


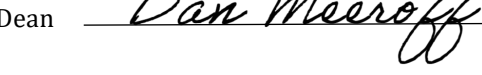
 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>2/24/25</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	<b>Department</b>  <b>College</b> <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>			
<b>Prefix</b>  <b>Number</b>	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b>	<b>Course Title</b>	
<b>Credits</b> <i>(See <a href="#">Definition of a Credit Hour</a>)</i>	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b>  <b>Sat/UnSat</b>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i>		
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>				
<b>Prerequisites, with minimum grade*</b>		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>				
<b>WAC/Gordon Rule Course</b>  <div style="display: flex; justify-content: space-around;"> <span>Yes</span> <span>No</span> </div> WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> .		
<b>Minimum qualifications to teach course</b>				
<b>Faculty Contact/Email/Phone</b>		<b>List/Attach comments from departments affected by new course</b>		
<b>Approved by</b> Department Chair  Shane Eason College Curriculum Chair  Robin Larson College Dean  Korey Sorge UUPC Chair  Dan Meeroff Undergraduate Studies Dean _____ UFS President _____ Provost _____			<b>Date</b> Jan. 30, 2025 <u>02/10/2025</u> 2/13/2025 2/24/25 2/24/25 _____ _____	

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

## **COM 4022 - Health Communication**

**Fall 2025**

**Tuesday/Thursday: 11:00 pm – 12:20 pm (In-Person)**

**College of Education**

**Room:113**

**Instructor:** Jaime Robb, Ph.D.

**Office:** CU 215

**E-mail:** jrobb2@fau.edu

**Open Office Hours:** Tuesday/Thursday, 5:00pm– 6:00pm & by appointment (Virtual and in person appointments available)

### **I. Required Readings**

1. du Pre, Athena, Overton, Barbara (2017). Communicating about Health: Current Issues and Perspectives (6<sup>th</sup> edition). Oxford University Press – Textbook.
2. Additional readings available on D2L.

### **II. Course Description**

There is a growing awareness that communication not only affects but is also intertwined with issues of health and healing. This is happening on a personal, intimate level in the way patients and care providers interact. It's happening on an organizational level, in that policies and community relations affect the way health care is provided and who has access to it. Health communication is also influenced by culture, media, health campaigns, community resources, public policy, and technology. At every level, the importance of health communication is extraordinary, but so are the challenges.

This course is designed to introduce you to a wide range of scholarship in health communication. The course begins with a basic introduction to the field of health communication, ethical concerns in the healthcare environment, and the concepts that frame theory and research in this area. Then we will address such issues as the creation of health meanings, health campaigns, and mass media theories of health.

### **III. Course Objectives/Philosophy**

This course is designed to orient you to the knowledge, skills, and tools needed for a career in health communication--in academics and in the industry. At the end of this course, you should have a fair sense of theoretical underpinnings that frame our experiences as health care consumers. At the same time, you should have acquired skills that might benefit you in your careers (for instance, skills to negotiate doctor-patient communication, skills to work as health communication specialists in agencies like CDC, NIH, skills in crisis communication etc.)

### **Additional Objectives**

- Knowledgably discuss current issues in health care
- Analyze patient–provider communication
- Describe cultural viewpoints about health
- Identify and discuss the types of diversity among patients and providers

- Analyze the advantages and challenges of communicating about health via mobile devices, computers, and other technology
- Analyze and describe organizational issues in health communication (leadership, public relations, marketing, human resources, crisis management, and so on)
- Comment knowledgeably on public health and crisis communication
- Practice the key steps in planning, implementing, and assessing health promotion campaigns

#### **IV. Course Format**

The format of the course includes lectures, discussions, case analyses and commentary on video presentations. There will be ample opportunity for critical analysis, group interaction (Potentially), personal reflection, and independent research.

This course requires that ALL OF US participate actively in class discussions and CRITICAL ANALYSES. It requires that all of us are amenable to and comfortable with multiple viewpoints and learning to be comfortable with being uncomfortable. It is designed to provoke us towards asking questions about our own belief systems and well-established ways of knowing.

Students are expected to keep abreast of health communication issues in the news and actively participate in experiential exercises, focused discussions, and case studies.

We will use a daily “health in the news” activity to lead us into relevant discussions on health communication. This exercise will not only help us to open up to each other and spark informed debates, it will also lead us to important course topics.

Each of us is encouraged to suggest interesting educational exercises or contribute useful materials to the class anytime during the semester. The key driving force in this class is self- and group-initiated learning.

