMBER: _______________________________________

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OBTAIN CHAIR AND CLUSTER COORDINATOR SIGNATURES
BEFORE SUBMITTING TO UNIVERSITY STUDIES OFFICE

Speech
DEPARTMENT CHAIR(S): ________________________________________ DATE: 11.20.02
Communication

______________________________________________ DATE:

CLUSTER COORDINATOR: __________________________________________ DATE: Nov 20, 02

All changes to Clusters must be approved by PSU’s Senate Curriculum Committee.

THE ORIGINAL + 12 COPIES OF THE PROPOSAL
MUST BE RECEIVED AT UNIVERSITY STUDIES (CH 163)
BY OCTOBER 31, 2002

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COURSE APPROVED FOR CLUSTER INCLUSION

CHAIR, CLUSTER COORDINATORS: __________________________ DATE:

CHAIR, unst COMMITTEE: __________________________ DATE:
SP399 Health Communication

Cluster Course Application
for
Cluster: Healthy People/Healthy Places

Cluster Coordinator: Judy Sobel. Ph.D.
URBN450M

Submitted by Tess Marino, M.S.
Department of Communication
marinot@pdx.edu
phone: 503-725-3534
NH 37

September 26, 2002
SP399: Health Communication
Department of Communication
Primary Instructor: Tess Marino, R.N., M.S
Office: Neuberger Hall 37
Email: marinot@pdx.edu
Phone: 503-725-3534

Course Description: This course looks at health communication from three connected perspectives. First, we look at cultural orientations toward health and where our own belief systems develop. Readings and guest lecturers introduce students to allopathic and alternative approaches to health and belief systems. Second, we examine the allopathic healthcare system in the United States—the culture, the educational system, the organizational structures present in current healthcare and practice skills in communicating with providers within these systems. Third, we study media literacy and the impact of media’s messages on public understanding and expectations regarding health. Students select, analyze and present current health messages in the media. The course project also involves constructing a health message plan.

Course Development: This cluster request outlines an existing course taught in the Department of Communication since 1998. This course format works well to introduce applied as well as theoretical information and offer a community based learning experience for students who choose that direction (usually 40-60% depending on the class). This approach also provides practice for communication skills and blends discussions about ethics and social responsibility with science, social science and experience.

General Education Goals: I have four primary goals for this course.
- Students will broaden their understanding of health and expand the range of what can be considered “normal.”
- Students will demonstrate through written and verbal assignments an understanding for how the health system works in this country and how to communicate within that system in ways serving the interests of themselves and others.
- Students will demonstrate verbally and in writing a better understanding for selected healthcare issues facing the United States and the larger global community.
- Students will enhance their knowledge of media and media literacy in areas of healthcare.
SP399 Health Communication meets UNST goals in the following ways:

**Inquiry and Critical Thinking:** Students learn modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—becoming active, self-motivated and empowered learners in the process.

For primary projects, students select either experiential or a research focused route. Students choosing the first option contract and volunteer in a healthcare setting, study that setting from a communication standpoint, and create a plan to improve and/or build on communication strengths within that setting. Students choosing to research a current issue also design a plan using theoretical approaches to increase awareness about that issue in a larger audience.

Flexibility and allowing students project choices generally increases interest in their topics and empowers them as learners and teachers. Some students actually implement their project designs. A student last quarter, for example, collaborated with a trainer who also practices acupuncture and massage and presented a workshop in the athletic department about alternative healing methods.

**The Variety of Human Experience:** Students will enhance their appreciation for and understanding of the rich complexity of the human experience through studying differences in ethnic and cultural perspectives, class, race, gender, sexual orientation and ability.

Readings during the first three weeks of the quarter, focus on allopathic and alternative ways of looking at health care. We read an essay by Michael Crichton who challenges “objectivity” in Western science and Lynn Payer’s book *Medicine and Culture* describing differences in the medical paradigms of France, Germany, Great Britain and the United States. A provider practicing alternative/complementary medicine has come in as a guest lecturer each quarter the course has been taught.

DuPre’s text examines cultural issues within the United States healthcare system affecting access and care based on class, race, ability and sexual orientation. As a class, we also discuss these issues especially as they relate to access, research, and stereotypes depicted in media. We discuss communication strategies useful in becoming empowered in a patient interview or receiving attention when necessary. Last quarter, two
speakers addressed issues of ability. An instructor from SPHR talked about hearing loss and a student who uses a wheelchair shared her experience, guidelines for talking and offering help, and ways to become politically involved.

**Ethical Issues and Social Responsibility:** Through group projects and collaboration in learning communities, students will better understand how valuable individuals can be in making an impact through their intellectual and social choices.

