Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Communication

2. Course Number and Title: COMM 336 Addressing Problems in Context
   Number of Credits: 3  Total hrs/week: 3
   
   Lecture: ☑ Lab: ☐ Recitation: ☐ Seminar: ☐

   For Independent study courses:
   Research:☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2011

4. Catalog Description (please limit to 50 words):
   This course engages students in identifying, analyzing, and proposing solutions to one or more communication problems. Topics vary depending on the course section and instructor. When course topics vary, the course is repeatable for elective credit with the permission of the department chair.

5. Check if appropriate: Humanities:☐ Social Science: ☐ (meets minimum degree requirements)

6. Check if appropriate: ☐
   This course will be cross listed with: n/a
   Rationale for cross listing: n/a
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
   no

   b) Please explain overlap with any existing courses.
   n/a

8. Prerequisites (or other restrictions):
   COMM 104 or COMM 110; COMM 214 or COMM 215; or permission of instructor
Proposal for a New Course

9. Rationale/justification for course (consider the following issues):

a) What are the goals and objectives of the course?

Students will:

- work intensively in groups and teams to confront practical situations and "real world" communication problems
- where appropriate, integrate information from other disciplines
- gather information from multiple sources regarding the issue (both to identify the problem and seek possible solutions)
- Present and share data with the class
- Participate in class discussion and debate, challenging and testing student definitions of the problem, models and solutions
- Reflect on their learning experience (both process and outcome) in writing

b) How does the course support the mission statement of the department and the organizing principles of the major?

At a time of great change in communication professions, our distinctive, integrated curriculum discourages specialization in technologies and professional practices that quickly become obsolete. Instead, communication students are exposed to ideas and develop proficiencies that will sustain them for a lifetime. In our department, students become communication experts who write beautifully, speak eloquently, and research effectively. Our students and faculty understand communication as a liberal art.

This course serves our mission by encouraging students to apply communication theory to contemporary exigencies that are communicative in nature. Using a problem-based learning approach, our students will learn to think critically by examining the situation in its entirety, conduct independent research and analysis to both identify the problem and possible solutions.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course, situated in the middle of our program builds on early courses to further develop oral, written, and visual communication competencies as well as encouraging students to apply foundational communication theory to specific situations. Further, students will continue to develop skills in research and critical thinking to prepare for the rigorous demands of the upper level writing course and the Capstone experience.
Proposal for a New Course

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   n/a

11. Method of teaching:
   problem based learning, group work, discussion, lecture

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   none

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   none

   c) Frequency of offering:
      each fall: ☒   each spring: ☒
      every two years: ☐   every three years: ☐
      other ☐ (Explain):   

13. Requirements for additional resources made necessary by this course:
   a) Staff:
      none

   b) Budget:
      none

   c) Library:
      none

14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Major: Communication
      Minor: Communication (approved electives)

15. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
COMM 336
Analyzing Problems in Context:
Proposal for a New Course

Consumer-provider health communication:

Instructor:  
Office:  
Phone:  
Class times:  
Email:

Course Description:

Consumer-provider communication refers to the relationship between the person needing health aid and the health professional able to meet those needs. I come from a long line of medical professionals. The dinner table conversation revolved around patient care, hospitals, treatment, health literacy, patients’ lack of knowledge, adherence, etc. My father is in charge of medical residency programs for general surgery. He lectured on the need for effective communication between physician and patient. He said it is a difficult job to tell people daily that they (or their loved ones) have cancer, they may die, there are X, Y, Z treatments available, and provide the emotional comfort they need before going to the next patient. And then there is a patient who may have ignored public health campaigns about screening, is hearing the message for the first time but is barely listening to the doctor because she is in shock, needs to ask questions yet often does not, looks to the internet, finds support groups, and has to tell her family. Communication can be complicated, yet when done effectively it can unite people, ease health care, and persuade positive changes.

Topics we will cover include: the impact of meaning on medicine, health communication theory, fear appeals, message design, health campaign construction, inequalities in health access, interpersonal communication across health contexts, physician effective/ineffective communication behavior, patient-centered health care, breaking bad news, how culture, ethnicity, gender, and geographical location affects health decisions, social support, survivor communication, technology and health, adherence, and end of life communication.

There are two general objectives for this course. The first objective is to tackle the problem of developing a persuasive health campaign. Campaign development involves target audience analysis, goal assessment, the KAP-Gap (often people know what to do, have the right attitude, but do not practice health change), message design, health communication theory, implementation, and analysis of campaign effectiveness. We will read research articles on previous campaigns and evaluate their success. Then we will discuss local health needs and disparities as well as issues in different regions of the world. While we are learning campaigns students will be preparing their own campaigns for CofC.
Proposal for a New Course

students. They will have to launch their campaigns before the end of the semester. They will have to present their results.

