

**KINGSBOROUGH COMMUNITY COLLEGE**  
**The City University of New York**

**CURRICULUM TRANSMITTAL COVER PAGE**

Department: \_\_\_\_\_ Date: \_\_\_\_\_

Title Of Course/Degree/Concentration/Certificate: \_\_\_\_\_

**Change(s) Initiated:** (Please check)

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree            | <input type="checkbox"/> Change in Degree or Certificate                              |
| <input type="checkbox"/> Closing of Certificate       | <input type="checkbox"/> Change in Degree: Adding Concentration                       |
| <input type="checkbox"/> New Certificate Proposal     | <input type="checkbox"/> Change in Degree: Deleting Concentration                     |
| <input type="checkbox"/> New Degree Proposal          | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course                   | <input type="checkbox"/> Change in Course Designation                                 |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description                                 |
| <input type="checkbox"/> Deletion of Course(s)        | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours         |
|   | <input type="checkbox"/> Change in Academic Policy                                    |
|   | <input type="checkbox"/> Pathways Submission:   |
|   | <input type="checkbox"/> Life and Physical Science                                    |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                              |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                          |
|   | <input type="checkbox"/> B. U.S. Experience in its Diversity                          |
|   | <input type="checkbox"/> C. Creative Expression                                       |
|   | <input type="checkbox"/> D. Individual and Society                                    |
|   | <input type="checkbox"/> E. Scientific World  |
- Change in Program Learning Outcomes
- Other (please describe): \_\_\_\_\_

**PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES**

**DEPARTMENTAL ACTION**

Action by Department and/or Departmental Committee, if required:

Date Approved: \_\_\_\_\_ Signature, Committee Chairperson: London Alley-Young

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

I have reviewed the attached material/proposal

Signature, Department Chairperson: London Alley-Young

Kingsborough Community College

The City University of New York

### **New Course Proposal Form**

1. Department, Course Number, and Title (Speak with Academic Scheduling for assignment of a new course number):  
**Department: Communications and Performing Arts**  
**Course Number: SPE 1800**  
**Course Title: Health Communication**
2. Does this course meet a General Education/CUNY Common Core Pathways Category? \*Note: **82XX (Pilot) courses CANNOT be considered for Pathways**
  - Life and Physical Science
  - Math and Quantitative Reasoning
  - A. World Cultures and Global Issues
  - B. U.S. Experience in its Diversity
  - C. Creative Expression
  - D. Individual and Society**
  - E. Scientific World

If **YES**, complete and submit with this proposal a CUNY Common Core Pathways Submission Form.

3. Describe how this course transfers (required for A.S. Degree course). If A.A.S. Degree course and does not transfer, justify role of course, e.g. describe other learning objectives met.

**As a course, health communication is found in numerous public health, community health, medical, nursing and communication studies departments across the United States. Communication Studies departments have embraced the course in both undergraduate and graduate curriculums. More specifically, Health Communication is a course that is offered widely throughout the CUNY system at four institutions at present. Institutions that currently offer the course are Brooklyn College, City Tech, CUNY School of Medicine, and Hunter College, to name a few. Moreover, City Tech recently created and implemented an entire B.S. Degree in Health Communication. The course is generally housed within departments of public health, the humanities, community health and medical departments. Needless to say health communication is a multidisciplinary course, which has ubiquitous appeal to students across majors and will transfer for our A.S. students in Speech to other CUNY four-year colleges, most specifically to Brooklyn College where many of our majors transfer**

**We are proposing adding a choice between SPE 18: Health Communication and SPE 19: Family Communication to our Communication Studies Concentration to replace the requirement of taking SPE 29: Voice and Articulation. Voice and Articulation is a course that is better suited to students in the Speech Pathology Concentration of our major where it will continue to be required. Health Communication is an interdisciplinary field which draws on a variety of disciplines including, but not limited to, communication studies, psychology, sociology, nursing, public health, health education, medicine, oncology and behavioral sciences. In particular, the National Communication Association, the national governing organization for Communication Studies scholars in the United States, recognizes Health Communication as one of its central fields within the discipline of Communication Studies, giving it its own division at the national conference and several national journals to recognize health communication scholarship such as: *Journal of Health Communication*, *Health Communication*, *Patient Education & Counseling*, and the *Journal of Applied Communication Research*.**

Currently Brooklyn accepts our Intercultural Communication course as a requirement for our Speech Pathology Concentration students but it also now will accept Health Communication in place of Intercultural Communication if we should need to complete a course substitute if the student cannot get a seat in Intercultural Communication. Students of both concentrations can also take the course as an elective. Those Speech Pathology Concentration students who take the course as an elective or as a department approved substitute for Intercultural Communication will be better prepared for their own careers in health by allowing them to study and explore an evolving body of relevant health communication research and theory, as well as examine the powerful influences of communication in health contexts. Furthermore, the class is relevant for students registered in different majors across the college as this course challenges students to understand the ever evolving relevancy of health communication in their own lives as life-long health consumers, providing them the ability to hone their health literacy skills. Once this course is added to our department we will reach out to the Department of Allied Health, Mental Health, and Human Services and to explore how the course might also serve or be of interest to students enrolled in their programs.

4. College Catalog description of course:

Health communication is a field of study that encompasses theories, research, and applications of the symbolic processes by which people, both individually and collectively, understand, share ideas about, and accommodate to health and illness. This course is designed to introduce students to a wide range of scholarship in health communication beginning with a basic introduction to the field of health communication and then moving through the key topics, definitions, theories and perspectives. The course will examine how individuals' health behavior is framed by the contexts and modes in which we communicate including narratives, individual, interpersonal, art, organizational, community, media, cultural and public policies. Students will learn the basics of clear, purposeful and compassionate communication across multiple channels, strengthening their health literacy skills and by becoming more informed health citizens.

