**HNSC 2183/CASD 4666**

**Course Schedule and Syllabus – Fall 2021 (Subject to Revision)**

| **Weeks** | **Topics** | **Synchronous Activities** | **Asynchronous Activities** | **Assignments**  **All due online** | **Due Dates** |
| --- | --- | --- | --- | --- | --- |
| 8/25-8/31 | Introduction to the class and health communication  Introduction to the class and health communication  continued. | Live meeting Tuesday, 8/31 11:00 AM – 12:15 PM. | Read:  1. Course schedule and syllabus  2. Objectives, requirements, grading  3. Assignment (Group Project)  4. Discussion Board instructions  5. Extra credit  Identify and establish computer and  Wi-Fi needs.  Become familiar with BlackBoard (BB) functions.  **Read:** The overview and the objectives for “Health Communication” in *Healthy People 2030* at: https://health.gov/healthypeople/objectives-and-data/browse-objectives/health-communication BB 1. Lederman LC et al. (2017). Introduction from *Health Communication in Everyday Life*.  BB 2. Storey D et al. (2014). What is health communication and how does it affect the HIV/AIDS continuum of care? A brief primer and case study from New York City. *Journal of Acquired Immune Deficiency Syndrome 66* (S3), S241-S249.  BB 3. Kaldjian LC (2021). Communication about medical errors. *Patient Education and Counseling* 104:989-93. | Introductions – on the Introductions Discussion Board (DB), write a minimum of 150 words introducing yourself, include your major, your plans after you graduate, your hobbies or what you like to do in your spare time, if and where you work, and something unusual or different about you or your family. Feel free to comment on other students’ posts.  Formal college-level writing is expected. Grammar, punctuation, spelling, and clarity of expression are important. It is always recommended that you prepare your post first in Word and then cut and paste to the DB.  Respond to the DB questions under DB 1, Introduction to Health Communication.  Respond to at least one other student’s post. | 9/3 by 11:59 pm (or sooner)  9/13 by 11:59 pm  9/17 by 11:59 pm |
| 9/14-9/20 | COVID-19 and health communication  COVID-19 and health communication  continued. | Live meeting Tuesday, 9/14  11:00 AM -12:15 PM | **Read:**  Go to [**https://covid19.ariadnelabs.org/covid-19-vaccine-confidence-tools/**](https://covid19.ariadnelabs.org/covid-19-vaccine-confidence-tools/)and read  one (or more) of the following sections**:** *For patients* or *For health care providers and teams*, *or Communication skills for talking about COVID-19 vaccines* or DHHS *“We can do this” campaign*.  BB 4. National Academies of Sciences, Engineering, and Medicine 2021. Understanding and Communicating about COVID-19 Vaccine Efficacy, Effectiveness, and Equity. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26154>. Read pp. 2-5; 8-14.  BB 5. White SJ et al. (2021). Critical observations on and suggested ways forward for healthcare communication during COVID-19. *Patient Education and Counseling* 104: 217-222.  BB 6. Cataldi JR and O’Leary ST (2021). Addressing vaccine concerns*. American Journal of Public Health* 111(4): 556-558.  BB 7. National Academies of Science, Engineering, and Medicine (2021). *Strategies for building confidence in COVID-19 vaccines*. National Academies Press.  BB 8. Finset A et al. (2020). Effective health communication – a key factor in fighting the COVID-19 pandemic. *Patient Education and Counseling* 103:873-876.  BB 9. Scherer L & Pennycook G (2020). Who is susceptible to online health misinformation? *American Journal of Public Health* 110 (supplement 3):  S 276-277.  . | Respond to the DB questions under DB 2, COVID-19.  Respond to at least one other student’s post. | 9/20 by 11:59 pm  9/22 by 11:59 pm |
| 9/21-9/27 | Health literacy | Live meeting Tuesday, 9/21  11:00 AM -12:15 PM | **Read:**  BB 10. Paasche-Orlow MK & Wolf MS (2007). The causal pathways linking health literacy to health outcomes. *American Journal of Health Behavior, 31* (Supplement 1), S19-S26.  BB 11. Freedman DA, Bess KD, Tucker HA, Boyd DL, Tuchman AM & Wallston K. (2009). Public health literacy defined. *American Journal of Preventive Medicine, 36,* 446-451.  BB 12. Koh HK et al. (2012). New federal policy initiatives to boost health literacy can help the nation move beyond the cycle of costly ‘crisis care.’ *Health Affairs, 31,* 434-443.  Health Literacy Online. Go to: <https://health.gov/healthliteracyonline/>  Read Section 1 and the Checklist. | Respond to the DB questions under DB 3, Health Literacy  Respond to at least one other student’s post. | 9/27 by 11:59 pm  9/29 by 11:59 pm |
