The University of Western Ontario
School of Health Studies
Health Sciences 3210A/B

2017-2018 F

DRAFT
Health Communication Course

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TA:
Email:

Date:
Time:
Classroom Location:
Office Hours: TBD

Prerequisite Checking
Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description:
This course will review health communication through an examination of theoretical frameworks, communication techniques and technologies that promote the health of individuals, communities, and populations. Topics may include health literacy, clinician to client communication, peer to peer communication, ‘edutainment’ communication, effective public health messages and mass media campaigns, risk and emergency communication.

Course Overview:
Within contemporary health care the need for accurate and reliable information is highlighted within a global context of increased infectious / chronic disease, consumerism, self-health care, and civic unrest that affects the global community (e.g., refugee migration). In our ‘information age’ of health care, there is increased recognition and expectation of a model of care where self-care is encouraged and expected. This course will review the growing importance of health communication through an examination of theoretical frameworks, communication techniques and health information technologies that promote the health of individuals, communities, and populations. Topics areas may include health literacy, clinician – consumer/client health communication, peer – peer health communication, ‘edutainment’ health communication,
effective public health messages and mass media campaigns, risk and emergency communication.

**Learning Objectives:**

- Define / describe health communication; health literacy; eHealth literacy
- Understand the goals of health communication and effective strategies to achieve these goals
- Understand and apply theoretical frameworks related to health communication
- Understand the significance of (e)health literacy in health communication
- Critically explore health communication targeted to interpersonal, community, and social perspectives
- Develop skill in preparing health communication literature
- Apply course concepts through service to local community service groups

**Class Schedule and Process:**

In this course learning and teaching are considered a *shared* responsibility. The instructor’s role is to guide, facilitate and support your learning; your responsibility is to use the resources, and to actively engage in dialogue and reflective, critical thought with your colleagues. The course is designed to foster discussion, debate, and critical examination of concepts relevant to health communication issues. All course participants are invited and expected to contribute their perspectives, ideas, and questions. Your commitment and active participation in the learning activities are critical to your own learning as well as to the learning of your colleagues. Attendance and participation is expected. No make-up assignments are provided for missed in-class activities.

**Required Resources and Texts**


Weekly readings will be posted on Webct. Assigned readings not accessible online or through the Western University library system will be posted on the webct course site or on reserve in the Western University library.

**Recommended Resources:**

**Evaluation Methods**

<table>
<thead>
<tr>
<th>Method</th>
<th>Weighting</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Preparation / Reading Reflection</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Health Communication Strategy</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Community Engaged Learning Group Project</td>
<td>Project / Report = 25%</td>
<td>A description of your assigned project along with your expected project outcomes due:</td>
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<tr>
<td></td>
<td>Presentation = 15%</td>
<td>Presentations:</td>
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<td></td>
<td></td>
<td>Final 2-3 weeks of the term</td>
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<td>Group Project Report and Group Evaluation due:</td>
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**Evaluation:**

1. **Preparation / Reading Reflection & Class Activities: (10%)**

This component of the course entails an evaluation of your preparation and readiness to engage in class discussion and learning activities. Evaluation of this learning component will consist of regular classroom participation; participation / submission of requested learning activities; mini-quizzes and reading reflections.

The reading reflection component requires students to submit a meaningful, 5-6 sentence (minimum) paragraph summary and reflection of the week’s assigned readings / preparatory material. This summary / reflection will be submitted to the discussion forum on the OWL course site by Tuesday at 6:00am in advance of Wednesday’s class. Summary / reflections will be required for preparatory material of Weeks 2 - 10 (inclusive). For the purpose of this summary / reflection, please use the ‘reflection in preparation’ questions provided to you each week and also use the following prompts to help generate your response (but not limited to):

- what were the main concepts within the readings?
- how can this concept(s) apply to health communication?
- what was the most challenging part of the reading(s)?
- was/is there a new way to look at the information or ideas presented in the readings?
• how does the knowledge derived from the readings inform your current or future personal and / or professional activities?

All weekly activities / summaries that demonstrate thoughtful and critical reflection will contribute to this grade. Activities - summaries / reflections developed by students that fail to demonstrate critical reflection and/or are extremely superficial or students who do not submit a summary / reflection (or are late in submitting) will forfeit 1% of their grade for that given week.