5. Credits and Hours Based on *College Credits Assigned for Instructional Hours* - \*Hours are hours per week in a typical 12-week semester (Please check **ONE** appropriate box below based on credits) :

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> <b>3 hours lecture</b> <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below)  ____ Lecture                      ____ Lab
Explanation:	_____

6. Number of Equated Credits in Item #5     N/A     (For Developmental Courses ONLY)
7. Course Prerequisites, Corequisites, and Selected Populations (If NONE, please indicate “NONE” for each):
- A. Prerequisite(s): **NONE**
  - B. Corequisite(s): **NONE**
  - C. Pre-/Co-requisite(s): **NONE**
  - D. Open ONLY to selected Students (specify population): **N/A**
8. Brief rationale to justify proposed course, include:
- A. Enrollment Summary if previously offered as an 82XX-Pilot Course (include Complete 4-digit 82 course number): **N/A**
  - B. Projected Enrollment: **50 students per year**
  - C. Suggested Class Limits: **25 students per class**
  - D. Frequency course is likely to be offered:  
**This course will be alternated with Family Communication, with each course being offered once during the regular academic year (Spring/Fall) and once during the Winter/Summer semesters.**
  - E. Role of course in Department’s Curriculum and College’s Mission:

**Role of Health Communication in Department’s Curriculum:**

1. **Despite a decrease in college-wide enrollment, over the last two years the Speech Communication program has seen an increase in major enrollment by nearly 13%. With this increase in majors, our department needs to be able to provide a breadth of courses in the Communication discipline in order to continue the growth we have experienced these past few years. Currently students in our program have the following relevant courses available to them; Interpersonal Communication, Small Group Communication, Introduction to Communication, Public Speaking, Intercultural Communication. Health Communication builds off of the essential skills developed in these courses, and provides students a specialized set of skills which directly connects to their foundational knowledge in the aforementioned courses. We are looking to grow with the ever evolving fields of communication and health, as we grow as a department. During our recent program review, one reviewer suggested Health Communication as a potential new course to broaden our offerings, stating that it "is a current hot topic in speech communication research." Health Communication will be set up in modules which discuss the topic of health communication from a variety of perspectives and contexts, including interpersonal, group/organizational, and intercultural.**
2. **Additionally, as Speech is a requirement of all students in our Liberal Arts program, the largest major at our institution with nearly 5,000 student majors, Health Communication will provide another accessible course for Liberal Arts majors to fulfill their Speech Communication course requirement. Students are able to take any Speech course to fulfill their requirements. Liberal Arts students with ample public speaking experience, appreciate having options to fulfill this requirement beyond our public speaking courses.**

**Role of Health Communication in KBCC’s mission -**

**KBCC’s Mission cites several main goals which Health Communication serves, including:**

- **To offer a superior general education to all degree students**
- **To provide programs of study for those intending to transfer and those seeking immediate employment**
- **To promote critical reading, writing, and thinking**

- **To develop student competence in information literacy, oral communication, quantitative skills, and technological literacy**
- **To promote civic engagement, global awareness, civility, and respect for diversity**
- **To provide lifelong learning opportunities in credit and non-credit programs for the non-traditional as well as the traditional student.**

Below I outline the role of ‘Health Communication’ in terms of KBCC’s above outlined goals:

- 1. To offer a superior general education to all degree students:**
  - This course will provide both majors and non-majors a **superior general education** by providing both majors and non-majors a course offering competitive with many institutions across the CUNY system and the country.
- 2. To provide programs of study for those intending to transfer and those seeking immediate employment:**
  - With this in mind, it will also provide a program of study which easily **transfers** at a number of CUNY colleges, since this course is provided at many of our sister colleges in the CUNY system. The course transfers to Brooklyn College, with whom we have an articulation agreement. Additionally, City Tech offers a similar Health Communication course and large B.S. degree in Health Communication.
  - One of the intentions of the class is to provide a survey of the various ways in which health communication impacts health practitioners and health consumers. As such, it is a course that has ubiquitous benefits for students who plan to **seek immediate employment** in health related fields upon graduation.
- 3. To promote critical reading, writing, and thinking and develop student competence in information literacy, oral communication, quantitative skills, and technological literacy:**
  - Furthermore, the course is structured to provide students a survey of health communication concepts and theories by scaffolding learning through multiple formal **writing** assignments and **oral presentations**. Students will be asked to engage with course texts by **critically reading** and subsequently reflecting on said readings through weekly informal writing assignments called, exploratory **thinking** pieces.
- 4. To promote civic engagement, global awareness, civility, and respect for diversity:**
  - Global Awareness and respect for diversity** is inherent in the course’s concentration on diverse health experiences amongst a variety of cultural contexts and at a local, national and global level. A focus will be given to identifying and discussing the types of diversity among patients, caregivers, and health contexts, as well as describing cultural viewpoints about health.
- 5. To provide lifelong learning opportunities in credit and non-credit programs for the non-traditional as well as the traditional student:**
  - An underlying goal of health communication is to ensure students walk away with health literacy skills. According to the New York Times, health literacy is defined as “ a person’s ability to obtain and understand the basic information needed to make appropriate health decisions.” (Span, 2018). Health communication provides an opportunity for our students to develop competence in health literacy, allowing them to become well informed, **life-long learners** and health consumers beyond the classroom space.

9. List course(s), if any, to be withdrawn when course is adopted (Note: this is NOT the same as deleting a course):

**No courses will be withdrawn when this course is adopted.**

10. If course is an internship, independent Study, or the like, provide an explanation as to how the student will earn the credits awarded. The credits awarded should be consistent with the student efforts required in a traditional classroom setting.

