

**University of Puerto Rico
Río Piedras Campus
College of Humanities
Department of English
Undergraduate Program**

Course Title Health Communication

Course Information

◆ Professor	Janet MacLennan, Ph.D., <i>Catedrática</i>
◆ Email	janet.maclennan1@upr.edu
◆ Office Hours	MW by arrangement in (office TBD) or through Microsoft Teams
◆ Dates	January-May 2023
◆ Type	In person learning
◆ Code	INGL 3016
◆ Credit Hours	3

Course Description Survey of theory and research in human communication in a healthcare context including interaction between parties and providers; communication in health care organizations; healthcare campaigns; information technologies in health communication; communication in support systems for the elderly, disabled, sick, and terminally ill; communication training for health care professionals; health ethics; mass media health images; how gender, race, age, ethnicity and language influence health communication; and cultural meanings of health and illness. Emphasis is on the nature of the communication processes that influence and/or are influenced by health and healthcare contexts.

Course Objectives By the end of the course, students will:

1. develop knowledge and understanding of theories and research comprising contemporary academic literature in health communication.
2. apply communication principles to improving communication relationships and behaviors in healthcare contexts.
3. write and speak clearly and effectively about health communication concepts and theories through reflection, research, analysis, and application.
4. conduct independent reading/research on topics of interest.
5. understand the role of communication in the effective functioning of the health care system in a variety of contexts.
6. analyze health care situations to detect communication problems and propose sound solutions.
7. become a more informed and demanding consumer of health care messages.

Course Outline

<u>Topic</u>	<u>Time</u>
I. Course introduction and overview	6 hours
● The field of health communication: History, contexts, theories, research	
II. Class discussion/exploration of issues in health communication	21 hours
● Issues in provider-recipient communication	
● Issues in decision making	
● Issues in social identity and culture	
● Issues in family dynamics	
● Issues in health care delivery	
III. Applications in health communication	12 hours
● Understanding of narrative as part of communication and health	
● Applications of health communication concepts	
● Case study research brief, creation, and presentation	
IV. Concluding ideas about health communication	6 hours
Total	45 hours/3 credits

Course Calendar

Weeks 1	Course Introduction
Week 2&3	Narrative in health communication
Week 4&5	Issues in provider-recipient communication
Week 6&7	Issues in decision making
Week 8-10	Issues in social identity and culture
Week 11&12	Issues in family dynamics
Week 13	Issues in health care delivery
Final Weeks	Presentation of student research and writing

Teaching Strategies This course will build knowledge through lectures, class discussion, application, research, and story.

Required Resources Internet and computer access. Access to Moodle and Microsoft Teams. Access to institutional email. Access to required text in ebook form.

Methods of Evaluation

Health Narrative	20%
Health Communication Analysis Assignment	30%
Health Communication Case Study (including 5% research & 5% presentation)	50%

Evaluación diferenciada a estudiantes con necesidades especiales.

Grading System The following grades will be used for this course: A, B, C, D, F.

Required Text Berlin Rey, B. (Ed.). (2005). *Health communication in practice: A case study approach*. Mahwah, NJ: Lawrence Erlbaum. ebook.

Selected Bibliography

Brann, M. (Ed.). (2014). *Contemporary case studies in health communication: Theoretical & applied approaches*. Dubuque, IA: Kendall Hunt.

Brookes, G., & Hunt, D. (Eds.). (2021). *Analysing health communication: Discourse approaches*. Palgrave Macmillan.

Cross, R., Davis, S., & O'Neil, I. (2017). *Health communication: Theoretical and critical perspectives*. Malden, MA: Polity Press.

Du Pre, A., & Cook Overton, B. (2021). *Communicating about health: Current issues and perspectives* (6th). New York: Oxford University Press.

Harter, L. M., Japp, P. M., & Beck, C. S. (Eds.). (2005). *Narratives, health, and healing: Communication theory, research, and practice*. Mahwah, NJ: Lawrence Erlbaum.

Lanfer, H. L. (2021). *Through a lens of scarcity: Health communication in a low-income context*. Springer VS.

Lederman, L. C., Kreps, G., & Roberto, A. (2017). *Health communication in everyday life*. Kendall Hunt.

Lupton, D. (2013). *Medicine as culture: Illness, disease and the body in Western societies*. Thousand Oaks, CA: Sage.

Obregon, R., & Waisbord, S. (Eds.). (2012). *The handbook of global health communication*. Chichester, England: Wiley-Blackwell.

Parvanta, C. F., & Bauerle Bass, S. (2020). *Health communication: Strategies and skills for a new era*. Jones & Bartlett.

Spector, R. E. (2016). *Cultural diversity in health and illness* (9th). New York: Pearson.

Thompson, T. L., & Grant Harrington, N. (Eds.). (2022). *The Routledge handbook of health communication*. New York: Routledge.

Yamasaki, J., Geist-Martin, & Sharf, B. F. (2017). *Storied health and illness: Communicating personal, cultural, and political complexities*. Long Grove, IL: Waveland.

Important Notices: In accordance with the recommendation of the Dean of Students Office (Division for Persons with Disabilities), students who are clients of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor. Alternative evaluation methods will be provided to students with identified special needs.

“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con la profesora al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos para las Personas con Impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tip de asistencia o acomodo deben comunicarse con el/la profesor/a.

Integridad académica: La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.

PLAN DE CONTINGENCIA EN CASO DE UNA EMERGENCIA

En caso de surgir una emergencia o interrupción de clases, el profesor continuará ofreciendo el curso utilizando la modalidad a distancia o en línea, según establecidas en este prontuario oficial. De acuerdo a la información oficial y las directrices institucionales, el profesor realizará esfuerzos para comunicarse con los estudiantes vía correo electrónico institucional u otros medios alternos disponibles para coordinar la continuidad del ofrecimiento.

If an emergency or an interruption of courses occurs, course offerings will take place with the support of distance learning modalities, as established in the official syllabus. In compliance with official communications and institutional guidelines, the professor will make efforts to communicate with students via institutional email or other available communication outlets to coordinate the continuity of course work.