Course Description and Objectives
This course will provide students with an overview of key issues at the intersection of health communication and organizational communication by considering communication processes that occur in a number of distinct contexts including health care organizations and occupational safety. This course is designed to introduce students to theory, research, and contemporary concerns in the area of health communication. As a survey course, it will explore a wide range of topics – the emphasis will be on introducing students to the breadth of issues in health communication rather than delving into any particular issue in great depth. Thus, we will consider issues including patient-provider interaction, social support, construction of illness meanings, media representations of health, health care organizations, health campaigns, risk and crisis communication, technology, and health care policy. Students should consider the course requirements, subject matter, paper deadlines, etc., before making a decision to take the course this semester. It is especially important to consider the assignments described below.

Learning Outcomes
Upon completion of this course students will be able to:
1. Understand and apply concepts of health communication to a variety of health organizations.
2. Comprehend and appreciate divergent cultural approaches to health care.
3. Understand the role of communication in enacting health care at personal narrative, organizational, and institutional levels.
4. Be empowered to exert control over their health care decisions to ensure a voice in their health care decisions.
5. Analyze, create, and evaluate health campaigns.
6. Apply organizational communication theories to the multiplex of health care organizational settings from patient-provider interactions to health care teams to institutional policy to public health campaigns.

Only the Highest of Expectations
In this class we strive for educational excellence through an environment that is participative, informative, collaborative, and other important “ative” words that are consistent with pedagogical superiority. As a result we will all strive to achieve excellence, because the alternative is poor form.

Required Texts
A small book at a reasonable price.
Additionally, we will have some PDF readings that will be available on the Moodle system for this class such as:


**Other Minor Things (Like Grades)**

**Assignments:**

**Health in the News:** These are short, one page analysis of a health issue in the news. You are required to provide a copy of the news item and a one page (full) analysis of the health issue. More details to follow.

**Health Narrative:** This is a short paper that where you analyze a health issue through the brief telling and reflection upon a story. This story can be personal, one you interact with or one you find through other means. More details to follow.

**Major Project:** You will construct a major project in this class. You are asked (in a group) to choose a specific health-related topic, and develop health campaign some
aspect of that topic educates a specific audience about a specific health issue. The first step of this journey will be selecting a topic and reviewing the formative research about the topic that helps you map out issues that you believe are particularly important. This will involve an attempt to narrow down your topic into a more specific topic that could lead you to specific recommendations. Then, you should use this more narrowly defined topic to construct a campaign portfolio that consists of:

A review of health facts regarding this issue; Strategic messages delivered through various media; An analysis of the choices made; Goals of project; Presentation of campaign to class

Celebrations of Knowledge: We will have two celebrations of knowledge that will reflect what you have learned and what you think. It will be a great combination of question styles including short answer and essay that will give you the opportunity to make an argument based on the materials.

Graduate Component: If you are taking this course for graduate credit we will be meeting independently at the beginning of the semester to discuss your additional requirements including 1. an outside literature review project or health promotion campaign complete with presentation to the rest of the class; 2. A set of additional readings related to your individual interests.

Points: Yes, I hope to make them and I know you do also:

<table>
<thead>
<tr>
<th>Celebration #1</th>
<th>1,000 points</th>
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<tbody>
<tr>
<td>Celebration #2</td>
<td>1,000 points</td>
</tr>
<tr>
<td>Narrative</td>
<td>750 points</td>
</tr>
<tr>
<td>Campaign proposal</td>
<td>250 points</td>
</tr>
<tr>
<td>Final Project</td>
<td>1,000 points</td>
</tr>
<tr>
<td>Daily/Online</td>
<td>up to 600 points</td>
</tr>
<tr>
<td>Health in the news –</td>
<td>4 @ 100 points</td>
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</tbody>
</table>

Total up to 5,000 points

A 92.5% or higher
A- 90% to 92.4999999999%
B+ 87.5% to 89.9999999999%
B 82.5% to 87.4999999999%
B- 80% to 82.4999999999%
C+ 77.5% to 79.9999999999%
C 72.5% to 77.4999999999%
C- 70% to 72.4999999999%
D 60% to 69.9999999999%
F 59.9999999999% or below
**Other Other Stuff (Like Policies)**

**Attendance, Participation, and Preparation.** It is expected that you will attend class every day and be an active participant in class discussion. It is also expected that you will complete the readings for the class **before** the class period. Because this is an honors class, I do not anticipate any problems with issues of attendance, participation, and preparation and have not assigned “points” to any of these behaviors. However, I would anticipate that performance in other aspects of the course will be correlated with issues of attendance, participation, and preparation.