N/A

11. Proposed textbook(s) and/or other required instructional materials(s):

**Proposed Text Book (or a comparable textbook of the instructor's choosing):**

**Yamasaki, J., Geist-Martin, P., & Sharf, B. F. (2016). *Storied health and illness: Communicating personal, cultural, and political complexities*. Waveland Press.**

12. Is the course REQUIRED for a Major, Concentration, or Certificate?

If **YES**, – Submit a separate Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate” as well as a Proposal that MUST include a rationale for inclusion of the course within the curriculum and the following additional information:

- A. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated.
- B. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date degree/certificate requirements contact Amanda Kalin, ext. 4611, [Amanda.Kalin@kbcc.cuny.edu](mailto:Amanda.Kalin@kbcc.cuny.edu)

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts Course work for an Associate of Arts Degree (A.A.)

30 credits of Liberal Arts Course work for an Associate of Science Degree (A.S.)

20 credits of Liberal Arts Course work for an Applied Associate of Science (A.A.S.)

**The course is one option to fulfill the required credits for majors in the Communication Studies concentration of the A.S. in Speech Communication. Degree Changes accompany this proposal.**

13. Explain what students will know and be able to do upon completion of course:

1. **Students will be able to gather, interpret and assess the prominent interdisciplinary research and theories of health communication from a variety of perspectives and contexts.**
2. **Students will be able to identify and apply the various contexts and methods of health communication including narratives, individual, interpersonal, art, organizational, community, media, cultural, global and public policies.**
3. **Students will be able to review, critique, and analyze the literature and key concepts in health communication by identifying models, theories and methods that inform health communication scholarship**
4. **Students will be able to produce well-reasoned written and oral arguments about health citizenship, using evidence to support conclusions.**
5. **Students will be able to examine how their own individual health circumstances in society affect their experiences, values, choices and overall health literacy.**
6. **Students will be able to explore personal beliefs, attitudes, ethical considerations and values regarding culture, health and wellness by engaging in informed written and oral dialogue.**
7. **Students will be able to identify and engage with local, national or global health trends, and analyze their impact on individual or collective-decision making.**

14. Methods of Teaching – e.g. lectures, laboratories, and other assignments for students, including any of the following: demonstrations, group work, website or email interactions and/or assignments, practice in application skills, etc.:

**A. Lectures on:**

1. **Defining Health Communication**
2. **The Study and Practice of Health Communication**
3. **Personal, Cultural and Political Complexities of Health and Illness**
4. **Health Citizenry**
5. **Communicating Health through Narratives**
6. **Communicating Health and Healing through Art**
7. **Communicating in Patient-Provider Relationships**
8. **Communicating Stigmas and Acceptance**
9. **Communicating through Health Challenges**
10. **Communicating Healthcare Teamwork**
11. **Communicating Workplace Wellness as Flourishing**
12. **Communicating Health and Connection in Supportive Communities**
13. **Communicating the Culture-Centered Approach to Health Disparities**
14. **Communicating through Health Campaigns and Entertainment-Education**
15. **Communicating the Politics of Healthcare Systems**
16. **Developing Competencies in Communicating Health**

Lectures at times will be supplemented with short video selections from sources like TED.com, YouTube, and streaming video services like Amazon and Netflix. All video selections will provide real-life and fictionalized examples/discussions of health communication.

**B. Group work, including:**

1. **Partner and small group work will be a regular component of class in order to discuss course concepts, workshop informal and formal class assignments and to further discuss and critically analyze exploratory thinking piece prompts**
2. **Students will be asked to work in groups for their formal group health campaign assignment which will culminate in a group oral presentation at the end of the semester**

**C. Demonstrations could include the following:**

1. **The professor will demonstrate how to annotate readings and critically reflect on course concepts through informal writing assignments.**
2. **The professor will provide resources and in-class practice/ exemplars for how to analyze health texts and produce subsequent relevant formal writing assignments.**

**The professor will demonstrate how to effectively craft oral presentations for in-class individual and group presentations.**

15. Assignments to students:

1. Students will complete weekly readings and informal writing assignments called exploratory thinking pieces, which accompany course readings
2. Students will be tested once with a multiple choice final exam at the end of the semester during final exam week
3. Students will have two formal oral presentations in class; one individually and the other in a group presenting prepared material relevant to course content
4. Students will write three formal papers which will require analysis and application of key course concepts and themes
5. Student participation through in-class discussion, exploratory thinking pieces and small group work will contribute to overall participation and attendance grade for the class.

16. Describe method of evaluating learning specified in #14 – include percentage breakdown for grading. If a Developmental Course, include how the next level course is determined as well as Next Level Placement.

**A. Exploratory Thinking Pieces** **15%**

Exploratory Thinking Pieces will be used as a tool to work through course readings. These assignments will be considered the equivalent of “quizzes” in this class. As part of their homework and as well as in-class time, students will be asked to produce informal exploratory responses to questions and prompts I provide related to the readings and course content in health communication.

**B. Creative Health Exploration** **5%**

Craft an artistic representation of how they define health. Students will orally present their artistic representations in class and we will create a gallery display of these artistic representations of their definitions of health.

**C. Personal Health Narrative** **10%**

Write an autoethnographic health personal 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. Course readings and additional readings must be cited in analysis of the personal autoethnographic narrative.

**D. Mediated Representations of Health** **10%**

Analyze popular culture entertainment such as 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.

**D. Health Communication Skills Intervention** **15%**

This paper will be done individually and will specify a target audience, the focal communication competencies, the communication context, strategies for skill building and evaluation. The paper should be theoretically driven, therefore theories from the text should be used to rationalize choices. Course readings and additionally readings must be used to justify the skills intervention, the selected context and the skill building exercise.

