



**University of Wisconsin – Stevens Point
School of Health Sciences and Wellness**



Course Title: HSW 310 Communication in Healthcare (3cr)
Semester: Fall 2023
Online Instruction on Canvas

Instructor: Ornella Hills, PhD, MS

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E-mail: ohills@uwsp.edu (best method of contact)

Virtual Office Hours: MW 10:00 – 11:30 am

(Schedule a session with me: <https://doodle.com/bp/ornellahills/office-hours>)

Course Description: This course will focus on health communication theories, principles and the application of those to the field of health sciences and wellness. We will incorporate theoretical ideas and principles from multiple fields including communication, marketing, public policy, social sciences, public health and psychology. Health communication is a rich, interdisciplinary field with multiple dimensions. In this course, learning will focus on an appreciation of the impact of communication, mass media, and digital media on health promotion. You will learn and apply some best practices for communication, message design and health communication intervention development.

Note: We will focus less on interpersonal communication, therapeutic communication, and patient-provider interactions. If you are very interested in this area, Dr. Timothy Halkowski teaches a section on this aspect of health communication

Pre-requisite Courses: Both HSW 104 and HSW 105

Course Technology: We will use Canvas for this class and Zoom for Office Hours. See online for Canvas training course or self-enroll here: [Self-enrolling/paced Canvas training course](#). You will need access to a webcam; microphone, printer and stable internet connection (don't rely on cellular). View this website to see [minimum recommended computer and internet configurations for Canvas](#). For help, visit with a [Student Technology Tutor](#) or Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk).

- IT Service Desk Phone: 715-346-4357 (HELP)
- IT Service Desk Email: techhelp@uwsp.edu

Course Expectations:

- **Instructor's Role**
 - Foster an environment of learning for all students.
 - Respond to all phone calls and e-mails within 48 hours. If you do not hear back from me within 24 hours, please send a second email with the subject line: "Second Request".
 - Make adjustments to the course schedule as necessary for student learning.
 - Treat all students with integrity and respect.
- **Student's Role**
 - Prepare to engage in class activities and discussions by completing all readings and course preparation listed on the syllabus along with any other information seeking that may enhance individual understanding of course information.
 - Ask questions to help further understanding.
 - Communicate via email and on the discussion posts
 - Be open and respectful of others' ideas and challenge previous knowledge.

- **Tips for Success (see Canvas for additional tips)**
 - Communicate early and often regarding class conflicts, assignments, and any questions regarding this course.
 - Take advantage of your resources.
 - Create study groups with your peers.
 - Utilize the Tutor & Learning Center (<http://www.uwsp.edu/tlc/Pages/default.aspx>)

Core abilities:

- Communicate Effectively Verbally & In Writing
- Think Critically & Creatively
- Exercise Problem-Solving Skills
- Work Collaboratively

Course Goals:

Students will:

- Understand the value of communication and media in the development and implementation of health and wellness initiatives.
- Learn the bi-directional relationship between communication, mass media and health
- Develop an appreciation for the scope & complexity of the field of health communication.

Course Competencies:

By the conclusion of this course, learner participants will:

- Identify different health communication theories
- Identify and apply health communication strategies for persuasive messaging design
- Learn tools and best practices for communication design on different media platforms (print, audio, video and social media)
- Design and develop communication outputs
- Apply health communication theories to the development of a health promotion intervention
- Read research studies across multiple disciplines in health communication
- Collaboratively present programming ideas.

Course Grades & Developmental Artifacts:

The instructor suggests beginning assignments early and using various campus resources available for improving your writing skills & presentation abilities. These options are present in the resources tabs on Canvas (Learning Support Team and Additional resources). Additionally, following any guidelines provided by the instructor can maximize your performance on all course assignments & work.

Assignments

Reaction Discussion Posts and Replies (15%)

Each week, there will be a series of assigned readings and videos related to a different aspect of health communication. You will be required to post a short reflection on the readings for completion points. You will also need to respond to at least 1 post from your peer.

Quizzes (10%)

At the end of each section, there will be a brief quiz on the readings and videos. I will ask questions that are clear main points of the content. There will be no trick questions. Key takeaways from the readings for that section, lectures and videos will be the focus of the quizzes. I will also ask questions related to health communication theory. The intention of this assignment is to ensure that you know the key takeaways and understand the main components of the theories being presented in each reading and during the lecture video. Focus your efforts there. The quiz is open book and untimed. You will have only 1 attempt.

The discussion reflections and quizzes are intended to ensure that you read and consume the content. **You will not be able to access the discussion post or the quiz until you have read and watched the content on Canvas. Please plan accordingly!** The discussion posts and quizzes will be due at the end of each major section (please follow the due date and available dates on Canvas). I will not re-open these assignments after their available dates on Canvas.

Health Communication Expert Talks and Q&A sessions (5%)

Throughout the semester, we will have at least 3 video presentations by individuals in the field of health communication, followed by an opportunity to ask each of those experts questions about their work and experience in health communication. The videos will be posted on Canvas, the week of the scheduled Zoom Q&A session. Zoom sessions will be recorded and take place at the end of the week. You will be required to post your questions to a discussion board by the morning of the Q&A. You are also required to attend and engage (ask your questions) in at least one of these sessions.

1% extra credit will be provided for every additional session you attend.