2. **Annotated Bibliography (20%)**

Prepare and submit an annotated bibliography; to seek and summarize literature on a specific health issue. Additional details regarding this assignment will be provided in class.

3. **Health Communication Strategy (30%)**

Each student will create a health communication strategy. With your completed health strategy (e.g., pamphlet, infographic, video, podcast…) you will also submit a written report of your project. Include the following (typed, APA format):

- Descriptive summary of the health issue
- Description of your targeted audience.
- The objective of your communication message? What do you want to achieve with this information?
- Discussion regarding what informed your decision regarding content of the communication strategy? How did you align the content to your intended audience?
- Why did you chose the particular communication channel (e.g., PSA, infographic) and rationale for this messaging method? How did you align the content to your intended audience
- How did you address cultural sensitivity
- Reference list – resources used to inform the development of your communication strategy

4. **Community Engaged Learning Project**

You will be assigned to a community project working group. Community Service Partners will provide information regarding their proposed projects during week 1-2 of the course and each student group will be assigned a project.

Your project will be submitted for evaluation by the course instructor and the Community Service Partner. **A description of your assigned project along with your expected project outcomes should be submitted DAY/MONTH/YEAR/TIME of the course.**

**Group Process:**

- Create your group ‘terms of reference’ outlining group functions. Please submit your group ‘Terms of Reference’ on DAY/MONTH/YEAR/TIME with your project details.

  - Consider the following criteria for group ‘Terms of Reference’:
L. Donelle - Health Communication Syllabus
2016-2017

- Attendance (punctual) at project meetings
- Equitable contribution to group decision making and task completion
- Accountability to the group
- Individual / group responsiveness to feedback/criticism
- Effective decision making
- Problem solving
- Professionalism

- You will be expected to post meeting ‘minutes’ in OWL on your project progress – detailed instruction will be provided by Lisa Boyko from Western’s CEL office.

Community Engaged Learning Project Report (25%):
Please complete a project report (APA format) that outlines the details of the community project you have completed. Please use the General Criteria for Evaluation of Scholarly Writing (please see below) to guide the development of this assignment. There is no set page limit for this report; please consider a balance between a comprehensive yet succinct accounting of the work completed. NOTE: Final reports of less than 10 pages are not likely lengthy enough to incorporate all of the requested report components.

This final report should include but is not limited to:
- Table of contents
- Executive summary of the project
- Introduction
  - A description of the community served,
  - Project goals/objectives,
  - A description of the requested project – what is known about the health issue or topic, review of research literature
- Description of the completed project – how did this communication strategy address the intended goals / objectives
- Clear integration of course concepts,
- Recommended next steps,
- References.

Consider the following criteria in the development of your project and the final project report:
- Met criteria of community partner project proposal
- Project professionalism
- Project innovativeness / creativity
- Evidence of critical thinking
- Content appropriate to the assigned project; comprehensive - realistic in scope
- Evidence based – well researched project / report with appropriate use of empirical literature; integration of course concepts
- Evidence of applied course concepts
Part 2: Community Engaged Learning Project Presentation (15%)
At the end of term (presentation dates to be confirmed) each working group will prepare and provide a 15-minute presentation of the project they have worked on throughout the term. Community partners will be invited to attend.

Your presentation should include / address the following:
- Title of your community health communication project
- A brief description of the community served
- A brief description of the requested health communication project – goals / objectives
- Overview of the completed health communication project
- Recommended next steps
- **Length**: 15-minute presentation / 5-minute question period

Group Presentations will take place: in the final 2-3 weeks of class
Group Final Project Report Due: DAY/MONTH/YEAR/TIME

General Criteria for Evaluation of Scholarly Writing

**C Level**
1. APA format is consistently used throughout the paper.
2. Composition is free of all but minor errors in grammar, punctuation, spelling and structure.
3. The topic is appropriate, limited and consistently addressed.
4. Ideas are logically sequenced.
5. Literature sources are relevant to the topic of the paper.
6. Style is appropriate to the subject and audience.