**E. Group Health Campaign** **20%**

In groups, students will propose a health communication campaign specifying audience, topic, strategy and message construction. They may be in the context of a workplace, state campaign, or national



**campaign. Remember these should be theoretically driven and course readings/additional readings should be used to justify choices.**

**F. Attendance & Participation**

**10%**

**Student attendance and participation will be assessed based on presence in-class, completing exploratory thinking pieces/ homework assignments on-time and in-class discussions and group work.**

**G. Final Exam**

**15%**

**The final exam will consist of objective questions used to demonstrate students' basic understanding of selected concepts and terminology introduced in the texts and class lectures/discussions. The final exam will consist of multiple choice questions. The final exam will be conducted in-person during the final examination week.**

17. Topical Course Outline for the 12-week semester. This should be specific regarding topics covered, learning activities and assignments:

**A. Week 1: Introduction to Health Communication**

- a. Lecture:** Course Introduction; Defining Health Communication; The Study and Practice of Health Communication
- b. Activities:** Classroom Introductions; Icebreakers; Syllabus review; In-Class Exploratory Thinking Piece
- c. Assignments:** Read Chapter 1 pgs. 1-5 ; At Home Exploratory Thinking Piece

**B. Week 2: Communicating the Complexities of Health and Illness**

- a. Lecture:** Theorizing from Everyday Health Practices; Personal, Cultural and Political Complexities; Health Citizenry
- b. Activities:** Complete In-Class Exploratory Thinking piece about health citizenship and discuss in groups
- c. Assignments:** Read Chapter 1 pgs. 6-24; At Home Exploratory Thinking Piece

**C. Week 3: Communicating Health through Narratives**

- a. Lecture:** The Essential Nature of Health and Illness Narratives; Narrative Medicine
- b. Activities:** Narrative Medicine Workshops; In-Class Exploratory Thinking Piece; Group storytelling activity
- c. Assignments:** Read Chapter 2; At Home Exploratory Thinking Piece

**D. Week 4: Communicating Health and Healing through Art**

- a. Lecture:** An aesthetic orientation to Health Communication; Enlarging the Social Imaginary
- b. Activities:** Role play performance exercise; In-Class Exploratory Thinking Piece
- c. Assignments:** Read Chapter 6; **Creative Health Exploration Due**

**E. Week 5: Individual & Interpersonal Context**

- a. Lecture:** Communicating in Patient-Provider Relationships; Communicating Stigmas and Acceptance; Communicating through Health Challenges
- b. Activities:** Personal Health Narrative Peer Review Workshops
- c. Assignments:** Read Chapter 3, 8, & 9; **Personal Health Narrative Due**

**F. Week 6: Organizational Context**

- a. **Lecture:** Communicating Healthcare Teamwork; Communicating Workplace Wellness as Flourishing
- b. **Activities:** Team training workshop simulation; In-Class Exploratory Thinking Piece
- c. **Assignments:** Read Chapter 4 & Chapter 7; At Home Exploratory Thinking Piece

**G. Week 7: Community Context**

- a. **Lecture:** Communicating Health and Connection in Supportive Communities
- b. **Activities:** Community building project; In-Class Exploratory Thinking Piece
- c. **Assignments:** Read Chapter 10; **Health Communication Skills Intervention Due**

**H. Week 8: Cultural Contexts**

- a. **Lecture:** Communicating the Culture-Centered Approach to Health Disparities
- b. **Activities:** Intercultural & Diversity activity; In-Class Exploratory Thinking Piece
- c. **Assignments:** Read Chapter 13; At Home Exploratory Thinking Piece

**I. Week 9: Media and Mediated Contexts**

- a. **Lecture:** Communicating through Health Campaigns and Entertainment-Education
- b. **Activities:** Watch episode of Grey's Anatomy and discuss the influence of mediated forms of health communication; Health in the news exercise which explores health media consumption
- c. **Assignments:** Read Chapter 11 & Chapter 5; **Mediated Representations of Health Due**

**J. Week 10: Political and Legal Context**

- a. **Lecture:** Communicating the Politics of Healthcare Systems
- b. **Activities:** Discuss and analyze healthcare policies in the news and media
- c. **Assignments:** Read Chapter 12; At Home Exploratory Thinking Piece

**K. Week 11: Health Competencies in Action**

- a. **Lecture:** Reflecting on Key Themes in Health Communication; Developing Competencies in Communicating Health; Health Communication beyond the Classroom
- b. **Activities:** In-class Group Health Campaign workshop; Reflections on competencies
- c. **Assignments:** Read Chapter 14

**L. Week 12: Final Projects**

- a. **Lecture:** No lecture
- b. **Activities:** Group Health Campaign Presentations
- c. **Assignments:** **Group Health Campaign Presentations Due**

18. Selected Bibliography and Source materials:

\*Portions of this course proposal were modelled after the course proposal "Health Communication: COM 2403"  
Submitted by: Dr. David Lee, Humanities Department, CUNY New York City College of Technology\*

Babalola, S., & Kincaid, D. L. (2009). New Methods for Estimating the Impact of Health Communication Programs. *Communication Methods and Measures*, 61 - 83.

Bandura, A. (1998). Health promotion from the perspective of social cognitive theory. *Psychology & Health*, 13(4).  
doi: 10.1080/08870449808407422

Du Pre, Athena (2013). *Communicating About Health: Current Issues and Perspectives 4th Edition*. Oxford University Press. Book. \$82.15 (full text available online)