#### **V. Format for Written Work**

All work (unless completed in class) must be typed using 12-point font, double-spaced, with 1 inch margins.

#### **VI. Assignments**

##### **A. Exams (30 points) and Quizzes (20 points)**

Two scheduled exams will be administered during the semester: Exam I (15 points), and Exam II (15 points). Four quizzes (5 points each) will be administered on any four class days without notice. Exams and quizzes are based on assigned chapters in the text, readings, class lectures and discussions.

For the exams and quizzes, you are responsible for all material in the textbook and other assigned reading material whether or not we discuss these readings in class. This policy applies to all lectures, films, and student presentations.

For conflicts regarding your exams, it is imperative that you make arrangements with me at least a week in advance. I WILL NOT BE ABLE TO WORK WITH LAST-MINUTE NOTICES. We

cannot make up quizzes because they will be administered on any class day and without notice. You will get 24 hours to complete online quizzes and exams.

### **B. Autoethnographic Final Paper (30 points)**

Being on the mark with what is happening around us is an important marker of good citizenship. In the realm of health, being up to date with how you consume and communicate about health creates more responsible health care consumers, but better communicators too. This semesterlong assignment ask that you combine the fun of noticing your lived experience with the critical eye of a researcher.

This activity will also help you analyze how health information gets framed and communicated to media consumers. You will be asked to be reflexive about your own health attitude and practices, while also paying attention to the cultural and political factors that shape your day to day understanding of your own health.

You will be asked to write a 3-5-page paper that is focused on your own health beliefs, attitude, and cultural perspective. You will combine the theories and ideas discussed in class to formulate a personalized investigation into your own lived experience surrounding “health” and how it is communicated. More information regarding this assignment will be provided throughout the semester.

### **VII. Participation and Class citizenship (20 points)**

While you are REQUIRED to participate in meaningful class discussions, please note that you will be called out (and even asked to leave class) if you create or participate in an ambience that shows disrespect to your colleagues in class. This class will provide you ample opportunities to share your thoughts and participate in learning arguments. This class also **REQUIRES** you to hold your comments/arguments until it is your turn to share. Any activity/practice that hinders an equal learning opportunity or (hinders) equal opportunity for all members of the class to share their arguments will amount to severe censure and loss of grades for the person(s) creating or partaking in the “disturbance.”

Behaviors that determine class citizenship include and are not limited to the following: Individual and group verbal and non-verbal communicative behavior displayed during class activities/ assignments

Individual and group discussion behaviors

Individual and group work ethic in class

Behaviors that create a hostile class environment will be severely penalized (you may also be asked to leave class)

Cell phone/laptop/netbook use during class hours and beyond the needs of the class You will also be asked to participate in unannounced assignments and activities. There is no way to MAKE UP THESE ACTIVITIES.

***Health in the News:** Each class period we will begin by discussing current health issues being talked about in the news. Find a news item that shows a current issue relevant to health communication. Share it with the class. This is a warmup activity and a nice way to ease into class discussions.*

### **VIII. Attendance and Late Assignments**

Organizational policy usually expects and requires regular attendance and participation. So does this class! Attendance is **required and recorded** each time we meet.

- take advantage of the situation and avoid doing attending class or turning in assignments.

- Let us treat this situation with the sensitivity it requires, that way we can look out for each other and try to stay up right.

*In accordance with University policies, students should notify the instructor before missing class due to a religious observance or holiday.*

### **IX. Academic Integrity:**

The highest standards of academic integrity are expected of all students. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. Remember, I implicitly trust you until you give me reason not to. For additional information about the University's plagiarism policy, please refer to the Undergraduate Catalog.

### **X. Evaluation**

Your final grade in this course is based on the following:

<b>Autoethnographic Final paper</b>	<b>30 points</b>
<b>Quizzes</b>	<b>20 points</b>
<b>Exams</b>	<b>30 points</b>
<b>Participation and citizenship</b>	<b>20 points</b>
<hr/>	
<b>Total</b>	<b>100 points</b>

**Letter Grade: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: Below 60**

### **XI. Student Accommodations**

Disability Policy In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).

### **XII. Reminders**

The syllabus/schedule is on FAU Canvas site for this course. Please go through it carefully. Clarify. We will stick to it as much as possible. Please make sure you check the schedule before every class. The schedule will be in a continuous process of change to accommodate requests and class requirements. **It is important you check Canvas and the syllabus before coming to class.** It is your responsibility to be up to date with the syllabus, do what is expected of you every day even if I forget to remind you. So please don't come to class and say I did not know we had an assignment (due) today...

