New York City College of Technology

Dr. Delia Williams-Gunpot

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Course Title: Interdisciplinary (ID) Health Communication COM 2403ID; Section OL70 55215

Mondays 2:30-5.00pm

Office Hour: Mondays 5-6pm

**Syllabus**

COM 2403ID OL70    55215  Mon       2:30pm-5.00pm  Office hours  5-6 PM

3 Credit Hours; Writing Intensive (WI); Course Prerequisites: ENG 1101 or ENG 1101ML or COM 1330 Public Speaking, or higher

PATHWAYS: Individual and Society

**ID Course Description:**

The interdisciplinary study and practice of communication in healthcare and public health. Topics include provider-patient interaction, team communication, and the diffusion of health information through public health campaigns. Students practice clear, purposeful and compassionate communication across multiple channels, to reduce errors and improve healthcare delivery.

**Rationale for Interdisciplinary (ID) Course Designation**

The big questions we are asking in the course include:

* What are the most effective ways of promoting health and wellness?
* How should messages be adapted to different audiences?
* How can healthcare communication be improved to reduce errors?
* What are the institutional, economic, cultural, and other factors that help or inhibit communication?

These questions are best tackled by combining insights from various medical and academic disciplines. Guest lecturers from different fields present their perspectives.

**Online Course Description**

Minimum technological requirements for fully online sections of this course are a working camera and microphone. Students are expected to turn on cameras and microphones at their instructor's request.

For successful completion of this course, you are also strongly encouraged to have:

* A laptop or desktop computer (sole use of tablet or mobile phone not recommended).
* Broadband internet service.
* A quiet place to attend class, uninterrupted.
* Use of Blackboard, City Tech email, Microsoft Office, Zoom and Adobe Acrobat Reader.

Technological resources, such as laptops, may be available from City Tech. Please contact your instructor for information.

**Technology Support:**

iTec is the Office at City Tech that supports students with their technology. Contact details:

General Phone: (718)254-8565  
Email: [itec@citytech.cuny.edu](mailto:itec@citytech.cuny.edu)  
Website: <http://websupport1.citytech.cuny.edu/index.html>

**Introducing Health Communication:**

Health communication refers to human interactions that influence health and wellness outcomes. It is concerned with how healthcare providers interact with their patients, as well as health promotion campaigns in the media. This class co-creates a definition for health communication, drawing on humanistic, social-scientific and medical approaches.

**Topics we cover:**

* Structural and social determinants of health from a communication perspective
* Health education, health literacy and inequities
* Cultural and linguistic influences on health
* Communication in medical environments
* Health promotion and health marketing
* Health in the media
* Simulating medical scenarios
* Implications of healthcare information and communication technologies

**Course Objectives:**

* To communicate across different communication modalities (face-to-face, electronic, etc.)
* To identify structural factors that foster and inhibit communication in health contexts
* To consider the politics of representation in health media
* To practice communicating through campaigns to promote public health
* To simulate conversations about health and wellness
* To use participation-observation and media analysis to become keen observers and listeners
* To write in the “first person” to welcome our own experiences
* To consider the needs of persons with varying levels of English literacy
* To address an on-going national healthcare crisis

**Textbook:**

Du Pre, Athena (2021). *Communicating About Health: Current Issues and Perspectives 6th Edition*. Oxford University Press. ISBN-13: 978-0190275686, ISBN-10: 0190275685

Other required reading materials, and links on Blackboard site (Bb).

**Description of Assignments**

Weekly Quizzes:

Every week, students complete open book quizzes on Blackboard, based on textbook. Each has 20-25 T/F and multiple-choice questions. You can do each quiz three times (your highest score will be used). There is no time limit once you begin the quiz, but each one has a deadline as stated on the syllabus and Blackboard. You may wish to read ahead and take quizzes before they are assigned.

Writing Prompts:

At the start of class, a writing prompt appears onscreen with ten minutes to write an answer. The in-class personal narrative is “stream of consciousness”—meaning, spontaneous and impressionistic. You are encouraged to share personal experiences but remember your right to privacy as well. If you do not feel comfortable sharing personal details, there are other forms of writing the instructor can suggest. After, volunteers read their narrative out loud or summarize it extemporaneously. Others are encouraged to relate their own experiences to what was shared. You are awarded full credit for each week completed (no letter grade).

Blackboard Discussion Board:

Each week the instructor posts a prompt that you respond to by creating your own “thread.” At the end of your thread, **pose a question** to readers to spark discussion. In addition, you will read threads posted by others and **respond to at least three**. Users can post links to news stories, videos and other websites. The Discussion Board is “asynchronous,” meaning, you can log in, post and reply at any time of the day or night.