- Gibbons, M. C. (2008). *eHealth solutions for healthcare disparities*. New York: Springer.
- Harrington, Nancy G. (Editor) (2014). *Health Communication: Theory, Method, and Application*. Routledge. ISBN-13: 978-0415824545 (not in catalog)
- Heritage, J., & Maynard, D. W. (2006). *Communication in medical care: Interaction between primary care physicians and patients (1st ed.)*. Cambridge, UK; New York: Cambridge University Press.
- Hicks, Nancy J. & Nicols, Christina M. (2016). *Health Industry Communication: New Media, New Methods, New Message 2nd Edition*. Jones & Bartlett Learning. Book. \$85.95 (1st ed. is available in NYCCT Library)
- Malvey, D. M., & Slovensky, D. J. (2014). *mHealth: Transforming healthcare*. New York: Springer.
- Naidoo, J., & Wills, J. (2010). *Developing practice for public health and health promotion (3rd ed.)*. Edinburgh; New York: Bailliere Tindall/Elsevier.
- Panel, I. E. C. E. (2011). Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington: Interprofessional Education Collaborative. Retrieved from: <http://www.aacn.nche.edu/education-resources/ipecreport.pdf>
- Park, H., & Reber, B. H. (2010). Using Public Relations to Promote Health: A Framing Analysis of Public Relations Strategies among Health Associations. *Journal of Health Communication*, 15(1), 39-54.
- Schiavo, Renata (2013). *Health Communication: From Theory to Practice 2nd Edition*. San Francisco: Jossey-Bass.
- Servaes, J., & Malikhao, P. (2010). Advocacy strategies for health communication. *Public Relations Review*, 36(1), 42-49.
- Smith, L., Adelman, L., Herbes-Sommers, C., Ragazzi, C., Strain, T. H., MacLowry, R. California Newsreel (Film) (Writers). (2008). *Unnatural causes: Is inequality making us sick?* USA: California Newsreel.
- Span, P. (2018). This type of illiteracy could hurt you. *The New York Times*. pp. 1-4.
- Thompson, T. L. (2003). *Handbook of health communication*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Thompson, Teresa L., Parrott, Roxanne, Nussbaum, Jon F. (2011) *The Routledge handbook of health communication*. New York: Routledge
- Thorpe, C. (2014). Analyzing health education training of human services students. *The Online Journal of New Horizons in Education*, Vol. 4, Is. 3, pp. 30-32.
- Zoller, H. M., & Dutta, M. J. (2008). *Emerging perspectives in health communication: meaning, culture, and power*. New York: Routledge/Taylor and Francis Group.

### **Links to relevant articles and information**

<http://healthcarecomm.org/about-us/impact-of-communication-in-healthcare/>

Impact of communication in health care

[http://www.nap.edu/booksearch.php?record\\_id=10681&term=communication](http://www.nap.edu/booksearch.php?record_id=10681&term=communication)

*Health Professions Education: A Bridge to Quality* (2003) / Link to electronic book with links to mentions of “communication.”

[http://www.brooklyn.cuny.edu/web/academics/schools/naturalsciences/undergraduate/health/course\\_details.php?&l=1&dsc=HNSC.&crs\\_num=2183&div=U&mode=data#](http://www.brooklyn.cuny.edu/web/academics/schools/naturalsciences/undergraduate/health/course_details.php?&l=1&dsc=HNSC.&crs_num=2183&div=U&mode=data#)

Health Communication course at Brooklyn College

<http://www.citytech.cuny.edu/humanities/docs/courses/COM2403ID.pdf>

Health Communication course at City Tech

<http://nysimcenter.org/>

NYSIM, the CUNY/NYU center for simulation in health care

<http://www.ncbi.nlm.nih.gov/pubmed>

PubMed Home

<https://www.bls.gov/ooh/healthcare/home.htm>

Bureau of Labor Statistics

<http://www.aachonline.org/dnn/>

American Academy on Communication in Health Care

<http://www.hsph.harvard.edu/health-communication/careers-in-hcc/>

Harvard School of Public Health, Health Communication Concentration

<http://sph.cuny.edu/academics/degrees-programs/mph-programs/>

CUNY School of Public Health, MPH in Community Health Education

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

<b>College</b>	
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	SPE 18
<b>Course Title</b>	Health Communication
<b>Department(s)</b>	Communication and Performing Arts
<b>Discipline</b>	Speech Communication
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	none
<b>Co-requisites (if none, enter N/A)</b>	none
<b>Catalogue Description</b>	This course is designed to introduce students to a wide range of scholarship in health communication and health literacy. The course begins with a basic introduction to the field of health communication and then moves through the key topics, definitions, theories and perspectives. The course modules will examine how individuals' health behavior is framed by the contexts and modes in which we communicate including narratives, individual, interpersonal, art, organizational, community, media, cultural and public policies.
<b>Special Features (e.g., linked courses)</b>	none
<b>Sample Syllabus</b>	(please see attached)

**Indicate the status of this course being nominated:**

current course  
 revision of current course  
 a new course being proposed

### CUNY COMMON CORE Location

**Please check below the area of the Common Core for which the course is being submitted. (Select only one.)**

<p>Required Core</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible Core</p> <p><input type="checkbox"/> World Cultures and Global Issues (A)</p> <p><input type="checkbox"/> US Experience in its Diversity (B)</p> <p><input type="checkbox"/> Creative Expression (C)</p> <p><input checked="" type="checkbox"/> Individual and Society (D)</p> <p><input type="checkbox"/> Scientific World (E)</p>
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## Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

### I. Required Core (12 credits)

#### A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"><li>● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li></ul>
	<ul style="list-style-type: none"><li>● Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li></ul>
	<ul style="list-style-type: none"><li>● Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li></ul>
	<ul style="list-style-type: none"><li>● Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li></ul>
	<ul style="list-style-type: none"><li>● Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li></ul>

#### B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"><li>● Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li></ul>
	<ul style="list-style-type: none"><li>● Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li></ul>
	<ul style="list-style-type: none"><li>● Represent quantitative problems expressed in natural language in a suitable mathematical format.</li></ul>
	<ul style="list-style-type: none"><li>● Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li></ul>
	<ul style="list-style-type: none"><li>● Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li></ul>
	<ul style="list-style-type: none"><li>● Apply mathematical methods to problems in other fields of study.</li></ul>