### **University-Approved Attendance Policy**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

This is a communication class, hence your verbal and non-verbal communicative behaviors in class (i.e., with students and instructor) will be microscopically scrutinized and critiqued. **WE shall strive to create an open environment, but one, which is built on mutual respect, restraint, and self-reflexivity.**

You need to put in exemplary work for an “A.” This class is difficult, and you will have to put in a sizeable amount of work!!! Be prepared and ENJOY.

### **XIII. Notifications**

- **In the event of an emergency, it may be necessary for FAU to suspend normal operations. During this time, FAU may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Teams, Zoom, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main FAU, College, and department websites, emails for important general information.**

#### **Disability policy statement**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a Disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/). 15.

**Counseling and Psychological Services (CAPS)** Center Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/> 16.

**Code of Academic Integrity policy** statement Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. I

### **XIV. Mandatory Reporting**

*Sexual Violence:* Please be aware that instructors at FAU are required by law to report incidents of particular crimes including sexual assault, sexual harassment, stalking, hate crimes, dating violence, and domestic violence. The full list and definitions of these kinds of crime can be found on this website page: <https://www.fau.edu/ocr9/titleixbasics/>

- What does this mean? It means that if you disclose such experiences to me during class, in papers, or verbally (to me personally), I am required by law to report it.
- To report an incident of sexual harassment (including stalking and sexual assault) or sex discrimination involving a FAU student, faculty, staff or visitor, contact the Title IX coordinator or any deputy Title IX coordinators.

**Technology Requirements:**

To be successful in this course, you will need to have foundational experience with Canvas, the University's Learning Management System. If you're not familiar with these technologies, review the Canvas help resource page.

For general questions about technology, contact the ITS Help Desk at 561-297-3999.

**Tentative Course Schedule: Marquette University**

**Tuesday/Thursday**

**Course: COM 4022**

**Week 1**

**T: August 20th**

*In Class:* Syllabus overview, Introductions

**TR: August 22nd**

*Reading:* Ch #1 of textbook.

*In Class:* **Chapter 1, Introduction**

- Definition of health communication
- Medical models
- Current Issues

*Supplemental:* #WorldHeartDay 2018, My Heart, Your Heart <https://www.youtube.com/watch?v=kDmx4jMT6NY>  
Minority Health Disparities: Michelle's Story (5:09 mins) <https://www.youtube.com/watch?v=v1VZKZNXyBA>

**Week 2**

**T: August 27th**

*In Class:* **Chapter 2, The Landscape for Health Communication**

- Current issues
- Health communication in a changing world • Health care reform • Managed care

*Supplemental:* <https://www.youtube.com/watch?v=rEhRpsKHrrk>

**TR: August 29th**

*Reading:* Ch #2

*In Class:* **Chapter 2, The Landscape for Health Communication**

- Current issues
- Health communication in a changing world • Health care reform • Managed care

*Supplemental:* <https://www.youtube.com/watch?v=rEhRpsKHrrk>

## Week 3

### **T: September 3rd**

*Reading:* Ch#3

*In Class:* **Chapter 3, Patient–Caregiver Communication**

- Medical talk and power differentials
- Collaborative communication
- Communication skill builders (e.g., motivational interviewing, verbal and nonverbal encouragement, narrative medicine)

### **TR: September 5th** *Reading:*

*In Class:* **Chapter 3, Patient–Caregiver Communication**

- Medical talk and power differentials
- Collaborative communication
- Communication skill builders (e.g., motivational interviewing, verbal and nonverbal encouragement, narrative medicine)

## Week 4

### **T: September 10th**

*Reading:* Ch#4

*In Class:* **Chapter 4, Patient Perspectives**

- Patient socialization • Voice of Lifeworld
- Health and identity • Satisfaction
- Cooperation and consent

### **TR: September 12nd**

*Reading:* Ch#5

*In Class:* **Chapter 5, Care Provider Perspectives**

- Provider preparation and socialization
- Systems-level influences (e.g., organizational culture, time constraints)
- Psychological influences (e.g., emotions, mindfulness, confidence, satisfaction)
- Stress and burnout
- Managing medical mistakes • Interprofessional teamwork

## Week 5

### **T: September 17th**

*Reading:* **Narratives on Healing and exploring one Family's Stories of Cancer Survivorship (Posted on D2L)**

*In Class:* Review and Discuss assigned chapter/article.