Class Participation:

Speaking in class helps improve communication skills. There are opportunities to ask and answer questions and even debate current issues. There are also times when we break up into pairs and smaller groups. Each student in the class should also give at least one impromptu speech during class. Impromptu speeches are unrehearsed and given with minimal preparation. Sometimes, two or more students will act out scenarios that might take place in a medical context. Your participation in these activities is required and the enthusiasm you bring and effort you make will positively contribute to this portion of the grade.

Final Presentations:

Work on Final Presentations begins early in the term, and they are presented during the last 3 weeks. Final presentation is evaluated by classmates and Instructor who complete Evaluation Forms. Please choose only one of the three choices below:

1. *Health in the News:* Find recent news articles related to a health issue that interests you, relevant to the subject matter of Health Communication. Conduct research on the topic and prepare a presentation that clearly summarizes the issue and presents your critical assessment. Presentation should include a succinct summary of issue, reference to the news stories and course material, and a critique or evaluative response.
2. *Observation Report of a Healthcare Setting:* Involves an (at-least) one-hour observation, note-taking and write-up of a healthcare setting. Using a participant-observation approach requires immersing yourself in a setting, paying close attention to what is happening, taking notes and asking questions. Your presentation should include vivid details of your observation and interaction and an explanation of how you connect the observation report to the course material. Note that outside research is still required.
3. *Design a Health Campaign*: This assignment gives you the chance to design a strategic intervention for health issue. For COMD and PTW students, this is an opportunity to use your design and writing skills to make a print ad, fact sheet, press release, audio or video spot, or social media campaign. Your media work (PowerPoint, audio-visual recording, poster, etc.) must be accompanied by a rationale where you explain your methodology and how the evidence base (i.e. what we know about what works) supports your approach.

Final Presentation Requirements:

* Requires outside research and citation of 3 to 5 sources ONLY.
* Detailed, typed outline (manuscript) with in-text citations and Works Cited section.
* Structured presentation with distinct Introduction, Body and Conclusion (and required sub-parts).
* Visual aids must feature high resolution images. NO TEXT (or only MINIMAL text) on slides!
* Polished, 8 -10 minute in-class presentation, delivered extemporaneously (not read off manuscript).
* “Dealbreakers” receive grade of F (See “Dealbreakers” document on Blackboard). No exceptions.
* Presentation is followed by a short question/answer period (about 5 minutes).

DRAFT of outline with Works Cited and PowerPoint is due early in the semester (10/19, 10/26 or 11/2)

REVISED outline and PowerPoint due ON THE DATE YOUR PRESENTATION IS SCHEDULED.

Peer Evaluations:

During Final Presentations, students complete thorough peer evaluations. Evaluators consider the speaker’s content, delivery, and visual aids. The evaluation requires detailed comments showing you listened closely, as well as constructive criticism that may help the speaker improve.

**Grading**

Weekly Quizzes 20%

Writing Prompts 10%

Blackboard Discussion Board 15%

Outline (First Draft) 10%

Final Presentations

(REVISED Outline, content, delivery and PowerPoint) 20%

Peer Evaluations 10%

Class Participation 15%

Total 100%

**PROVISIONAL SCHEDULE** **(may be subject to changes)**

“Homework due TONIGHT” is due by 11:55 pm that night.

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| Week 1 1/31 | |
| Title | Welcome to Health Communication |
| Activities | Roll call, syllabus overview and introduction to Blackboard site |
| Topics | Syllabus, Discussion Board, Quizzes, Personal Narratives, Presentations |
| Reading for next class | Chapter (Intro) & Chapter 2 (Landscape of Health Communication) |
| Homework assigned | Chapter 1 & 2 Quizzes; Discussion Board “About Me” |
| Homework due TONIGHT | N/A |

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| Week 2 2/7 | |
| Title | Intro to Health Com |
| Activities | Writing prompt & discussion; lecture; introductions |
| Topics | Biomedical and biopsychosocial model; Social determinants of health |
| Reading for next class | Ch. 3 (Patient-Caregiver Communication) Ch. 4 (Patient Perspectives) |
| Homework assigned | Chapter 3 & 4 Quizzes; Discussion Board “Communicating Empathy” |
| Homework due TONIGHT | Chapter 1 & 2 Quizzes; Discussion Board “About Me” due |

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| Week 3 2/14 | |
| Title | Assigning Final Presentations |
| Activities | Choose order of presentations; discussion; lecture; impromptus |
| Topics | Outlines; structure; sources and citing; verbal and nonverbal delivery |
| Reading for next class | Chapters 5 (Caregiver Perspectives) |
| Homework assigned | Outlines; PPT; Chapter 5 Quiz; Discussion Board “Medical Errors” |
| Homework due TONIGHT | Chapter 3 & 4 Quizzes; Discussion Board “Communicating Empathy” due |