How do you talk about sex with one another? What do you do when you know someone suffering emotionally? What is your experience with binge drinking and recreational and/or performance enhancing drugs? What do you do when someone close to you dies or has a chronic illness? What happens in your families if someone can no longer care for him/herself alone or at home?

What does the research show and what experiences have you had with HMO provided health care? Who is entitled to healthcare and what can be done about it? What is the Oregon Health Plan and how does it compare to Medicare and Medicaid and other forms of insurance?

These questions and topics represent issues students have researched and presented in project groups and class discussions. Video clips students analyze and present also provide excellent sources for differing perspectives for discussion.

**Communication:** Students will enhance their capacity to communicate in various ways—writing, graphics, numbers and other visual and oral means.

For this course, students turn in at least one written essay and a comprehensive project. They do at least one presentation (often two if they present a video clip) using overheads and samples for raising awareness (brochures, flyers, videos, for example).

Some students prefer working alone, but many join project groups requiring collective planning and research. As the classes get larger, I'm trying to use more smaller discussion groups so students have more opportunities to speak, facilitate group process and role play.

**Course Outline:** The syllabus for Spring 2002 is attached. Thank you.
SP399: Health Communication
Spring 2002
Instructor: Tess Marino
Office: Neuberger Hall 37
Phone/voicemail: 725-3534
Email: marinot@pdx.edu
Office hours: TTh 10-11:00;2:15-3:00/W 12-2 and by appointment

Athena du Pre (2000), Communicating About Health, Current
Issues and Perspectives, Mayfield Publ., Mt. View, CA.
Crichton, M; (handout)

Medical Mazes, Boston MA, Allyn and Bacon.
Mailbach, E & RL Parrott (1995) Designing health messages, Sage Publ,
Thousand Oaks, CA.
Morrison, NW, AJ Anderson, E. Richardson (1990) Cross Cultural Caring,
Vancouver BC, UBC Press.
Okun, BF (1976) Effective Helping: Interviewing and counseling techniques,
North Scituate, MA, Duxbury Press.

Additional Readings consisting of handouts, reserve readings, and personal research will be assigned during the quarter.

Course Description: Health communication is a multidimensional process (physiological, symbolic, social, and spiritual—at least) and can be defined in individual, political, and socio-political terms. This course uses research from these areas and examines messages from allopathic and alternative approaches to help define communication's central role in achieving and maintaining health. Hopefully, students taking this course will pursue, research, & gain personal understanding and appreciation for health communication specifically related to an area of interest and improve the capacity to apply these principles within a wide range of situations. By the end of this course, students will:

1. Define and describe a 20th century "western" approach to health communication as this belief system compares & contrasts with other cultural and historical belief systems.
2. Present central themes and issues found in communication theory as they are practiced and applied to the healthcare system.
3. Discuss how communication within healthcare organizations compares with communication in other organizational structures.
4. Describe, analyze and evaluate communication behaviors between health care providers and clients—and among providers themselves.
5. Examine media's role providing understanding/misunderstanding regarding health, illness, disease prevention and health promotion.

Scheduling: I try to remain on this projected schedule. Reality, however, occasionally renders the quarter an adventure.
Course Guidelines and Grading Criteria: Students must complete all criteria to receive a passing grade.

Course Assignments

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Response Paper</td>
<td>30 pts</td>
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<tr>
<td>Health Communication Project</td>
<td>30 pts</td>
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<tr>
<td>Presentation</td>
<td>10 pts</td>
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<tr>
<td>Midterm</td>
<td>30 pts</td>
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Attendance: Absences almost always affects individual class performance, group activity, and class continuity during discussions. Students missing no classes will receive 4 extra points; students missing 1 class will receive 2 extra points. After more than 3 absences, the final grade will be reduced by .5 letter grade. In other words, if you earned points to receive a B in this course, you will receive a C+. Please plan to arrive on time and remain the entire class. Attendance will be taken.

Assignments:

1. Students will write one Response paper (20 points each)

2. In addition students will do one of two project options.

   a. will research and write a plan to deliver a health campaign on a health issue of their choice.
   b. Research a health topic of choice and present this issue to the class in a symposium form. Requires a collective paper.

3. Groups will also find a video clip (20 20, Frontline, for instance), PSA (public service announcement) or news or magazine article about the health issue and analyze it for the class.

   c. Basic Guidelines for grading—more specific guidelines will follow.

* Submit papers on time. Add two pages if submitting papers late. Late papers will not receive an A grade.
* Papers containing spelling & grammatical errors will not receive an A grade.
* Papers must be typed and double-spaced with 12 pt font & standard margins.
* Keep all work organized and together in a self-contained notebook.

