

Application for a New Course v10.6

Course ID <i>Subject and Number</i>	COMM 560 (linked with COMM 460)
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Jon Camp
2	Course Teacher	Jon Camp
3	Course Title	Health Communication
4	Course Abbreviation (if title is over 30 characters)	
5	College	CAS
6	Department	Communication & Sociology
7	Number of Credit Hours	3
8a.	Number of contact hours - lecture	45
8b.	Number of contact hours – lab/activity	
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one. Please see Schedule Type definitions above.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	This course is a survey of communication in the healthcare context. The course explores the role of communication in health care delivery, health promotion and media, disease prevention, risk communication, social support, and human subjects protections.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s); MUST have signature in Section V from all Department Chairs	COMM 460
21	Does this course have any special student costs?	☒ X No ☐ Yes (If yes, must attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.)
22a	How frequently will the course be offered in the Fall ? All, even or odd years?	
22b	How frequently will the course be offered in the Spring ? All, even or odd years?	Once every spring
22c	How frequently will the course be offered in the Summer ? All, even or odd years?	
23	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall, 2019
24	List course/s that should be deleted, (Also, include the last semester for course/s being deleted) <i>A course cannot be deleted when it is</i>	

	<i>a requirement in a degree plan in any department.</i>	
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25	Is this course required for a degree/s? <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	☒ No ☐ Yes
26	Should the addition of this course be retroactively applied to the degree plan it supports?	☒ No ☐ Yes Explanation:
27	Has this course been offered as a Special Topics course?	☐ No ☒ Yes Spring 2018 with 8 students. COMM 440/540 Spring 2009 with 17 students. COMM 440/540 <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, a course may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i>
28	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	I am unaware of significant course overlap.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course will serve as an elective at both the undergraduate and graduate levels.
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	Health Communication is the fastest growing sub-discipline in the larger field of Communication. From reducing medical malpractice suits to increasing overall health outcomes in a particular target population, health communication practitioners contribute to a more efficient and humane health care system. In addition, medical school admission boards are beginning to recognize the important role of communication training to prepare incoming medical students. Therefore, this course will have broad

		appeal not only to communication students, but to any student preparing for a career in the healthcare system.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Advanced communication students interested in career or research opportunities in the nation's largest industry: health care. Current health care professionals, as well as students planning on a career in health care, who wish to gain skills in communicating with patients, patients' families, and health care teams. Students interested in how they might become more equipped to take charge of their own health, and how they might encourage others to be more involved in health care decision making.
		No prerequisite skills needed.
2	State the overarching course goal(s) in performance terms.	This course prepares students to think critically about how health-related messages are produced, consumed, and they produce and consume health-related messages.

2. Competencies and Measurements

	Competency	Measurement
1	Define Health Communication and analyze its usefulness as a discipline.	- Mid-term essay - Final project
2	Develop a critical awareness of your own production and consumption of health messages.	- Health journal
3	Identify the communication challenges to healthcare delivery among minority populations, lower income populations, and older adults.	- Mid-term essay - Final project - Film analysis
4	Argue the superiority of a collaborative model of patient-provider communication.	- Film analysis - Final exam

5	Analyze a case study from a theoretical lens to suggest more effective health communication.	- Case analysis and leading of class discussion.
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3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

du Pre, Athena. *Communicating about Health: Current Issues and Perspectives*. 5th edition. Oxford University Press.