**C. Life and Physical Sciences:** Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"><li>● Identify and apply the fundamental concepts and methods of a life or physical science.</li></ul>
	<ul style="list-style-type: none"><li>● Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li></ul>
	<ul style="list-style-type: none"><li>● Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li></ul>
	<ul style="list-style-type: none"><li>● Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li></ul>
	<ul style="list-style-type: none"><li>● Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li></ul>

**II. Flexible Core (18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

**A. World Cultures and Global Issues**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"><li>● Gather, interpret, and assess information from a variety of sources and points of view.</li></ul>
	<ul style="list-style-type: none"><li>● Evaluate evidence and arguments critically or analytically.</li></ul>
	<ul style="list-style-type: none"><li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"><li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze the historical development of one or more non-U.S. societies.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze the significance of one or more major movements that have shaped the world's societies.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li></ul>
	<ul style="list-style-type: none"><li>● Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li></ul>

**B. U.S. Experience in its Diversity**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
	<ul style="list-style-type: none"> <li>● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>● Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>

**C. Creative Expression**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul>
	<ul style="list-style-type: none"> <li>● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>
	<ul style="list-style-type: none"> <li>● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>



	<ul style="list-style-type: none"><li>● Demonstrate knowledge of the skills involved in the creative process.</li></ul>
	<ul style="list-style-type: none"><li>● Use appropriate technologies to conduct research and to communicate.</li></ul>

## D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

The course is structured such that students will explore the general interdisciplinary research and theory of health communication from a variety of perspectives and contexts including: narratives, interpersonal, art, organizational, community, media, cultural and public policies. Students will assess this information through formal assignments, many of which are elaborated in the following categories.

- Gather, interpret, and assess information from a variety of sources and points of view.

Students develop their ability to evaluate evidence and create arguments through two course projects:

1. The mediated representations of health project asks students to evaluate an entertainment text, be it television drama or movie, which provides a depiction of some type of health issue. Using course concepts and theories students will have to explain, analyze and critique the work in terms of gender, culture, or other critical analysis categories discussed in class and draw conclusions about the media texts' contributions to public discourse on health.
2. The health communication skills intervention paper requires that students specify an audience or communication context which needs intervening and evaluate the ways in which they would assess and apply strategies for communication skill building. This forces students to evaluate a context and create an argument justifying why they are implementing the specific intervention outlined in their paper.

- Evaluate evidence and arguments critically or analytically.

Many of the formal assignments necessitate that students produce well-reasoned written and oral arguments using evidence from their own lives and/or from outside credible sources to create arguments and draw conclusions. For instance, their personal health narrative asks students to use health communication theory and literature to analyze their own life experiences, but use experiential evidence to back up their claims.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

Students will identify and apply key concepts and methods used in the study of health communication and be able to relate these concepts and methods to their own lives as health consumers and citizens. The identification and application of key course concepts and methods will be applied and explored through a myriad of in-class activities and discussions:

1. Students will be asked to apply health communication concepts to a variety of contexts including patient-provider relationships, individual health experiences, mediated representations of health, etc. One example of this application and exploration is the creative health exploration assignment which asks students to craft an artistic representation of how they define health. They will then present their artistic representations orally to the class bringing their creative manifestations into conversation with the class as a whole. This assignment allows them to explore the relationship between their own individual health experiences,

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.

<p>their classmate's experiences and our broader societal (mis)conceptions about health.</p> <p>2. More formal explorations of fundamental concepts and methods will manifest in assignments such as the health communication skills intervention paper. This paper will be done individually and asks students to focus on specific health communication competencies learned in class, then asks them to choose a health communication context and think about strategies for skill building and evaluation in that context. (i.e. in a doctor/patient scenario outlined by the student asking how the doctor might most effectively communicate with the patient?) The paper will be driven by the concepts and methods discussed in-class and in the textbook.</p>	
<p>Through both exploratory thinking pieces and the personal health narrative assignment students will be asked to examine their own positionality and identities in relationship to their health experiences, values and choices. Specifically in their larger formal personal health narrative assignment, students will be asked to write an autoethnographic health personal narrative using theory and health communication literature to provide insights, through personal narrative, on topics such as social support, the culture of medicine, healthcare relationships, health disparities, and stigma to name a few.</p>	<ul style="list-style-type: none"> <li>● Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
<p>Ethical issues frequently arise in communication about health, concerning honesty, privacy, power and conflicts of interest, social stigmas, advertising and persuasive messages about health. In most cases, there is more than one option to address an ethical issue, each of which is contextually-situated. There is value in being able to engage in multiple theorizations on these and such other ethical concerns. Students will be asked through both in-class and at home exploratory thinking pieces to assess and discuss their ethical understandings of specific health scenarios, outlined in a prompt. <b>(continues below)</b></p>	<ul style="list-style-type: none"> <li>● Articulate and assess ethical views and their underlying premises.</li> </ul>
<p>Exploratory thinking pieces will prompt students to address certain ethical problems or scenarios related to health. Students will be provided a description of a communication situation ( i.e. organizational, interpersonal) requiring immediate action and asked to discuss various ways they understand the situation, how they plan to address it including specific messages and delivery methods, and an analysis of its ethical and political implications. They will then be asked to discuss their responses with each other in partners and small group work, as well as orally through presentations.</p>	<ul style="list-style-type: none"> <li>● Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
<p>In their group health campaign projects students are asked to propose a health communication campaign specifying an audience, a topic or health issue, a specific strategy and message construction for the campaign. Most importantly they are asked to craft the campaign in the context of a local workplace, at a state or national level or even globally and then analyze the impact of these campaigns on individual or collective decision-making.</p>	<ul style="list-style-type: none"> <li>● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