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| Week 4 2/28 (no class on 2/21) | |
| Title | Patient/Provider Communication |
| Activities | Writing prompt & discussion; lecture; interview simulations |
| Topics | Stages of change; motivational interviewing |
| Reading for next class | Chapter 6 (Diversity and Health Care) |
| Homework assigned | Chapter 6 Quiz; Work on Outline; Disc. Board “Racism & Health” |
| Homework due TONIGHT | Chapter 5 Quiz; Discussion Board “Medical Errors” due |

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| Week 5 3/7 Guest Lecturer Professor Emma Kontzamanis (Nursing) | |
| Title | Communicating Equity |
| Activities | Lecture & group activities |
| Topics | Inequities in health care and public health interventions |
| Reading for next class | Chapter 7 (Cultural Conceptions of Health and Illness) |
| Homework assigned | Chapter 7 Quiz; Discussion Board “Health & Safety at Work”  Keep working on Outline & Works Cited |
| Homework due TONIGHT | Chapter 6 Quiz; Discussion Board “Racism & Health” due |

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| Week 6 3/14 | |
| Title | Culture & Diversity |
| Activities | Writing prompt & discussion; lecture; paired activity |
| Topics | Cultural competency; cultural dimensions; cultural sensitivity |
| Reading for next class | Chapter 8 (Social Support, Family Caregiving & End of Life) |
| Homework assigned | Chapter 8 quiz; Discussion Board “Evaluating Webpage or App” |
| Homework due TONIGHT | Chapter 7 Quiz; Discussion Board “Health & Safety at Work” due |

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| Week 7 3/21 | |
| Title | Health Outside of Healthcare |
| Activities | Writing prompt & discussion; lecture; group activity |
| Topics | Social support; Making sense of illness, injury, death and healing |
| Reading for next class | Chapter 9 (eHealth, mHealth & Telehealth) |
| Homework assigned | Chapter 9 Quiz; Discussion Board “DTC Advertising” |
| Homework due TONIGHT | Chapter 8 quiz; Discussion Board “Evaluating Webpage or App” due  Outline w/Works Cited + PPT due for first group of speakers |

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| Week 8 3/28 Guest Lecturer Professor Margaret Rafferty (Nursing) | |
| Title | Health and Social Determinants |
| Activities | Writing prompt & discussion; lecture; group activity |
| Topics | Health Psychology; TBA |
| Reading for next class | Chapter 10 (Healthcare Admin, Human Resources, Marketing and PR) |
| Homework assigned | Chapter 10 Quiz; Discussion Board “Universal Health Care” |
| Homework due TONIGHT | Chapter 9 Quiz; Discussion Board “DTC Advertising” due  Outline w/Works Cited + PPT due for second group of speakers |

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| Week 9 4/4 Guest Lecturer Professor Margaret Rafferty (Nursing) | |
| Title | Health Communication and Unintended Consequences |
| Activities | Writing prompt & discussion; lecture; group activity |
| Topics | Stigma, boomerang effects, reactance |
| Reading for next class | Chapter 11 (Health Images in the Media) |
| Homework assigned | Chapter 11 Quiz; Discussion Board “Stigmatizing Obesity” |
| Homework due TONIGHT | Chapter 10 Quiz; Discussion Board “Universal Health Care” due  Outline w/Works Cited + PPT due for third group of speakers |

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| Week 10 4/11 | |
| Title | eHealth, mHealth and Telehealth |
| Activities | Writing prompt & discussion; lecture; paired activity |
| Topics | Information literacy; digital divide |
| Reading for next class | Chapter 12 (Public Health and Crisis Communication) |
| Homework assigned | Chapter 12 Quiz; Practice presentation |
| Homework due TONIGHT | Chapter 11 Quiz; Discussion Board “Stigmatizing Obesity” |

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| Week 11 4/25 (no class on 4/18) | |
| Title | Health & the Media |
| Activities | Writing prompt & discussion; group activity |
| Topics | Media literacy; communication theory |
| Reading for next class | Chapter 13 (Planning Health Promotion Campaigns) |
| Homework assigned | Chapter 13 Quiz; Revise outline and practice Final Presentation |
| Homework due TONIGHT | Chapter 12 Quiz; Practice presentation |

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| Week 12 5/2 | |
| Title | Health Campaigns & Risk/Crisis Communication |
| Activities | Writing prompt & discussion; group activity |
| Topics | Public health; communicating health risks |
| Reading for next class | Chapter 14 (Designing and Implementing Health Campaigns) |
| Homework assigned | Chapter 14 Quiz; Revise outline and practice Final Presentation |
| Homework due TONIGHT | Chapter 13 Quiz; Practice presentation |