| 9/28-10/4 | Theories and health communication | Live meeting Tuesday, 9/28  11:00 AM -12:15 PM | **Read:**  BB 13. National Cancer Institute (2005). *Theory at a glance: A guide for health promotion practice.* Retrieved from <http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>. You may **omit** the following sections: Precaution Adoption Process Model, Community Organization and Other Participatory Models, Precede-Proceed.  Meet with your assigned group. | Group Project  One person to email Prof. Greene with this information -  1. Names of the individuals in your group  2. Dates of at least 3 planned meetings among the group members  3. How you plan to meet (e.g., a phone call, a Zoom meeting, etc.)  4. Topic of the public health campaign  5. Target group for the public health campaign  6. Identify who is responsible for which components of the assignment  7. How you plan to manage non-involvement of group members  8. Date that the first draft of each part is shared with the entire group  9. Date that you will complete the review of the full paper with the entire group  10. Date of final submission of paper | 10/4 by 11:59 pm |
| 10/5-10/11 | Public health campaigns | Live meeting Tuesday, 10/5  11:00 11:00 AM -12:15 PM | **Read:**  BB. 14. Sparks, L. et al. (2013). The process of conducting a health campaign. From *Health Communication in the 21st Century*, pp. 270-284.  BB 15. Zhao X (2020). Health communication campaigns. *International Journal of Nursing Sciences* 7: S11-S15.  BB 16. McGinty E et al. (2018). Communication strategies to counter stigma and improve mental health and substance use disorder policy*. Psychiatr Serv 69* (2): 136-146.  BB  BB 17. Fairchild AL et al. (2015). Risky business: New York City’s experience with fear-based public health campaigns. *Health Affairs* *34* (5): 844-850.  BB 18. TH Chan Harvard School of Public Health (2018). Graphic warning labels linked to reduced sugary drink purchases. Downloaded from: [https://www.hCASDh.harvard.edu/news/press-releases/graphic-warning-labels-linked-to-reduced-sugary-drink-purchases/](https://www.hsph.harvard.edu/news/press-releases/graphic-warning-labels-linked-to-reduced-sugary-drink-purchases/) | Respond to the DB questions under DB 4, Public Health Campaigns  Respond to at least one other student’s post. | 10/11 by 11:59 pm  10/13 by 11:59 pm |
| 10/12-10/25  (2 weeks) | Interpersonal communication in health care  Interpersonal communication in health care  continued. | Live meeting Tuesday, 10/12 **and** 10/19  11:00 11:00 AM -12:15 PM | **Read:**  BB 19. What is patient-centered care? (2017). *NEJM Catalyst*. Downloaded from <https://catalyst.nejm.org/what-is-patient-centered-care/>  BB 20. Kilbride M and Joffe S (2018). The new age of patient autonomy. *JAMA* 320 (19): 1973-74.  BB 21. Sanders et al (2020). Connecting with patients – the missing links. *JAMA* 323 (1): 33-34.  BB 22. Timmermans S. (2020). The engaged patient: The relevance of patient-physician communication for twenty-first-century health. *Journal of Health and Social Behavior* 61(3): 259-273.  Watch the 4-minute video at:  <https://pediatrics.aappublications.org/content/early/2020/06/18/peds.2019-3901>  BB 23. Scheufele TD et al (2018). Learning from patients’ experiences related to diagnostic errors is essential for progress in patient safety. *Health Affairs* 37 (11): 1821-1827.  BB 24. Lazris and Roth (2021). Poor physician-patient communication and medical error. *American Family Physician* 103 (12): 757-759.  **Midterm Exam** covers the introduction, COVID-19, health literacy, theories, public health campaigns, interpersonal communication in health care | Respond to the DB questions under DB 5, Interpersonal Communication in Health Care  Respond to at least one other student’s post.  Group Project Check-in | 10/18 by 11:59 pm  10/20 by 11:59 pm  10/25 by 11:59 pm  To be announced |