* Keep all copies as photocopy or disk back-up. This policy should be standard procedure for all university assignments—and other important papers.
SP399 Health Communication
Term Project Guidelines
(50 points)

Option One

Participatory Observation in a Health Care Setting
The health communication project focuses on action. You will be required to spend some time in a health care setting, observing and participating in some of the concerns we are addressing in class meetings. The observation and participation results will be used as data in a major paper requiring you to analyze, synthesize and integrate your real world experience with the theories and principles of health communication as presented in this course and in your own research. The format and requirements of the data gathering procedure are described here.

Selecting a Health Care Context
For this analysis you may select a community or campus based organization. You can use any health care facility (doctor’s office, health care clinic, dental office hospital, ambulance service, nursing home, counseling center, etc...) You must receive my approval of the health care facility before approaching the organization. Then you must get permission in writing from the organization to conduct this analysis and provide me with a copy of this permission to keep on file. You must make the requirements of this project clear to the organization and must make clear your position as a student. In addition, you may wish to offer a copy of your paper to the organization as an incentive.

Collecting the Data
As a participant-observer, you should volunteer to provide a minimum of 2 hours of community service to the organization you select. I recommend you volunteer a minimum of 1 hour per week term. (Note: Do not try to do all your participation-observation in one week. It will not serve your paper well and will likely be unacceptable to the organization.) Beyond the performance of your volunteer responsibilities, you should be unobtrusive in your observation.

You should approach this observation and participation in a professional manner. Arrive on time for your commitment to the organization. Delays and/or cancellations should be avoided, but if unavoidable, report your need to cancel as soon as possible to the organization. Your attitude should reflect the dress code of the organization. COURTEOUS BEHAVIOR IS MANDATORY. Remember at all time that you are not only representing yourself and your professional development to date, but you are also a representative of the Department of the Speech Communication and a student at PSU.

The health care context you select is a primary site for learning about the health care system through participant observation. KEEP A LOG OF EVERY VISIT. At a minimum, record the following in your log:
- Date and time of visit
- Individuals you encountered during the visit (specific staff, patient/clients, others)
- What tasks you performed as your “service” while you were there
- Your observations about the quality of the facility
- The service rendered
- The communication or anything else of interest
Media and Health Presentation Guidelines
SP399: Health Communication/Marino

Goal: Consolidate the group’s observations about how health is presented in the media? What messages are important? What values are presented? Whose interests are served? What topics are “hot” and what topics are not presented? How might media control what information we receive? What responsibility does a citizen have in this equation?

Directions: The group, of course, will decide which topic areas they want to address. To be competent in this process, please so some research to find out about mass media and communication. What is the role of Media in Advocating for health in this country? How does it work? How are messages designed and presented? How are they paid for? I have a few books to get you started and the library or courses you have taken on media are also beneficial. What values are represented? Who is the audience addressed and how are messages “slanted” toward that audience. What theories might be represented? Gatekeepers? Fear Appeals? Behavioral Inoculation? Motivation and Persuasion?


How is this topic presented in the media? Research this topic in depth as it is presented? What images are used? What medium is used most often? What is your reaction and how do you support your conclusions?

- The Presentation: Plan for 30-40 minutes—I can plan my schedule accordingly. Identify 4-5 concepts you have identified as important in health communication viewed in the media.
- Discuss those concepts so we are familiar with them, then use your examples to reinforce your findings and your own messages.
- Divide the presentation among members of the group. (1) Perhaps each person researched a different subject area to present. (2) Perhaps your group researched Gun Safety and Violence is a health issue, and you divided the research in different media approaches—TV, advertising, news messages, magazines, the Internet. How have people responded to the messages delivered? Each person may present the media they researched on this topic.
- Bring samples from media to demonstrate your findings. These can be done using scrapbooks, videos, clips from movies, advertising on television. Have fun. Enjoy the process.
October 31, 2002

Judy Sobel, Ph.D.
University Studies
Coordinator: Healthy People Healthy Places
Portland State University
Portland, OR 97207-0751

Dear Dr. Sobel:

I have enclosed an application to have Sp399: Health Communication included in the Healthy People, Healthy Places cluster of University Studies. I introduced the class in the department four years ago and have taught it every spring quarter since then. A copy of the syllabus used Spring 2002 is attached and I have also included the most recent projects required in the course. This course seems to fit the guidelines for this cluster and students find it interesting, informative and helpful because it offers general information regarding health and serves to enlighten those presently working in healthcare or considering a career in these areas.

Many moons ago, I took the Health Communication course you offered in Community Health. I enjoyed the class and learned a great deal about health campaigns and research. This course takes a broader overview and touches on those areas, though not with the same intensity you provided at the 400-500 level.

Thank you for considering this addition to the cluster. I look forward to hearing from you.

Sincerely,

[Signature]

Elizabeth (Tess) Marino