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

A separate application is being submitted for COMM 560.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name COMM ⁵⁶⁰~~499~~, Health Communication

Primary Department



Department Chair

Dean of the College

9-30-2018
Date



~~9-30-2018~~

1-15-2019
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

VI. Actions *Place all actions on one page.*

Course ID: COMM ~~400~~ 560

Course Title: Health Communication

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

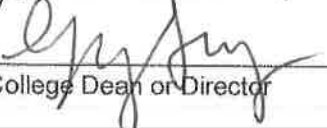
Approved ☒ Denied ☐


College Dean or Director

Date

2-1-19

Approved ☒ Denied ☐


College Dean or Director

Date

2/7/17

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐

Dean of Graduate School

Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐

TEC Chair

Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐

Provost's designee

Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐

Vice Provost

Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐

Provost

Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐

President

Date

Attach notes, comments, or conditions from appropriate councils:

COMS 560 Health Communication (3 hours)

Department of Communication & Sociology

College of Arts and Sciences

Abilene Christian University

ACU MISSION STATEMENT: “To educate students for Christian leadership and service throughout the world.”

COMMUNICATION DEPARTMENT MISSION STATEMENT: To educate students for Christian service and leadership throughout the world by developing communication skills through analyzing, managing, changing, and advocating ideas, people, organizations, and cultures.

COURSE DESCRIPTION AND PURPOSE: This course is a survey of communication in the healthcare context. The course explores the role of communication in health care delivery, health promotion and media, disease prevention, risk communication, social support, and human subjects protections.

STATEMENT OF FAITH AND LEARNING: Indeed, “we are fearfully and wonderfully made” (Psalm 8). And yet, we are frightfully fragile, prone to accidents, disease, and disabilities. We are often at our most vulnerable when confronted with our own or our loved ones’ personal illness or injury. The waiting room is filled with people with questions, and in need of empathy. The study and practice of health communication offers much to empower medical providers to listen empathically, and to speak in a patient-centered manner.

The welfare of our bodies is of principle concern in Scripture, as our bodies are temples of the Holy Spirit (2 Corinthians 3) used by God to carry out his redemptive purposes in the world. How we care for the health of our bodies has much to do with how we talk about health and disease. Social stigma surrounding “socially unacceptable” diseases and disabilities are with us today as much as they were in the world of the Bible (e.g., “Sir, who sinned, this man, or his parents, that he was born blind?”) Health communication studied and practiced from a Christian perspective calls attention to the divine dignity of the body, denounces social stigma, and thus participates in God’s ongoing work of healing in the world.

COURSE OBJECTIVES:

The successful student will be able to:

1. Define Health Communication and analyze its usefulness as a discipline.
2. Develop a critical awareness of your own production and consumption of health messages.
3. Identify the communication challenges to healthcare delivery among minority populations, lower income populations, and older adults.

4. Articulate an agency approach to communicating in cross-cultural healthcare settings and situations.
5. Analyze a case study from a theoretical lens to suggest more effective health communication.

COURSE MATERIALS:

Main Text

- du Pre, Athena. *Communicating about Health: Current Issues and Perspectives*. 5th edition. Oxford University Press.

Additional Materials

- Online articles, available in Canvas, identified by author and year

ASSIGNMENTS AND GRADING

<u>Undergrads</u>	<u>Grads</u>	
10%	10%	Health Journal Activity
10%	10%	Movie Case Study Analysis
20%	20%	Mid-Term Exam
20%	20%	Final Exam
30%	20%	Final Project
10%	5%	Quizzes/Attendance/Class Involvement
	15%	Case study paper and presentation

DESCRIPTION OF ASSIGNMENTS

Health Journal

For a period of one week (7 days), keep a journal, in which you attempt to record all instances in which you act as both a consumer or producer of health messages. You should have at least one entry for each day, but you may have several entries in each day. After one week of journaling, review your notes and write a personal reflection on how you are influenced by health messages (through the media, friends, other....either ignoring them, refuting them, or following them) and how others are influenced by your health messages. Turn in both the journal and the reflection.

Movie Analysis

Choose 1 movie from the list below and write a short paper (750-1000 words) that 1) provides a brief summary of the movie; and 2) integrates a discussion of how health communication relates to the movie. Each group of two must choose a different movie.

Approved List. If you know of another movie, pitch it to me.

