

## **McDaniel College Budapest**

### **COM 3381 Health Communication**

**Professor:** Barna Szamosi

#### **Contact information**

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#### **Availability**

Before and after classes by appointment.

### **COURSE OBJECTIVES**

Health communication is an interdisciplinary field of scholarship therefore the course is designed to give an overview how the concepts of health and disease are theorized how we understand ourselves as individuals and as collectives in relation to health and disease. The course will focus on methodological approaches how to analyze critically health care discourses. Particular issues include public health, the intersections of gender-, and race in health care, persuasive health campaigns, health policy, media analysis and ethical dilemmas in health care communication.

### **LEARNING OUTCOMES**

- To understand the usefulness of theory as the basis of communication how you think about health and health care.
- To apply theories to the field of health communication.
- To learn ways to analyze and design health care messages.

### **SUGGESTED TEXTBOOKS**

- du Pré, A. (2017) *Communicating About Health. Current Issues and Perspectives*. Oxford: University Press.
- Maibach, E. & Parrott, R.L. (1995) *Designing Health Messages*. London: Sage Publications.

### **Assignments and grading**

#### **Requirements**

##### **Group Work Part 1: Project Proposal (10 points)**

You will be responsible as a member of a group for preparing one part of a presentation about your chosen project in the first half of the course. Your part of the presentation should be about 10 to 15 minutes long. In this presentation I expect you to detail how you chose your project, compare it with the competing ones, explain how you relate to this campaign

personally, describe the different parts of the campaign, the methods they use to define their messages, key actors in the campaign, their audience, your chosen methodology, and detail the used literature for approaching this campaign. You must send your ppt to my email address by March 8 12 PM.

### **Group Work Part 2: Critical Analysis of a US Health Campaign (30 points)**

Students should form groups by 9 February for working on the project. Ideally each small group will have 3 students. These groups are good sites for sharing your thoughts, concerns, and questions about the campaign with your fellow group members. The presentation of the groupwork is scheduled for 10 May. By this time, you are expected to have a written analysis of the chosen health campaign and you will present your findings as a group. The group presentation should not be longer than 45 minutes and should demonstrate a joint effort, collaboration, and intellectual work. You must send your written analysis to my email address by 10 May 12 PM. These written works should be between 4-5000 words. Grading will be the same for every member of the group.

### **Mid-term test (20 points)**

### **End-term test (30 points)**

**Class Participation (10 points)** includes being present in class, having read assignments, watched videos, asking questions, actively participating in discussions. I will expect you not only to have prepared the readings and completed written work ahead of time, but to participate actively in class discussion. The best way to learn something is to be actively engaged in it. And one of the true signs of knowledge is the propensity for asking questions. Questioning shows that you're mulling over and assessing the information. You should keep a list of questions as you read and ask those questions in class.

**The points for class participation count both for the mid-term and end-term grades.**

**GRADING POLICIES:** Grades are earned, not negotiated.

<b><u>REQUIREMENTS AND ASSIGNMENTS</u></b>	<b><u>percent of grade:</u></b>
1. Project proposal	10
2. Mid-term test	20
3. Class participation	5
<b>Mid-term grade: your points add up to your mid-term grade</b>	<b>(35%)</b>
4. Project work	30
5. End-term test	30
6. Class participation	5
<b>End-term grade</b>	<b>100%</b>

**Late Assignments:** It's not fair to give some students extra time to complete an assignment. Thus, a penalty of one point for the assignment will be assessed for each 24 hr. period or fraction thereof that an assignment is late. An assignment is late if I receive it after the end of the class period for which the assignment is due.

**Cheating/ Plagiarizing:** These behaviors will not be tolerated. I will recommend that students caught cheating on examinations earn an "F" for the course. Students caught cheating

on individual assignments receive a 0 for the assignment. See the College's policy on Academic Integrity for definitions and examples of these terms.

### **Grading Guidelines**

**D, F** Fails to demonstrate comprehension of course concepts, is poorly executed or not attempted or completed

**C+, C** Keeps up with readings, shows basic understanding of concepts, meets minimum requirements with more than a few errors submitted on time, or is good work submitted late. Mere reporting, without evidence of independent thinking; lackluster, uninspired, lazy.