### **TR: September 19th**

*Reading:* **Reducing Patients Unmet Concerns in Primary Care: The difference one-word can make**

*In Class:* Review and Discuss assigned chapter/article.

*Homework:* Quiz #2 (Chapters 4 & 5).



## Week 6

**T: September 24th**

*Reading: Ch#6*

*In Class: Chapter 6, Diversity in Health Care*

- Intersectionality theory
- Health literacy
- Gender identity and sexual orientation
- Race and ethnicity
- Intercultural health communication
- Language differences
- Disabilities
- Age

**TR: September 26th**

*Reading: The American Dental Dream- Hodges (Posted on D2L)*

*In Class: Review and Discuss assigned chapter/article.*

*Homework: Exam #1 Chapters 1-6*

## Week 7

**T: October 1st**

*Reading: Ch#7*

*In Class: Chapter 7, Cultural Conceptions of Health and Illness*

Multiculturalism and adaptability

- Health as organic condition or harmony • Health as stigma or curse
- Health as expanded consciousness
- Patient-provider roles
- Holistic care

**TR: October 3rd**

*Reading: Medicine as Culture, ch 1, Lupton (Posted on D2L) In*

*Class: Review and Discuss assigned chapter/article.*

## Week 8

**T: October 8th**

*Reading: Ch#8*

*In Class: Social Support, Family Caregiving, and End of Life*

- Social Support
- Coping and communication • Animal companions
- Transformative experiences • Family caregivers
- End-of-life experiences

**TR: October 10th**

*Reading: Ch#9*

*In Class: eHealth, mHealth, and Telehealth*

- Information haves and have nots
- Why people seek ehealth information

- Advantages and disadvantages of ehealth information
- mHealth (e.g., apps, texts)
- Telehealth (e.g., telemedicine, patient portals, telemonitoring)

## Week 9

**T: October 15th**

*Reading: Ch# 10*

*In Class: **Health Care Administration, HR, Marketing, and PR***

- Health care administration
- Human resources
- Marketing and public relations • Crisis management

**TR: October 17th**

*Reading: **The Role of Theory in Developing Effective Health Communications-Fishbein & Cappella (Posted on D2L)***

*In Class: Review and Discuss assigned chapter/article.*

*Homework: Quiz #3*

## Week 10

**T: October 22nd**

*Reading: Ch# 11*

*In Class: **Health Images in the Media***

- Theoretical foundations (e.g., third person, cultivation theory, social learning theory, social comparison theory)
- Advertising effects (e.g., nutrition, alcohol, tobacco and nicotine, DTC pharmaceuticals)
- News coverage of health issues
- Media and body image
- Health portrayals in entertainment • Media literacy

**TR: October 24th**

*Reading: **The Chemical Life-Hodges (Posted on D2L).** In*

*Class: Review and Discuss assigned chapter/article.*

## Week 11

**T: October 29th**

*Reading: Ch# 12*

*In Class: **Public Health and Crisis Communication***

- Public health
- Risk and crisis communication
- Crisis communication models and guidelines • Social media and crisis communication
- Case studies: A global perspective

**TR: October 31st**

*Reading: **Realms of Rhetoric in Health and Medicine (Posted on D2L)** In*

*Class: Review and Discuss assigned chapter/article.*

## Week 12

**T: November 5th**

*Reading: Ch# 13*

*In Class: Planning Health Promotion Campaigns*

- Exemplary campaigns
- Ethical implications of health campaigns
- Defining the situation and potential benefits • Analyzing and segmenting the audience
- Establishing campaign goals and objectives • Selecting channels of communication

**TR: November 7th**

*Reading: Centralizing Context and Culture in the Co- construction of Health:  
Localizing and Vocalizing Health Meanings in Rural India (D2L)*

*Homework: Quiz 4*

**Week 13**

**T: November 12th**

*Reading: Ch#14*

*In Class: Designing and Implementing Health Campaigns*

- Theories of behavior change
- Critical-cultural perspective
- Designing campaign messages
- Piloting and implementing a campaign • Evaluating and maintaining a campaign • Effects of peer pressure

**TR: November 14th**

*Reading: Medicine as Culture, Ch 3, Lupton (Posted on D2L) In*

*Class: Review and Discuss assigned chapter/article.*

**Week 14**

**T: November 19th**

*In Class: In class Movie: The Inventor: Out of Blood*

**TR: November 21st**

**Final paper due. Upload final document to Canvas site.**

**Week 15**

**T: November 29th**

**Reading Week**

**TR: December 1st**

**Reading Week**