Patient centered communication

The Doctor, 1991

Patch Adams, 1998

Wit, 2001

Ethics

The Constant Gardener, 2005

Miss Evers' Boys, 1997

Whose Life is it Anyway? 1981

Wit, 2001

Death and Dying / Social Support

Tuesdays with Morrie, 1999

Philadelphia, 1993

Whose Life is it Anyway? 1981

Disability

Rory O'Shea Was Here (AKA, *Inside I'm Dancing*), 2004

My Left Foot, 1989

Mental Illness

One Flew Over the Cuckoo's Nest, 1975

Awakenings, 1990

Girl, Interrupted, 1999

Stigma and Disease

Philadelphia, 1993

3 Needles, 2005

Yesterday, 2004

Information Seeking and Agency

Lorenzo's Oil, 1992

Cultural Diversity

3 Needles, 2005

Yesterday, 2004

My Own Country, 2000

Exams

Prior to the exams, you will receive a review and a general idea of what will be covered. Exams will include essay questions to assess the student's ability to integrate and synthesize the information, and not just regurgitate it.

Final Project

In groups of 3, pick any health communication research topic of interest to you and write a 8-10 page paper. The assignment will also require a 15-20 minute poster or powerpoint presentation to the class. Ideas for a research project include:

- A case analysis relating to patient-provider communication. The case could be about yourself, about someone you know, or about something you have read. If it is about someone you know, make sure you protect the person's confidentiality.
- Analysis of a public health campaign (ie, smoking cessation, preventing binge drinking on campus, texting and driving

- Interviews with elderly persons about their experience of care in Abilene. *Again, make sure you protect people's confidentiality.*
- Exploration into the challenges of health communication in the Abilene area. You could interview doctors, nurses, pharmacists, etc, about the challenges to communicate effectively with lower-income people, or with people who do not speak English.
- Visual ethnography of a local hospital or medical clinic (i.e., what is communicated to patients by the arrangement of furniture, interior design of the waiting room, etc.).

E-mail your topic to me for approval before Spring Break.

The project will be graded according to 3 equally weighted criteria: 1) *content* (overall grasp of topic, originality, thoroughness), 2) *analysis* (insight, intellectual merit, and implications for theory or practice), 3) *presentation* (clarity, organization, composition fundamentals, and logical flow of the material). (Borrowed from Ruthbeth Finerman's Medical Anthropology syllabus, The University of Memphis, Spring, 2006).

Case Study

(Grad students only). Graduate students will research a case study relating to health communication. They will write a six-page paper that applies theoretical insights from the course to explain the case, as well as suggest strategies for improving health communication. Students will lead class in a 20-25 minute discussion of the case.

REGARDING GRADES: An "A" denotes exceptional work and falls in the 90-100% range. A "B" is high quality work in the 80-89% range. A "C" represents average quality work and falls in the 70-79% range. **Note, a "C" is like a failing grade for graduate students.** A "D" is substandard work in the 60-69% range. An "F" is anything below 60.

ATTENDANCE: This is an interactive class designed for team-learning and class discussions. Your attendance is required to meet the learning objectives. Absences are sometimes necessary, and will be excused for illness, significant family or personal concerns, and sanctioned ACU-related activities.

ACADEMIC INTEGRITY

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy (http://www.acu.edu/campusoffices/campuslife/acad_integrity/index.html), involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the

Provost's office web site: <http://www.acu.edu/community/cas/departments-schools/jmc/jmc-resources/academic-integrity-policy.html>

Attendance policy: You will automatically fail the course if you receive more than 6 unexcused absences.

ASSIGNMENT DUE DATES: Late assignments will receive an automatic 50% reduction. After one week, it will be an automatic zero.

DISABILITY POLICY: Students with disabilities are welcome. It is the policy of ACU to accommodate students with disabilities because we seek Christ-like empathy as well as adherence to state and federal law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. If you need accommodations for exams, please consult with myself and with the Alpha Services program.