**E. Scientific World**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"><li>● Gather, interpret, and assess information from a variety of sources and points of view.</li></ul>
	<ul style="list-style-type: none"><li>● Evaluate evidence and arguments critically or analytically.</li></ul>
	<ul style="list-style-type: none"><li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"><li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li></ul>
	<ul style="list-style-type: none"><li>● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li></ul>
	<ul style="list-style-type: none"><li>● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li></ul>
	<ul style="list-style-type: none"><li>● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li></ul>
	<ul style="list-style-type: none"><li>● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li></ul>

**Kingsborough Community College**  
**SPE 18: Health Communication**  
**Department of Communications & Performing Arts**

Course: SPE 18: Health Communication (3 hours/3 credits)  
 Professor: Dr. Alyse Keller  
 E-mail: [alyse.keller@kbcc.cuny.edu](mailto:alyse.keller@kbcc.cuny.edu)  
 Office phone: 718-368-5279  
 Office: E-302

**Textbook:**

Yamasaki, J., Geist-Martin, P., & Sharf, B. F. (2016). *Storied health and illness: Communicating personal, cultural, and political complexities*. Waveland Press.

The Dept. of Communications and Performing Arts offers an **A.S. in Speech Communications with concentrations in either Communication Studies or Speech Language Pathology**. This course is a required course in that major. For further information, make an appointment with the Director of Speech Communications in E309 and visit our website at <https://www.kbcc.cuny.edu/academicdepartments/communication/Pages/default.aspx>

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**Course Description:**

Health communication is a field of study that encompasses theories, research, and applications of the symbolic processes by which people, both individually and collectively, understand, share ideas about, and accommodate to health and illness. This course is designed to introduce students to a wide range of scholarship in health communication beginning with a basic introduction to the field of health communication and then moving through the key topics, definitions, theories and perspectives. The course will examine how individuals' health behavior is framed by the contexts and modes in which we communicate including narratives, individual, interpersonal, art, organizational, community, media, cultural and public policies. Students will learn the basics of clear, purposeful and compassionate communication across multiple channels, strengthening their health literacy skills and by becoming more informed health citizens.

**Course Objectives and Student Learning Outcomes:**

1. Students will be able to gather, interpret and assess the prominent interdisciplinary research and theories of health communication from a variety of perspectives and contexts.
2. Students will be able to identify and apply the various contexts and methods of health communication including narratives, individual, interpersonal, art, organizational, community, media, cultural, global and public policies.
3. Students will be able to review, critique, and analyze the literature and key concepts in health communication by identifying models, theories and methods that inform health communication scholarship
4. Students will be able to produce well-reasoned written and oral arguments about health citizenship, using evidence to support conclusions.
5. Students will be able to examine how their own individual health circumstances in society affect their experiences, values, choices and overall health literacy.
6. Students will be able to explore personal beliefs, attitudes, ethical considerations and values regarding culture, health and wellness by engaging in informed written and oral dialogue .
7. Students will be able to identify and engage with local, national or global health trends, and analyze their impact on individual or collective-decision making.

**Classroom Accommodations:**

Your success in this class is important to me. I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies to address your needs in meeting the learning outcomes of the course. I also understand that life circumstances may often affect your participation in the course. These may be personal, health-related, family-related, disability-related, etc. Kingsborough Community College has many resources to assist you with most of these concerns.

In particular, the office of Access-Ability Services (AAS) in room D205 will discuss and arrange any academic accommodations with you. You must contact them first, and then meet with me to strategize the best way for you to utilize said accommodations.

**Grading:**

All grades and feedback in this class will be communicated to you through grading criteria sheets and through Blackboard. If you have questions about grades, I will discuss them during my office hours, noted at the top of this syllabus. **I will not discuss through email.** Discussion must occur within one week of receiving the grade or missing an assignment. Do not wait until the end of the semester to start discussing your grades in this class. You should be actively aware and engaged with your progress and status in class.

**A+ (97-100); A (93-96); A- (90-92)**  
**B+ (87-89); B (83-86); B- (80-82)**

**C+ (77-79); C (73-76); C- (70-72)**  
**D+ (67-69); D (60-66); F (59 and below)**

**Assignments****Exploratory Thinking Pieces****15%**

Exploratory Thinking Pieces will be used as a tool to work through course readings. These assignments will be considered the equivalent of “quizzes” in this class. As part of their homework and as well as in-class time, students will be asked to produce informal exploratory responses to questions and prompts I provide related to the readings and course content in health communication.

**Creative Health Exploration****5%**

Craft an artistic representation of how they define health. Students will orally present their artistic representations in class and we will create a gallery display of these artistic representations of their definitions of health.

**Personal Health Narrative****10%**

Write an autoethnographic health personal 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. Course readings and additional readings must be cited in analysis of the personal autoethnographic narrative.

**Mediated Representations of Health****10%**

Analyze popular culture entertainment such as 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.

**Health Communication Skills Intervention****15%**

This paper will be done individually and will specify a target audience, the focal communication competencies, the communication context, strategies for skill building and evaluation. The paper should be theoretically driven, therefore theories from the text 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 exercise.

**Group Health Campaign****20%**

In groups, students will propose a health communication campaign specifying audience, topic, strategy and message construction. They may be in the context of a workplace, state campaign, or national campaign. Remember these should be theoretically driven and course readings/additional readings should be used to justify choices.

**Attendance & Participation****10%**

Student attendance and participation will be assessed based on presence in-class, completing exploratory thinking pieces/ homework assignments on-time and in-class discussions and group work.

**Final Exam****15%**

The final exam will consist of objective questions used to demonstrate students' basic understanding of selected concepts and terminology introduced in the texts and class lectures/discussions. The final exam will consist of multiple choice questions. The final exam will be conducted in-person during the final examination week.

**Policies**

**Blackboard:** I use blackboard consistently and frequently in this class. Please ensure you have reliable access to Blackboard by the end of the first week of classes. I have posted several guides under the 'Course Information' tab to help assist students with how to navigate Blackboard and how to submit assignments through Blackboard.

