Instructor: Dr. Joel Iverson  
Office:  L.A. 359  
E-mail: joel.iverson@umontana.edu  
Office Hours: M & W 10:30-11:30 and lots of appointment availability. Talk to me about a time. Another note on communication – I do not perpetually check email, but do so most work days. I also consider answering an email question in class as sufficient.

Course Description and Objectives
This course explores key findings in health communication research and practice, focusing on a wide range of media. As a survey course, it provides an overview of the field of health communication with attention to analysis and practice of health communication relationships and messages. Health Communication focuses on patient-provider communication, healthcare systems, culture of medicine, caregiving, end of life communication, medical decision making, health promotion and behavior change campaigns, worksite health promotion, health narratives, telemedicine, computer-mediated social support, health information seeking, and health entertainment and popular culture. We will examine the literature and key health communication campaigns to determine what are the key ingredients of successful or effective approaches in each medium, for different types of messages and target audiences. The focus is on understanding how a constitutive model of communication informs the study and understanding of the aforementioned health issues.

Learning Outcomes
Upon completion of this course students will be able to:
1. Understand how health is communicatively and socially constituted.
2. Explain and Identify the culture of medicine and the biomedical model in comparison to biopsychosocial and cultural models.
3. Understand and critically evaluate how technology, culture, and body politics (i.e. gendered bodies, stigma) affect such issues as doctor-patient relationships, health information seeking, social support, and health promotion.
4. Understand how to design and evaluate effective health promotion materials in terms of campaigns and worksite health promotion.
5. Understand how to design communication competency interventions for healthcare providers and patients differently to promote collaborative care.
6. Understand how health narratives function for teller and audience
7. Evaluate patient-provider communication.

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
Additionally, we will have some PDF readings that will be available on the Moodle system for this class.

**Other Minor Things (Like Assignments and Grades)**

**Assignments:**
Projects #1 (Individual) and 2 (Group) will be selected by agreement between student and instructor from the following list of options:

1. Analyze popular culture entertainment such as a primetime health drama or a movie about a health issue using course concepts and theories to explain themes, analyze and critique the work in terms of gender/culture/other, and draw conclusions about its contributions to public discourse on health.
   
   Or
   Write an autoethnographic health narrative using theory and health communication literature to provide insights through the health narrative on topics such as social support, the culture of medicine, healthcare relationships, health disparities, stigma, etc. This is an application of crystallization, and you will need to work with your instructor to layer in analysis of the health narrative. Course readings and additional readings must be cited in analysis of narrative.

2. Propose a health communication skills intervention specifying the target audience, the focal communication competencies, the communication context, strategies for skill building, and evaluation. Remember that skills interventions should be theoretically driven; therefore, behavior change and interpersonal theories should be used to rationalize choices. Course readings and additional readings must be used to justify the skills intervention, the selected context, and the skill building exercises.
   
   Or
   Analyze an existing health campaign utilizing course materials in addition to outside research gathered. The campaign will be analyzed, critiques and suggestions for redoing the campaign will be given. Topics must be approved by instructor.

**Analysis of Messages:** Each student will analyze messages from a health campaign of their choosing using the theories in the class. Short reactions will be turned in online that explain and apply the theory.

**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.

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

- Celebration #1: 1,000 points
- Celebration #2: 1,000 points
- Project #1: 1,000 points
- Project #2: 1,000 points
- Daily/Online: up to 600 points
- Analysis of Messages: 4 @ 100 points

*Total: up to 5,000 points*
A  92.5% or higher
A-  90% to 92.499999999%
B+  87.5% to 89.999999999%
B   82.5% to 87.499999999%
B-  80% to 82.4999999999%
C+  77.5% to 79.999999999%
C   72.5% to 77.4999999999%
C-  70% to 72.4999999999%
D   60% to 69.999999999%
F   59.999999999% 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 and or Cheating: I, the University, and you stand opposed. 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 are expected to follow the Student Conduct Code. (http://www.umt.edu/vpsa/policies/student_conduct.php).
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 utilized in a manner that will interfere with the navigation of this classroom. Example: Watching videos and ignoring class is a distraction to not only you, but me and others around you.
**Needs and 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.

**Writing Center:** The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Visit now. Visit often. We’re ready when you are. [www.umt.edu/writingcenter](http://www.umt.edu/writingcenter).

**TENTATIVE SCHEDULE:**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter &amp; Activity</th>
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<tbody>
<tr>
<td>January 13</td>
<td>Introduction, Syllabus and other fun</td>
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<tr>
<td>Jan 15 (17)</td>
<td>Overview of Health Comm</td>
<td>Chapter 1, online exploration</td>
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<td>20</td>
<td>Dr. Martin Luther King Holiday</td>
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<tr>
<td>22 (24)</td>
<td>History of health and current issues</td>
<td>Chapter 2, online fun</td>
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<tr>
<td>27, 29 (31)</td>
<td>Patient – Caregiver Communication</td>
<td>Chapter 3, 7?, online merriment</td>
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<td>Feb 3,5 (7)</td>
<td>Patient Perspective/Narrative</td>
<td>Chapter 4, Joy of Moodle</td>
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<td>10.12 (14)</td>
<td>Caregiving</td>
<td>Chapter 5, 8 Web jollity</td>
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<tr>
<td>(17)19 (21)</td>
<td>Diversity and Patient-Provider</td>
<td>Chapter 6 Presidential Leisure</td>
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<tr>
<td>24,26 (28)</td>
<td><em>Celebration Review, Celebration #1</em></td>
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<td>March 2,4 (6)</td>
<td>Health Images in Media</td>
<td>Chapter 11, Vivacious interwebs</td>
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<tr>
<td>(9,11,13)</td>
<td><em>Public Health Crisis</em></td>
<td>Chapter 12 online junketing</td>
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<td>16,18 (20)</td>
<td><em>Spring Break</em></td>
<td>Whatevs –</td>
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<td>23,25 (29)</td>
<td>Health Campaigns</td>
<td>Chapter 13, online ebullience</td>
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<td>March 30</td>
<td>Designing Health Campaigns</td>
<td>Chapter 14, Moodle antics</td>
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<td>April 1 (3)</td>
<td>Cultural Concepts of Health Care</td>
<td>Chapter 7, ethernets antics</td>
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<tr>
<td>April 6,8 (10)</td>
<td>Diversity in Health Care</td>
<td>Chapter 6, cyberspace caper</td>
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<td>13,15 (17)</td>
<td>Technology and Health</td>
<td>Chapter 9, venturous virtuality</td>
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<td>20,22 (24)</td>
<td>Healthcare organizing</td>
<td>Chapter 10, audacious computing</td>
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<td>27</td>
<td><em>Celebration #2</em></td>
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<td>29 (31)</td>
<td>All Portfolios Due</td>
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<tr>
<td>Final</td>
<td>Presentations/ Portfolios returned. Thursday, May 7, 3:20-5:20</td>
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