The second objective is to improve their interpersonal communication regarding health. I strategically use the terms “provider” and “consumer” in the title to encourage expansion of learning and research attention to include the variety of health care delivery professionals and lay health care providers who work with patients, family members, and other concerned parties and advocates for patients. We will read research articles that analyze best practices, discuss, and then we will role-play to learn to incorporate them into their communication repertoire. Students will solidify their communication improvements by participating in service learning with hospice patients.

Learning Objectives

Students enrolled in this course will

- Gain a basic understanding of health communication theory, health campaign design and implementation, and consumer-provider communication research.
- Use these theories to create persuasive message design for a health topic.
- Use these theories and consumer-provider research to enhance their self-understanding and improve their interpersonal skills.
- Be introduced to cultural and gender health concerns.
- Become familiar with alternative perceptions of health and disease.
- Improve comfort with public speaking.
- Be able to create small media campaign clip to post online.
- Improve ability to communicate effectively in the health arena whether it is as a consumer, provider, and/or supportive family member.
- Research and write essays synthesizing the discussion material.
- Be equipped with the library skills necessary to conduct advanced research.
- Engage in community service as a means to learn more about the challenges of and need for effective consumer-provider communication.

Reading Assignments:

Preliminary Reading list is attached.

Written Assignments:

Midterm exam

Final exam (or one of the two papers described below)
Health campaign group project and presentation
Proposal for a New Course

Service learning project

In-class Exams
The exams are a mixture of true/false, application based multiple-choice, short answer, and essay questions. The essay questions are constructed as case studies. Students are presented with a situation or problem and must construct a solid argument based on course information to solve the issue.

Paper options
Research nut: Research paper. The student should pick a topic relevant to the course and have that topic approved by the instructor. Students doing this option conduct a thorough review of the literature on the topic, and write a paper summarizing the literature on the topic. The paper should be 10 pages in length. There should be a minimum of 10 academic sources.

What’s up doc: Set up an appointment with one or two providers. Go in for a physical, a STD test, travel clinic, personal training, or see a non-traditional healer. Mentally record the session. Where did you sit, how was the waiting room arranged, did they ask you if you had questions, how much time did the doctor spend with you, etc. Immediately afterward, take notes on the episode. Compare and contrast what you found with what we discuss in class and the readings. The first part of your paper should include a synopsis of the visit. The second part of the paper should define and discuss characteristics of a good doctor/patient interaction. Include five research articles on doctor/patient communication in your discussion. The third part of the paper should evaluate your visit based on the characteristics you have just discussed. What went well? What would you prefer be different? The paper should be 10 pages in length.

Service-learning project:
You are to engage in a minimum of 8 hours of service in the community in which you work directly with Odyssey Healthcare of Charleston. The goals of this project include:
a. providing authentic service to meet a community need
b. applying the principles of communication to your interactions with patients
c. reflecting on your knowledge of and skills in working with patients
d. articulating the benefits and challenges of Service-learning

Reaching the number of required hours (# points)
In-class discussion (# points)
We will spend every other Friday discussing your service learning experience. The syllabus discusses what is expected of you during discussion.

Paper (# points)
The project, at a minimum, needs to include:
1) A cover that visually represents your service learning experiences, followed by a verbal description of the meaning/symbolism of the visual cover.
2) A formal reflection of up to 4 single spaced, typed pages (size 12 font, in times or
Proposal for a New Course
times new roman) in which you select, report and reflect on two-three specific
incidents that occurred during your service learning experiences that were
significant to you in terms of patient-provider or supportive communication. I will
be looking for the direct application of course content in your paper. It is vital
that you make specific references to class lectures/readings/discussions. I will
also be looking for proper grammar, analytical abilities, and course concept
advancement.

Classroom Procedures:

Students will learn health communication theories and problem-solve how to
conduct an effective health communication campaign given a variety of topics
and audiences. The text (Effective Health Risk Messages) includes application-
based worksheets at the end of each chapter. Topics of in-class discussion
include: why do they believe a campaign they grew up with failed or succeeded,
which messages they feel are more effective, how cultural and gender
considerations impact message design, and why they would select one health
model over another. There will also be some in-class discussion time devoted to
their active learning project. The active learning project for this portion of the
class is a semester long project where groups of 4 to 6 students will select a
health topic relevant to their CofC peers and develop a campaign around the
topic. Students will be required to create multi-media messages, assess, and
present their campaign results to the class (and hopefully a larger audience).

