COMM 3355.500: Health Communication
Spring 2024 (January 18-May 10, 2024); Asynchronous ONLINE Course
Stephen F. Austin State University

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Class Times: Online; TR 9:30-10:45 am (SPCH 1315.010 in BOYT 210); TR 2-3:15 pm (SPCH 1318.003 in BOYT 105)
Office Hours: Tuesday and Thursday 10:45-1:15 pm and by appointment additional days/times
VIRTUAL Appointments are held via Zoom or phone and scheduled by emailing me at espradley@sfasu.edu
Department: Mass Communication
College: College of Liberal and Applied Arts

Course Description:
Overview of the field of health communication with attention to analysis and practice of health communication relationships and messages.

COMM 3355 “Health Communication” (3 credits) meets once, twice, or three times a week for a total of 150 minutes per week for a total of 15 weeks, and also meets for a 2-hour final examination. Online delivery contains extensive written content as well as audio-visual presentations and exercises that includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Activities include lectures and discussions of weekly readings, unit quizzes, exams, a course project and written assignments. A student can expect to spend at least 6 hours each week preparing outside of classroom hours.

Text and Course Materials:

*The textbook will be supplemented by readings posted on D2L.

Program Learning Outcomes:
Communication Studies Program Learning Outcomes:
1. Applied Theory in Communication: Students majoring in Communication Studies will apply the major theories in the field to demonstrate their comprehension.
2. Research Methods in Communication: Students majoring in Communication Studies will be able to use and demonstrate understanding of appropriate methodology in critical, humanistic, or social scientific paradigms in examining research questions in communication.
3. Diversity and Freedom of Expression: Students majoring in Communication Studies will be able to recognize the central role of diversity and freedom of expression in a global community.
4. Constitutive Nature of Communication: Students majoring in Communication Studies will be able to demonstrate knowledge of the constitutive nature of communication, which includes forces that enable and constrain communication such as technology, ethics, and organizational life.
5. Higher Order Thinking: Students majoring in Communication Studies will be able to demonstrate oral and written competence in logical and critical thinking.
6. **Presentational Skills:** Students majoring in Communication Studies will demonstrate the ability to present various topics in a professional manner that includes researching, planning, organizing, and presenting with visual aids and/or multimedia technology.

**Student Learning Outcomes:**
1. Understand how health is socially constructed.
2. Apply a narrative lens to the understanding, application, and critical evaluation of health communication.
3. Understand and critically evaluate the culture of medicine and the biomedical model in comparison to biopsychosocial and cultural models.
4. Understand and critically evaluate how technology, culture, and body politics (i.e. gendered bodies, stigma, etc…) affect such issues as doctor-patient relationships, health information seeking, social support, and health promotion.
5. Critically evaluate effective health promotion materials using theory as well as campaign development strategies.
6. Understand and apply communication competencies to interventions for healthcare providers and patients differently to promote collaborative care.
7. Understand and apply how health narratives function for teller and audience.

**Course Requirements:**
This course is comprised of tests, a health communication blog, a reflection paper, a health narrative paper, discussion posts, and activities/assignments in the Dropbox.

**Keystone Assignments:** Test 1, Test 2, Health Narrative Analysis Paper, and Reflection Paper

**Tests & Quizzes:** Quizzes and tests are available on D2L as specified on the Course Schedule in the Getting Started Module. Quizzes are multiple choice and may be completed with 2 attempts, but Tests 1 and 2 have two separate parts: 1) multiple choice and 2) essay and are completed with 1 attempt.

- **Quiz 1** – 20 points
- **Quiz 2** – 30 points
- **Quiz 3** – 20 points
- **Quiz 4** – 30 points
- **Test 1** – 100 points
- **Test 2** – 100 points

**TOTAL:** 300 points

**Dropbox Written Activities:** Instructions are in D2L in the Dropboxes.

- **Activity #1** (100 points)
- **Activity #2** (100 points)

**TOTAL:** 200 points

**Reflection Paper (with additional instructions in the Dropbox on D2L):**
The course reflection paper is at the end of the semester to permit students to take a variety of course concepts and make relevant applications of those concepts to current and/or future experiences (either personal or professional). Students will evaluate what they have learned about health communication from the text/readings, course-related assignments/activities, and course lectures/modules. No less than 4 concepts and 4 sources should be clearly identified within the paper with relevant citations to explain the concepts. After identifying concepts, students should reflect and personalize what was learned to past/current/future health communication experiences. The reflections/applications can have both personal and professional connections. At the culmination of the paper, the student should conclude with lessons learned that will help him/her in the future. The reflection paper should be formatted in APA style (including a title page, abstract, key words, page numbers, and reference list), 4 complete pages of content, headings to distinguish sections, and submitted as a .doc, .docx, .rtf, or .pdf to the Dropbox. Prior to submitting to the D2L Dropbox, you should have the AARC Writing Desk proofread your work by either submitting it online or in person. Grading will be assessed:

- **15%** APA style and citation of 4 required sources
- **25%** Writing style (fluency, coherency, clarity, support, grammar, punctuation)
- **50%** Content (use of 4 concepts, clarity in defining/explaining concepts, applications of concepts, personalization of reflections, and lessons learned)

**TOTAL:** 100 points
Health Narrative Analysis Paper (with additional instructions in the Dropbox on D2L):

While most of us will not be health providers, in the sense of medical practitioners, we all experience health, health risks, and illness either personally or in our interpersonal networks. This written and oral assignment is about a particular health narrative and uses readings and course content to analyze that narrative. It is recommended that you write out your narrative, and then, you go through course content in the textbook, additional readings, and lecture materials to identify concepts that you can relate to and expound upon as they are brought up in the narrative. There are three major parts to this paper: 1) the written health narrative, 2) the analysis of the health narrative using course content and readings (cite sources in APA style), and 3) the description of best practices stemming from lessons learned that would enable you to better communicate in the future. To ensure that the paper is well-written, check off to make sure you have done the following: a) cover page in APA style followed by an abstract with key words, b) introductory paragraph, c) health narrative section, d) analysis section with citations, e) best practices section, f) concluding paragraph, and g) reference page (use at least 5 published sources from the class and/or health communication journal articles). The paper will be 4-5 complete pages of content (that does not count the cover page and abstract page), formatted in APA style, and use headings for all the required sections. Prior to submitting your paper to the D2L Dropbox as a .doc, .docx, .rtf, or .pdf, you should have the AARC Writing Desk or online OWL proofread your work.

Grading of paper out of 100 points will be assessed: 15% APA style, 25% Writing Style (fluency, coherency, storytelling, clarity, support, grammar, punctuation), and 50% Content (5 quality citations, application of course terms, narrative, lessons learned or best practices).

Discussion Posts within Modules:

During the course, you will complete three Discussion Posts that connect with content in the specified module. Each discussion post should be clearly and thoroughly written, cite appropriate content in APA style, use course vocabulary, and be proofread. For each discussion post, students should subscribe and reply back and forth with minimum 100 word initial response to 5 classmates.

Discussion Post 1 (100 points):
This is an introductory post with video and presentational aid with required interactivity. See instructions on D2L.

Discussion Post 2 (100 points): Intima: A Discussion of Narrative Medicine
This is a discussion post focused on reading and analyzing content related to narrative medicine. See instructions on D2L.

Discussion Post 3 (100 points): Health Entertainment Education
This is a discussion post focused analyzing health entertainment education. You will have to watch an entertainment program that depicts a health issue/risk and analyze it using sources. See instructions on D2L.

Grading Policy:
Grades will be determined by the evaluation categories. Students may earn up to 1000 points total. Point totals are final. No grades will be “bumped.” The following indicates which letter grades correspond to earned points:

- 1000 – 900 points A
- 899 – 800 points B
- 799 – 700 points C
- 699 – 600 points D
- 599 and less F

Make Up Work
No late work is acceptable. Deadlines for coursework are posted in advance, and it is the responsibility of each student to complete his/her work and submit it either early or on time.

ONLY absences verified by Student Affairs will be considered for make-up work and include death of a family member, hospitalization, personal emergency, and administrative/other. Do not call or email the Dean of Students Office about filing a Faculty Notification Request. Use the link and fill out the form. The Faculty Notification Request process and link to form is below:

https://www.sfasu.edu/thehub/sos/notification-request
Other Policies:
Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Grade Withheld Policy (Semester Grades A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities:
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Acceptable Student Behavior:
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
MENTAL HEALTH NEEDS:
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services  SFASU Human Services Counseling Clinic
www.sfasu.edu/counselingservices  www.sfasu.edu/humanservices/139.asp
3rd Floor Rusk Building  Human Services Room 202
936-468-2401  936-468-1041

Crisis Resources:
Burke 24-hour Crisis Line: 1(800) 392-8343
Suicide Prevention Lifeline: 1(800) 273-TALK (8255)
Crisis Text Line:  Text HELLO to 741-7412