Module Exercises (30%)

Throughout the semester, there will be online exercises designed to help you experience or apply the communication concepts learnt in the module. These will be assigned with its corresponding module and will include the design of a brochure, the creation of a video/podcast post and other communication outputs.

Group Final presentation (35%)

There is no final exam for this course, you will instead have a final project. For this project, you will be required to utilize the theories and concepts learnt in the course to develop a health communication intervention or program for a health issue. In a group, you will discuss and decide on a solution to a health problem that utilizes health communication theories. Each group member will be responsible for their own section of the final project and presentation. Each member will submit their section of the project as an individual submission. You will also be required to record a group video presentation of your solution and to post this video on a discussion board for the final project. Your final score will consist of:

- Your individual submission (85%)
- Your Group's Collaboration and Presentation Submission (15%)

Peer Evaluation (2%) and Peer Response Posts (3%)

Your peer evaluation and group evaluation will be due during finals week. You will be required to provide a score for your group. In addition, you will watch at least 3 presentations posted on the discussion by three other groups. You will be required to post a reaction to these three posts due during finals week (1/post).

Grading Scale:

Final letter grades will be awarded as follows:

A: 95-100%	C: 73-76%
A-: 90-94%	C-: 70-72%
B+: 87-89%	D+: 65-69%
B: 83-86%	D: 60-64%
B-: 80-82%	F: 59% or below
C+: 77-79%	

The course activities, assignments and discussions are laid out in the course schedule table below. We will stick to this schedule as close as possible. Though there may be some exceptions or changes when needed.

Please stay abreast of Canvas notifications. **Do not neglect to read the modules each week for the actual assignment due date.**

Course Schedule

Topics	Speaker Schedule (<i>Tentative</i>)
Intro to Health Communication	
What You Say Matters Part 1	
What You Say Matters Part 2	Tim Halkowski (Patient-Provider Communication)
How You Say It Matters Part 1: Persuasion	Ornella Hills (Trauma-Informed Health Communication)
How You Say It Matters Part 2	
Where You Say It Matters Part 1: Traditional Mass Media	
Where You Say It Matters Part 2: Digital Media	CHESS (Apps and Health Promotion)
Who You Say It to Matters Part 1: Trust	Hmong/Hispanic Communication Network
Who You Say it to Matters Part 2: Social Influence/Social Norms	
Final Presentations	

Class Policies

- **Active participation** in online class activities are required.
- Students will be expected to complete all assignments on time based on the syllabus and due dates given by the instructor. **DO NOT RELY ONLY ON YOUR TO DO LIST!! GO INTO EACH MODULE.** Assignments turned in late will be dropped one letter grade per day. All assignments will be submitted electronically through Canvas unless otherwise instructed.
- This course will primarily use Canvas to distribute materials, conduct online quizzes/discussions, and inform students of syllabus changes. Though not anticipated, the instructor reserves the right to make changes to the syllabus over the semester if needed. Become familiar with Canvas and make it a point to check the course page regularly.
- Students are expected to treat everyone with respect. Disrespect of any kind will not be tolerated online. If anyone feels uncomfortable for any reason, please contact me.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.

- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Inclusivity

- It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.
- If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

University Policies:

- Academic Integrity
 - The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
- Absences due to Military Service
 - As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).
- Drop/Add/Withdrawal Policy

- You are expected to complete the courses for which you register. If you decide you do not want to take a course, you **MUST** follow the procedures established by the university to **OFFICIALLY DROP** the course. If you never attend or stop attending a course and fail to officially drop, you will receive an F in the course at end of the semester.
- **Incomplete Policy**
 - If you are unable to complete your work in a course due to extenuating circumstances or if you need to extend your research or performance beyond the normal limits of a term, you may ask the instructor for an “incomplete” in the course. You will have until the end of the next semester (excluding summer session) to complete the work unless your instructor gives you an earlier deadline. Failure to complete the work prior to the appropriate deadline will result in a grade of F.
- **Students’ Rights and Responsibilities**
 - The Office of Student Rights and Responsibilities protects your rights as a student. If you believe that your rights have been violated, or if you have questions concerning your rights, write or visit the office in Room 139 Delzell Hall, or call 715-346-2611.
- **Confidentiality**
 - Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.
- **Academic Accommodation Policy**
 - Individuals seeking accommodations are expected to demonstrate initiative in obtaining and arranging assistance. The Accommodation Request Form needs to be completed for each qualified student with a disability on a one-to-one basis. Students are encouraged to meet with the Disability & Assistive Technology Center staff early in the semester to discuss which accommodations are appropriate (based on disability and documentation) and what accommodations are needed.
- **Emergency Procedures**
 - “In the event of a medical emergency, call 911 or use red emergency phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
 - In the event of a tornado warning, proceed to the lowest level interior room without window exposure in the athletic training facility. Avoid wide-span rooms and buildings.
 - In the event of a fire alarm, evacuate the building in a calm manner. Meet outside the Quandt Gym entrance. Notify instructor or emergency command personnel of any missing individuals.
 - Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.
 - See UW-Stevens Point Emergency Management Plan at www.uwsp.edu/rmgt for details on all emergency response at UW-Stevens Point.”
- **Copyright infringement**
 - This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).
- **All University Policies can be found in the University Handbook**
<http://www.uwsp.edu/acadaff/Pages/handbook.aspx>