**Email:** If you send an email, please allow 24-48 hours for a response. My response time may be delayed during weekends, school breaks, or hours before an assignment is due.

**Attendance:** You have **five "free" absences** this semester. After these five absences, you will be penalized points off your final grade. If you are more than **thirty minutes late or leave thirty minutes early** from class it will be counted as an **absence**. If you are late to class it is **your responsibility** to check with the instructor at the end of class to ensure you have been checked off for attendance. Remember that being **consistently late to class**, even if it's one minute late, **will negatively impact your participation grade**. **Three late arrivals** will count as an absence. Additionally, if you leave during the middle of class for more than 15 minutes, I reserve the right to mark you as absent.

**NOTE:** Any person who is not enrolled in the class, and this includes the children of students, will not be allowed to attend the class. This is a KBCC policy and exists for reasons of safety and liability

**Late Work:** All assignments must be handed in on the assigned day. The "due date" is not the first day the assignment must be turned in. Rather it is the last day. No late work will be accepted.

If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

**Religious Observances:** Students who anticipate being absent from class due to a major religious observance must provide notice of the **date(s) in writing** by the **second week of class**.

**Civility Statement:** In the classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability is not acceptable. Whether we are students, faculty, or staff we have a right to be in a safe environment, free of disturbance and civil in all aspects of human relations.

**Academic Integrity:** Kingsborough Community College affirms the values of intellectual inquiry through its Academic Integrity policy. All members of KCC's academic community agree to follow the five core values of academic integrity: Honesty, Trust, Fairness, Respect, and Responsibility. Making a positive commitment to these values will support your learning and reduce the risk of failing or being suspended from the college for cheating and/or plagiarizing.

I encourage you to not only become familiar with the Academic Integrity policy and the definitions of plagiarism and cheating, but also to develop strategies that will help you uphold the policy and ensure your academic success. Please feel free to consult me if you have any questions or concerns.

**Unauthorized Recordings:** Recordings of my lectures or class are not allowed without my written permission—this includes but is not limited to audio, video, or other platforms.

**\*Please note, this syllabus is subject to change\***

### Course 12 Week Schedule

#### Week 1: Introduction to Health Communication

**Lecture:** Course Introduction; Defining Health Communication; The Study and Practice of Health Communication

**Activities:** Classroom Introductions; Icebreakers; Syllabus review; In-Class Exploratory Thinking Piece

**Assignments:** Read Chapter 1 pgs. 1-5 ; At Home Exploratory Thinking Piece

#### Week 2: Communicating the Complexities of Health and Illness

**Lecture:** Theorizing from Everyday Health Practices; Personal, Cultural and Political Complexities; Health Citizenry

**Activities:** Complete In-Class Exploratory Thinking piece about health citizenship and discuss in groups

**Assignments:** Read Chapter 1 pgs. 6-24; At Home Exploratory Thinking Piece

#### Week 3: Communicating Health through Narratives

**Lecture:** The Essential Nature of Health and Illness Narratives; Narrative Medicine

**Activities:** Narrative Medicine Workshops; In-Class Exploratory Thinking Piece; Group storytelling activity

**Assignments:** Read Chapter 2; At Home Exploratory Thinking Piece

#### Week 4: Communicating Health and Healing through Art

**Lecture:** An aesthetic orientation to Health Communication; Enlarging the Social Imaginary

**Activities:** Role play performance exercise; In-Class Exploratory Thinking Piece

**Assignments:** Read Chapter 6; **Creative Health Exploration Due**

#### Week 5: Individual & Interpersonal Context

**Lecture:** Communicating in Patient-Provider Relationships; Communicating Stigmas and Acceptance; Communicating through Health Challenges

**Activities:** Personal Health Narrative Peer Review Workshops

**Assignments:** Read Chapter 3, 8, & 9; **Personal Health Narrative Due**



**Week 6: Organizational Context**

**Lecture:** Communicating Healthcare Teamwork; Communicating Workplace Wellness as Flourishing

**Activities:** Team training workshop simulation; In-Class Exploratory Thinking Piece

**Assignments:** Read Chapter 4 & Chapter 7; At Home Exploratory Thinking Piece

**Week 7: Community Context**

**Lecture:** Communicating Health and Connection in Supportive Communities

**Activities:** Community building project; In-Class Exploratory Thinking Piece

**Assignments:** Read Chapter 10; **Health Communication Skills Intervention Due**

**Week 8: Cultural Contexts**

**Lecture:** Communicating the Culture-Centered Approach to Health Disparities

**Activities:** Intercultural & Diversity activity; In-Class Exploratory Thinking Piece

**Assignments:** Read Chapter 13; At Home Exploratory Thinking Piece

**Week 9: Media and Mediated Contexts**

**Lecture:** Communicating through Health Campaigns and Entertainment-Education

**Activities:** Watch episode of Grey's Anatomy and discuss the influence of mediated forms of health communication; Health in the news exercise which explores health media consumption

**Assignments:** Read Chapter 11 & Chapter 5; **Mediated Representations of Health Due**

**Week 10: Political and Legal Context**

**Lecture:** Communicating the Politics of Healthcare Systems

**Activities:** Discuss and analyze healthcare policies in the news and media

**Assignments:** Read Chapter 12; At Home Exploratory Thinking Piece

**Week 11: Health Competencies in Action**

**Lecture:** Reflecting on Key Themes in Health Communication; Developing Competencies in Communicating Health; Health Communication beyond the Classroom

**Activities:** In-class Group Health Campaign workshop; Reflections on competencies

**Assignments:** Read Chapter 14

**Week 12: Final Projects**

**Lecture:** No lecture

**Activities:** Group Health Campaign Presentations

**Assignments:** **Group Health Campaign Presentations Due**