**B+, B** Exceeds minimum understanding of concepts, applies concepts to interpret fresh example, compares multiple sources, is submitted on time, or is superior work submitted late.

**A-, A** Shows ability to creatively manipulate concepts, to insightfully critique them; sheds insight on connections among multiple sources. Superior work submitted on time.

### **Honor Code and Course Policies**

- Read all assignments before class and be prepared to discuss them.
- Participate actively in class discussions
- Be on time. If you enter class after I've taken attendance you may take part but it will count as half absence.
- Be sure to back up your work on disks in case of computer crashes, printer problems, lost disks, etc. Computer related excuses don't cut it.
- Send in assignments via email on the day it is due (you can submit it earlier and I can give more time to revise it for a better grade).
- Turn off and stow away your cell phone.

Participation implies attendance; absences will be noted and will adversely affect your final participation grade. In addition, in accordance with McDaniel Budapest's attendance policy, there will be an automatic deduction of one letter grade for every unexcused absence following your second unexcused absence.

- Absence due to sickness and emergency must be accompanied by a signed note from, e.g., health services, traffic court, etc. and should be presented to Ms Adriána Márton.
- McDaniel College asks that you include the Honor Pledge on all submitted homework and tests: *"I have neither given nor received unauthorized aid on this piece of work, nor have I knowingly tolerated any violation of the Honor Code."*

## Semester schedule/topics covered

(may be amended as necessary)

Date	&	Readings and Assignments
<b>Week 1</b>		
Febr. 1		<b>Introduction</b> During this class we will discuss the goals of the class and the requirements to complete the course. We will watch a short video and discuss it during the second half of the seminar.
Febr. 2		WHO. The Ottawa Charter for Health Promotion. Retrieved from: < <a href="http://www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html">http://www.who.int/healthpromotion/conferences/previous/ottawa/en/index.html</a> >
<b>Week 2</b>		
Febr. 8		<b>Theoretical Perspectives: Understanding the Self in Relation to the Dynamically Changing concept of Health</b> Wulff, H.R. et al. (1990) Hermeneutics: The Nature of Man in a Wider Perspective (pp. 121-134), In <i>Philosophy of Medicine</i> , Oxford: Blackwell Scientific Publications.
Febr. 9		Stempsey, W.E. (2006) Emerging Medical Technologies and Emerging Conceptions of Health, <i>Theoretical Medicine and Bioethics</i> 27: 227-243.
<b>Week 3</b>		
Febr. 15		<b>Methodology: Critical Discourse Analysis &amp; Conversation Analysis in Health Communication</b> Shaw, S.E. & Greenhalgh, T. (2008) Best research? – For what? Best health? – For whom? A critical exploration of primary care research using discourse analysis, <i>Social Science and Medicine</i> 66: 2506-2519. Maynard, D.W. & Heritage, J. (2005) Conversation analysis, doctor-patient interaction and medical communication, <i>Medical Education</i> 39: 428-435.
Febr. 16		Project Day. Choosing the campaign, and theoretical approach of the project.
<b>Week 4</b>		
Febr. 22		<b>Intersectional Approaches to Gender Problems in the Health Discourses</b> Bowleg, L. (2012) The Problem with the Phrase <i>Women and Minorities</i> : Intersectionality—An Important Theoretical Framework for Public Health, <i>American Journal of Public Health</i> 102(7): 1267-1273.
Febr. 23		Hankivsky, O. (2012) Women’s health, men’s health, and gender and health: Implications of intersectionality, <i>Social Science and Medicine</i> 74: 1712-1720.