**B Level** (includes C level)
1. Composition is written in a fluent, clean, concise style.
2. Ideas are well developed within each paragraph or section and continuity of ideas exists between paragraphs.
3. Generalizations are supported by specific evidence and/or well-developed argument.
4. Literature sources are used to support an argument with facts and/or expert opinion.
5. Literature sources are appropriate and adequate in number and kind.
6. Total impression on the reader is one of coherence and unity.
A Level (includes C and B levels)

1. Literature sources are primary, timely (recent and/or classics) and make a significant contribution to achieving the purpose of the paper.

2. When appropriate, original arguments are presented about an issue at hand.

3. When appropriate, alternative views are considered and analysed with an intellectual detachment that overrides personal preoccupations / opinion.

4. The writing is imaginative, innovative and individualistic.

Grading Criteria
The university-wide descriptors of the meaning of letter grades outlined as follows are approved by Senate.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>One could scarcely expect better from a student at this level.</td>
</tr>
<tr>
<td>A</td>
<td>80-89</td>
<td>Superior work which is clearly above average.</td>
</tr>
<tr>
<td>B</td>
<td>70-79</td>
<td>Good work, meeting all requirements, and eminently satisfactory.</td>
</tr>
<tr>
<td>C</td>
<td>60-69</td>
<td>Competent work, meeting requirements.</td>
</tr>
<tr>
<td>D</td>
<td>50-59</td>
<td>Fair work, minimally acceptable.</td>
</tr>
<tr>
<td>F</td>
<td>below 50</td>
<td>Fail.</td>
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</tbody>
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Late Assignments

A late assignment will be penalized 10% for each day, or part of day, that it is late. For example, an assignment graded as 41/50 will have 5 points deducted from the mark if handed in one day late and will be recorded as 36/50. There will be no exceptions except for valid, extenuating circumstances (e.g., incapacitating illness etc.) which MUST be documented as outlined below in the case of medical illness.

Statement on Use of Electronic Devices

The use of laptop computers in the classroom are encouraged for course related material and purposes. Please be mindful of others’ learning by silencing electronic communication devices during class time. You are not permitted to record (visual or audio) any part of the class.

ADDITIONAL STATEMENTS

Student Code of Conduct
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of
behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit http://www.uwo.ca/univsec/board/code.pdf.

**English Proficiency for the Assignment of Grades**


**Accommodation for Medical Illness or Non-Medical Absences**

The policy on Medical Accommodating for Medical Illness can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. ACCOMMODATION FOR ILLNESS - UNDERGRADUATE STUDENTS (Last revised February 2016)

The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by physical or mental illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that physical or mental illness situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities. Students are expected to act in a timely manner when seeking and arranging accommodations.

Documentation shall be submitted as soon as possible to the Dean’s Office of the student’s Faculty of registration (e.g., to the Academic Counselling Office of the student’s home Faculty) indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Counsellors for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. These documents will be retained in the student’s file, and will be held in confidence in accordance with the University’s Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Academic Counselling/Dean’s Office in consultation with the student’s instructor(s).
Scholastic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf. Additionally,
1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Plagiarism
Student work is expected to be original. Plagiarism is defined as “the act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one’s own mind.” (Black, 1979, p. 1035). You are plagiarizing if you insert a phrase, sentence, or paragraph taken from another author without acknowledging him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas (perhaps from a reputable website) without acknowledging they belong to someone else. Faculty members have access to a computer program entitled “turnitin.com” to check written work for originality. You may be asked to submit your work to verify its originality at the discretion of the course facilitator. Plagiarism is considered a serious academic offense and can result in student expulsion. If you have questions about this, a librarian can help you, or the resources located at the Teaching Learning Centre may be helpful to review (http://www.uwo.ca/tsc/resources/selected_teaching_topics/academic_integrity/index.html)

Support Services
There are various support services around campus and these include, but are not limited to:
1. Student Development Centre -- http://www.sdc.uwo.ca/ssd/
2. Student Health -- http://www.shs.uwo.ca/student/studenthealthservices.html
3. Registrar’s Office -- http://www.registrar.uwo.ca/
4. Ombuds Office -- http://www.uwo.ca/ombuds/