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| Week 13 5/9 | |
| Activities | Final Presentations |
| Due TONIGHT | Peer evaluations; For speakers, REVISED Outline and PowerPoint due  Chapter 14 Quiz |

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| Week 14 5/16 | |
| Activities | Final Presentations |
| Due TONIGHT | Peer evaluations; For speakers, REVISED Outline and PowerPoint due |

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| Week 15 5/23 | |
| Activities | Final Presentations |
| Due TONIGHT | Peer evaluations; For speakers, REVISED Outline and PowerPoint due |

**CLASS POLICIES**

**Humanities Department Policy on Absences/Lateness**It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of the education being provided. Missed class time includes not just absences but also lateness, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class.

**Plagiarism and NYCCT Academic Integrity Policy**

“Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.” (See pp. 73-76 in the student handbook).

The following are some examples of plagiarism:

* Copying word-for-word, without the use of quotation marks or citing author.
* Copy/pasting from websites without proper attribution.
* Presenting a source’s findings, ideas or theories without acknowledging them as the source.
* Using information (that is not common knowledge) without acknowledging the source.

All major writing assignments will be run through Safe Assign. Outside information must be paraphrased and properly cited in the References section, in-text and aloud while speaking.

Students found to be plagiarizing are given one opportunity to correct it. Further offences result in a grade of F in the class, and student is reported to Academic Integrity Officer.

[The Writing Center](https://openlab.citytech.cuny.edu/writingcenter/2020/06/03/summer-at-the-writing-center/) offers free interactive tutorial services for students who need help with writing, grammar, organization, citation, etc.

**Make-Up Policies**Because of scheduling difficulties for in-class assignments, quizzes, and presentations, make-up work is only possible in the case of documented medical emergencies.

**Accessibility Statement**

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send an email to Accessibility@citytech.cuny.edu or visit the Center’s website at http://www.citytech.cuny.edu/accessibility/ for more information.

**Humanities Department Commitment to Student Diversity  
The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students’ ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.**

**ID LEARNING OUTCOMES/ASSESSMENT METHODS**

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| **LEARNING OUTCOMES:** | **ASSESSMENT METHODS**: |
| Purposefully connect and integrate across-discipline knowledge and skills to solve problems | Quizzes require definition of key terms and theories from psychology, public health, communication studies and other disciplines. |
| Synthesize and transfer knowledge across disciplinary boundaries | Guest speakers provide interdisciplinary perspectives. |
| Comprehend factors inherent in complex problems | Factors contributing to health outcomes include attitudes/beliefs, lifestyle/ behaviors, income, education, reading ability, etc. |
| Recognize varied perspectives | In lectures and prompts, biomedical rationality compared to ‘every day’ rationality and cultural attitudes towards health contrasted. |
| Gain comfort with complexity and uncertainty | Case examples and readings show there is no ‘one size fits all’ formula for communication. Student writings are assessed for comprehension of this. |

**COURSE INTENDED LEARNING OUTCOMES/ASSESSMENT METHODS**

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| **PATHWAYS LEARNING OUTCOMES** (INDIVIDUAL AND SOCIETY) | ASSESSMENT METHODS |
| Gather, interpret, and assess information from a variety of sources and points of view. | Discussion board requires linking to editorials expressing different viewpoints; final assignments require library research |
| Evaluate evidence and arguments critically or analytically. | Content analysis assignment and ethnography assignment require critical analysis of evidence and identification of frames and biases using frame analysis techniques |
| Produce well-reasoned written or oral arguments using evidence to support conclusions. | Final paper and oral presentation require arguments supported with evidence from observational details (ethnography), specific textual examples (content analysis) and scholarly literature of behavior change (health campaign) |
| Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology. | Through introduction of research methods during final assignment selection, students recognize Health Communication as an interdisciplinary practice grounded in Communication Studies with insights from behavioral psychology, public health and other fields. Quizzes and Discussion Board prompts require the identification of ideas from various disciplines. |
| Examine how an individual's place in society affects experiences, values, or choices. | Lectures identify social, behavioral, cultural and socioeconomic predictors of health outcomes, while writing prompts in the first person (and resulting discussions) enlist students to identify communication problems in health care based on their own encounters *as* providers or *with* providers. |
| Articulate ethical uses of data and other information resources to respond to problems and questions. | Because health is at stake, evidence is mandatory when students make claims about health. Students are required to conduct research, determine credible sources, and provide evidence to support their claims. They are evaluated on the care which they take in correctly citing information sources, in-text, in a References section and aloud when speaking. |