<b>Week 5</b>	<b>Race/Ethnicity &amp; Health</b>
March 1	Ford, C.H. & Airhihenbuwa, C.O. (2010) Critical Race Theory, Race Equity, and Public Health: Toward Antiracism Praxis, <i>American Journal of Public Health</i> 100(S1): 30-35. Donelle, L. et al. (2005) Ethnicity, Genetics, and Breast Cancer: Media Portrayal of Disease Identities, <i>Ethnicity &amp; Health</i> 10(3): 185-197.
March 2	Project Day. Methodology.
March 5	By 12 PM. Presentation Power Point Version is due. Send it to my email address.
<b>Week 6</b>	<b>Designing Health Messages – Examples for Theory Driven Approaches</b>
March 8	Monahan, J.L. (1995) “Using Positive Affect when Designing Health Messages,” In Edward Maibach & Roxanne Luise Parrott (Eds.) <i>Designing Health Messages</i> (pp. 81-98), London: Sage Publications.
March 9	Presentation of proposals.
<b>Week 7</b>	<b>Review Week</b>
March 15	Hungarian Public Holiday – no classes
March 16	Preparation seminar for the mid-term test.
<b>Week 8</b>	<b>Mid-term Week: TEST</b>
March 22	Mid-term test
March 23	<b>Designing Health Messages – Examples for Audience-Centered Strategies</b> Nowak, G.J. & Siska, M.J. (1995) “Using Research to Inform Campaign Development and Message Design,” In Edward Maibach & Roxanne Luise Parrott (Eds.) <i>Designing Health Messages</i> (pp. 169-185), London: Sage Publications.
<b>Week 9</b>	<b>Intercultural Communication &amp; Health</b>
March 29	Grant, J. & Luxford, Y. (2011) ‘Culture it’s a big term isn’t it?’ An analysis of child and family health nurses’ understanding of culture and intercultural communication, <i>Health Sociology Review</i> 20(1): 16-27. Priebe, S. et al. (2011) Good practice in health care for migrants: views and experiences of care professionals in 16 European countries, <i>BMC Public Health</i> 11(187): 1-12.
March 30	Project Day. Analysis.

<b>Week 10</b> April 5	<b>Communication in Caregiver-Patient Relationships</b> Cooper, L.A. et al. (2006) Delving Below the Surface – Understanding How Race and Ethnicity Influence Relationships in Health Care, <i>Journal of General Internal Medicine</i> 21: S21-27.
April 6	Roter, D.L. & Hall, J.A. (1998) Why Physician Gender Matters in Shaping the Physician-Patient Relationship, <i>Journal of Women's Health</i> 7(9): 1093-1097.
<b>Week 11</b>	<b>April 10-17 Easter holiday – no classes</b>
<b>Week 12</b> April 19	<b>Risk Communication in the Health Discourse</b> Holtgrave, D.R. (1995) “Encouraging Risk Reduction,” In Edward Maibach & Roxanne Luise Parrott (Eds.) <i>Designing Health Messages</i> (pp. 24-40), London: Sage Publications.
April 20	Project Day. Analysis.
<b>Week 13</b> April 26	<b>Health in the Media</b> Aulette-Root, E. (2010) Khomani: Critical Discourse Analysis of South Africa State-Funded Publications on HIV, <i>PGDT</i> 9: 173-198.
April 27	Bilić, B. & Georgaca, E. (2007) Representations of “Mental Illness” in Serbian Newspapers: A Critical Discourse Analysis, <i>Qualitative Research in Psychology</i> 4: 167-186.
<b>Week 14</b> May 3	<b>Ethical Issues in Health Communication</b> Rhodes, R. (2007) “The Professional Responsibilities of Medicine,” In Rosamond Rhodes, Leslie L. Francis, and Anita Silvers (Eds.) <i>The Blackwell Guide to Medical Ethics</i> (pp. 71-87). Malden, Oxford, and Carlton: Blackwell Publishing.
May 4	Guttman, N. & Salmon, C.T. (2004) Guilt, fear, stigma and knowledge gaps: Ethical issues in public health communication interventions, <i>Bioethics</i> 18(6): 531-552.
May 7	Written Analysis is due. You must send it to my email address by 12 PM.
<b>Week 15</b> May 10	<b>Presentations and Summary</b> Presentation of projects.
May 11	Preparation seminar for the end-term test.
<b>Week 16</b> May 17	<b>Final week</b> End-term test