**Moodle:** I will post rough outlines of ideas on Moodle, however it is your responsibility to attend class to take notes from lecture and class discussion. If you miss class and want notes, you will have to rely on the kindness of a classmate. Moodle will only be used to post readings, grades, and for some basic notes.

**Plagiarism/Cheating:** Plagiarism and any other unethical behavior will not be tolerated. You are expected to hold to the Code of Conduct.

**Late Work:** Exams can only be made up due to university activities or illness serious enough to warrant a medical appointment. A makeup exam can be arranged with me within one week of the exam date. One make up time will be scheduled for all who need to make up the exam. This exam may differ in format to preserve examination integrity.

**Privacy:** An individual student’s grade is a private matter. When papers or other materials are returned to the students, other students do not have the right to ask, “What did you get?” An individual may offer personal information, but that is the individual’s choice. Please note as well that instructors are not able to discuss one person’s grade with another student, email grades, or give grades over the phone pursuant to the Buckley Amendment.

**Policies:**

1. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.
2. All students must be familiar with the Student Conduct Code. The Code is available for review online at [www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).
3. All celebrations of knowledge will be taken on the assigned date
4. Electronics: When you come into class, please, be sure your cell phone, fax, or any other electronic device is turned off as it may interfere with the navigation of this classroom. If your phone, etc. rings do not answer, just turn it off. If you are anticipating an emergency call, let me know prior to class and we will work that out.

**Special Needs/Services:** The University provides academic resources to those who have specific needs. I am more than willing to assist with those programs. If you have questions or concerns, please see me.
**COMX 425**  
**Syllabus and Tentative Schedule**  
**Fall 2019**

Very tentative schedule since this is a retooling of the course. I will give notice of changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 10</td>
<td>Introduction, Syllabus and other fun</td>
</tr>
</tbody>
</table>
| 14 | Overview of Health Comm  
Reading and video |
| 16,18 | Into to organizational communication  
Videos and reading |
| 21 | Dr. Martin Luther King, Jr. Day  
No meeting |
| 23 | Into to systems theory  
pp. 1-13 |
| 25 | Models and Contexts  
rest of chapter 1 |
| 28 | Professions and Assimilation  
Ch 2 to p. 62 |
| 30 | Best Practices in Role Performance  
Rest of Ch. 2 & reading |

**Feb 1**  
*Online - Health in the News #1 Due Online*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</table>
| 4,6 | Identity and Power  
Chapter 3 |
| 8 | Patient/Provider relationships  
Street et al reading and video |
| 11 | Finishing Patient-Provider/Narrative  
Reading and video |
| 13 | Narratives  
Reading and podcast |
| 15 | Stress and Burnout  
Chapter 4 |
| 18 | President’s Day |
| 20 | Caregiving  
Reading and Video |
| 22 | Caregiving/Advocacy and organizations |
| 25 | Narratives Due/Review |

**27**  
*Celebration #1*

**March 1**  
*Online*  
Campaigns  
Readings and activity

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</table>
| 4 | Campaigns  
Reading |
| 6 | Group development |

| Date | Topic  
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>8,11,13 Online</td>
<td>Assignments Chapters 5 &amp; 6</td>
</tr>
</tbody>
</table>

**Health in the News #2**

| Date | Topic  
|------|-------|
| 15 | Leadership  
Chapter 5 |
| 18 | Healthcare Teams  
Chapter 6 |

| Date | Topic  
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>20,22 Online</td>
<td>and teamwork</td>
</tr>
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</table>

**Health in the News #3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-29</td>
<td>Spring Break</td>
</tr>
</tbody>
</table>

**April 1**  
Health Organizations Quality  
Chapter 7

| Date | Topic  
|------|-------|
| 3 | Culture and healthcare  
Reading |
| 5 | Technology  
Chapter 8 |
| 8 | More Technology  
Readings |
| 10 | Research, Theories and Proof of Concept - Groups |

**Online Health in the News #4**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Healthcare organizations</td>
</tr>
<tr>
<td>17</td>
<td>Group Work &amp; Review</td>
</tr>
</tbody>
</table>

**Celebration #2**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Portfolios Due</td>
</tr>
<tr>
<td>22</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

**Final**  
Wednesday, May 1 10:10-12:10 Last Presentations