The second half of the semester consists primarily of discussion based on the
reading list. Each reading will be accompanied by 3 questions to guide their
thoughts. Active learning activities include role-playing being a more effective
patient, training someone to be an effective practitioner, breaking bad health
news to someone, and giving positive support. They will also learn how to adjust
messages for culture and gender. In the past I have asked the Theatre
Department to supply actors to help with role-play. The service learning project
with Odyssey Healthcare will also serve to bring to life the class readings. There
will be time set aside each week to discuss the service learning project. I worked
with Odyssey in the past and the students reported learning much from the
experience as well as gathering together as a class community.

Tentative Reading List

Creating an Effective Health Campaign
Theoretically-Based, Step-by-Step, How-To Guide on Developing Persuasive

Consumer-Provider Health Communication
Proposal for a New Course


Collaboration in Consumer/Provider Communication


Cultural Factors in Consumer-Provider Communication


Communicating With Special Populations

Proposal for a New Course


Communication and Survivorship


Patient-Centered Care & Consumer Advocacy


Social support, spirituality and Emotion in Health Care


End of Life Communication


This form was approved by FCC on 5/19/2009 and replaces all others.
Proposal for a New Course

Cresskill, NJ: Hampton Press.


Promoting Participation and Adherence


Class Topic In addition to lecture: In class activities Assignments Due

1/10 Getting to know you & Syllabus review

Health Communication defined, understanding terms consumer & provider

Icebreakers, activity to get students to define health comm

1/15-1/22 Problem: How to get people to care about their health

Solution: Health communication theory Compare & contrast different health comm. Theories & concepts; introduce service learning READ: Syllabus & Text: Chapters 1-3

1/24-1/31 Problem: Failed public health campaigns

Solution: Proper communication campaign procedure Look at past campaign successes & failures to learn. Practice campaign setup & evaluation READ: Ch 4-6

Due: Service learning forms

2/5 Group day to brainstorm class campaign project

Due: Service learning update

This form was approved by FCC on 5/19/2009 and replaces all others. p. 10
## Proposal for a New Course

### 2/7 Exam 1

### 2/12-2/21

**Problem:** how culture, gender, ethnicity, age, $ country, etc affect campaign design & overall health comm  
**Solution:** turn to research  
**Case studies, role play, & Read:** Course packet publications on culture & gender

### 2/26-3/4

**Problem:** how to get a patient and provider to understand each other  
**Solution:** turn to research & practice good interpersonal comm.  
**Class discussion drawing from research on comm. among doctor, nurse, medical staff, insurance, and patient; Guest speaker panel from MUSC**  
**Read:** Course packet publications on medical staff and patient interactions

### 3/6

**Spring Break**

### 3/11

**Problem:** breaking bad news  
**Solution:** turn to research  
**Class discussion and role play practice**  
**Course packet readings**

### 3/13

**Problem:** getting social support & preventing social undermining  
**Solution:** turn to research  
**Case studies**  
**Course packet readings**

### 3/18

**Problem-solving your service learning project**  
**Class discussion on how your service learning project is going; group time for your campaign project**

### 3/20

**Problem:** has technology and the www helped or hurt health?  
**Solution:** creative, positive e-health  
**Class discussion including www examples**  
**Packet readings**

### 3/25

**Problem:** How people deal with trying to & surviving a health crisis. When communication can be tricky  
**Solution:** Turn to research  
**Guest speaker: Cancer survivor**  
**Packet readings**

### 3/27

**Problem:** End of life communication  
**Guest speaker: Priest**  
**Packet readings**

### 4/1

**Problem:** Spirituality & Finding meaning  
**Class discussion**  
**Text Ch 9**  
**Doctor paper due!**

### 4/3

**Problem:** patient adherence  
**Case studies**  
**Packet readings**

### 4/8

**Problem:** US healthcare  
**Class discussion**  
**Packet readings**

---

This form was approved by FCC on 5/19/2009 and replaces all others.  

---
Proposal for a New Course

4/10  Problem: solving global health problems  Class discussion  Packet readings  Campaign project written portion due!

4/15  Health campaign presentations  Bring in all necessary campaign materials!

4/17  Health campaign presentations & discussion of service learning

4/22  Class review  Class discussion  Service project due

Final exam date  Final exam
Proposal for a New Course

14. Signature of Department Chair or Program Director:

__________________________________________________________

Date: __________________________

15. Signature of Dean of School:

__________________________________________________________

Date: __________________________

16. Signature of Provost:

__________________________________________________________

Date: __________________________

17. Signature of Business Affairs Official

__________________________________________________________

Date: __________________________

18. Signature of Curriculum Committee Chair

__________________________________________________________

Date: __________________________

19. Signature of Faculty Senate Secretary:

__________________________________________________________

Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.