| 10/26-11/1 | Culture. language and health communication  Culture. language and health communication  continued. | Live meeting Tuesday, 10/26  11:00 AM -12:15 PM | **Read:**  BB 25. Miner H. (1956). Body ritual among the Nacirema. *The American Anthropologist, 58,* 503-507.  BB 26. Kleinman A & Benson P. (2006). Anthropology in the clinic: The problem of cultural competency and how to fix it. *PLoS Medicine, 3* (10), 1673-1676.  BB 27. Diamond L. et al. (2020). Providing equitable care to patients with limited dominant language proficiency amid the COVID-19 pandemic. *Patient Education and Counseling* 103: 1451-52.  BB 28. Espinoza J & Derrington S. (2021). How should clinicians respond to language barriers that exacerbate health inequality? *AMA Journal of Ethics* 23(2): E109-116.  BB 29. Schouten B et al. (2020). Mitigating language and cultural barriers in healthcare communication. *Patient Education and Counseling* 103 (12): 2604-2608. | Respond to the DB questions under DB 6, Culture, language, and health communication.  Respond to at least one other student’s post. | 11/1 by 11:59 pm  11/3 by 11:59 pm |
| 11/2-11/8 | Social media and health communication  Social media and health communication  continued. | Live meeting Tuesday, 11/2  11:00 11:00 AM -12:15 PM | **Read:**  BB 30. Merchant R et al. (2021). Public health messaging in an era of social media. *JAMA* 2021.  BB 31. Swire-Thompson B & Lazer D. (2020). Public health and online misinformation: Challenges and  recommendations. *Annual Review of Public Health* 41:433-451.  BB 32. Perloff R (2014). Social media effects on young women’s body image concerns. *Sex Roles* 71:363-377.  BB 33. Jones K et al. (2014). The impact of health education transmitted via social media or text messaging on adolescent and young adult risky sexual behavior. *Sexually Transmitted Diseases* 41(7): 413-419. **Read only pages 413-414 and 418-419 (or the entire article)**. | Respond to the DB questions under DB 7, Social media and health communication  Respond to at least one other student’s post. | 11/8 by 11:59 pm  11/10 by 11:59 pm |
| 11/9-11/15 | Health and medicine in popular culture  Health and medicine in popular culture  continued | Live meeting Tuesday, 11/9  11:00 AM -12:15 PM | **Read:**  BB 34. Kinsler J et al. (2019). A content analysis of how sexual behavior and reproductive health are being portrayed on primetime television shows being watched by teens and young adults. *Health Communication*, 34 (6): 644-651**. Read pp. 644-645 and 648-650.**  Watch one relatively recent episode of a fictional medical show(e.g., Gray’s Anatomy, New Amsterdam, The Resident, Chicago Med). | Group Project Check-in  Respond to the DB questions under DB 8, Health and medicine in popular culture  Respond to at least one other student’s post.  Extra credit assignment | 11/11 by 11:59 pm  11/15 by 11:59 pm  11/17 by 11:59 pm  11/15 by 11:59 |
| 11/16-11/22 | Other sources of health information and misinformation  Other sources of health information and misinformation  continued | Live meeting Tuesday, 11/16  11:00 AM -12:15 PM | **Read:**  BB 35. Moynihan R, et al.(2002). Selling sickness: the pharmaceutical industry and disease mongering. *British Medical Journal, 324*: 886-890.  BB 36. Woloshin S. and Schwartz LM. (2006). Giving legs to restless legs: A case study of how the media helps make people sick. *PLoS Medicine,* *3*(4), 452-455.  BB 37. Lubens P. (2015). Journalists and public health professionals: Challenges of a symbiotic relationship. *Disaster Medicine and Public Health Preparedness 9* (1): 59-63.  BB 38. Rudd Center for Food Policy and Obesity (June 2021). Fast Food Facts 2021. **Read the Executive Summary.**  BB 39. Harris JL (2020). Targeted food marketing to Black and Hispanic consumers*. American Journal of Public Health* 110 (3): 271-272.  BB 40. Campaign for Tobacco Free Kids (May 2021). A lifetime of damage. **Read the Executive Summary.** | Respond to the DB questions under DB 9, Other sources of health information and misinformation  Respond to at least one other student’s post. | 11/22 by 11:59 pm  11/24 by 11:59 pm |
| 11/23-11/29 | Risk and crisis communication | Live meeting Tuesday, 11/23  11:00 AM -12:15 PM | **Read:**  BB 41. USDHHS, CDC, CERC *Crisis and Emergency Risk Communication, 2018 Update*. | Group Project submitted | 11/24 by 11:59 PM |
| 11/30-12/6 | Group Presentations | Live meeting  Tuesday, 11/30  11:00 AM-12:15 PM | Prepare for final exam |  |  |
| 12/7-12/13 | Group Presentations | Live meeting  Tuesday, 12/7 | Prepare for final exam |  |  |
|  | Final exam | **Final exam**  12/21  10:30 am – 12:30 pm | The final exam covers culture and language; social media; health and medicine in popular culture; other sources of health information and misinformation; risk and crisis communication |  | 12/21  12:30 pm as per the BC schedule |