TECHNOLOGY POLICY. I do not allow electronic technology during class, unless required by the Alpha Scholars program. There may be in-class activities in which I permit the use of laptops and/or smartphones.

COURSE SCHEDULE (reflects Spring, 2018)

<u>Date</u>	<u>Course Content</u>	<u>Assignments and Readings</u>
Tuesday, Jan 16	Introduction	
Thursday, Jan 18	Healthcare Models & Agency	Chapter 1
Tuesday, Jan 23	Current issues in Health Comm	Chapter 2
Thursday, Jan 25	Topic continued	Reading in Canvas
Tuesday, Jan 30	Patient-Caregiver Communication	Chapter 3
Thursday, Feb. 1	Topic cont'd	Reading in Canvas
Tuesday, Feb. 6	Patient Perspectives	Chapter 4
Thursday, Feb. 8	Topic cont'd	Health Journal Due
Tuesday, Feb. 13	Caregiver Perspectives	Chapter 5
Thursday, Feb. 15	Topic cont'd	Reading in Canvas
Tuesday, Feb. 20	Diversity in Healthcare	Chapter 6
Thursday, Feb. 22	Topic cont'd	Reading in Canvas
Tuesday, Feb. 27	Cultural Conceptions	Chapter 7
Thursday, Mar. 1	Topic cont'd	Reading in Canvas
Tuesday, Mar. 6	Social Support & End of Life	Chapter 8
Thursday, Mar. 8	Mid-Term Exam	
Spring Break, March 12-16		
Tuesday, Mar. 20	eHealth	Chapter 9
Thursday, Mar. 22	Topic cont'd	Reading in Canvas
Tuesday, Mar 27	Heath Care Administration	Chapter 10

Thursday, Mar 29	Topic cont'd	Movie Analysis Due
Tuesday, Apr 3	Health and Media	Chapter 11
Thursday, Apr 5	Topic cont'd	Reading in Canvas
Tuesday, Apr 10	Public Health & Crisis Comm	Chapter 12
Thursday, Apr 12	Topic cont'd	Reading in Canvas
Tuesday, Apr 17	Health Campaigns	Chapter 13
Thursday, Apr 19	Topic cont'd	Reading in Canvas
Tuesday, Apr 24	Design/Implement Health Campaigns	Chapter 14 Case analysis due (grads)
Thursday, Apr 26	Topic cont'd	Reading in Canvas
Tuesday, May 1	Group Presentations	Final Project Due
Thursday, May 3	Group Presentations	
Final Exam, Tuesday May 8 at 12:00 - 1:45 pm.		

NOTE: details of this syllabus, including schedule and assignments, are subject to change at the professor's reasonable discretion.

Dr. Jon Camp

jon.camp@acu.edu

Re: Review of COMS 460/560: Health Communication

Dear Dr. Camp,

Thank you for the submission of Health Communication: COMS 460/560. I reviewed the syllabus based on the ACU application requirements and the syllabus meets most of those requirements. Please also see the attached checklist. Here are a few items for possible revision/editing:

- When this information is available, please add the meeting time and place
- Please add the prerequisites and/or corequisites for this course
- Add information about the instructor: name, title, rank, office location, phone number, email, office hours/contact expectations
- Consider adding the Title IX policy
- The semester and year are noted in the course schedule, but are not noted at the top of the syllabus

This letter is not meant to be a final approval in the course application process. Instead it is intended as a reference, which will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script that reads "Amy Boone".

Amy Boone
alb17a@acu.edu

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: January 30, 2019
TO: Dr. Jon Camp
FROM: Mark McCallon, Associate Dean for Library Information Services
RE: Course Application for COMM 460/560– Health Communication

After reviewing the course application and syllabus, the library should be able to adequately support the proposed course. Please let Laura Baker (bakerl@acu.edu), Communication and Sociology Department Liaison, know if additional resources are needed for the course. Thank you for letting us examine the course proposal.