TEXAS STATE UNIVERSITY
COURSE ADDITION FORM

1. Effective Semester: Fall 2016

2. College: Fine Arts and Communication

3. Department/School/Program: Communication Studies

4. Prefix/Subject Number
   C O M M 5 3 3 3

5. Course Title:
   Proposed Long: Health Communication
   Abbreviated (18 characters only including spaces): H e a l t h  C o m m

   Course Description (complete sentences in 50 words or less): This course provides an overview of health communication theory and research to explore how interpersonal, organizational, and cultural messages shape our views of illness and the health care system. Topics will include health literacy, health risk messages, e-health, health disparities, and physician-patient interactions.

6. Prerequisites (Including Minimum Grade Required): None

7. Co-Requisites (Including Concurrent Enrollment Allowed): None

8. Restrictions: Must receive permission to enroll from the Department of Communication Studies Graduate Director

9. Restrictions: Must receive permission to enroll from the Department of Communication Studies Graduate Director
10. Course Data

CIP Code (10 digits - no spaces or periods)
2313040001

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Credit Hours</th>
<th>Repeatable for Credit?</th>
<th>Maximum Credit Hours Allowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Lecture</td>
<td>X</td>
<td>0</td>
<td>3</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>2-Lab</td>
<td></td>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>3-Practicum/Internship/Student Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Independent Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-Private Lesson</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-Thesis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-Dissertation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-Individualized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-Clinical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing Intensive? | Topics Course?
Yes | Yes | No | No

Valid Grade Mode (choose only one)
(See PPS 4.07 for definitions.)

- Standard Letter
- Credit/ No Credit
- Leveling/Assistantships/ESL
- Developmental

11. Justification for the course action:
Degree: MA in Communication Studies
Major:
Minor:
Certificate:

Explain why the new course is needed.
Effective communication is necessary to promote health literacy, understand health risk messages, evaluate e-health and support effective physician-patient interactions. This course will study health communication theory and research to explore how interpersonal, organizational, and cultural messages shape our views of illness and the health care system.
12. Course Goals and Objectives:

- Identify and describe major health communication concepts and theories.
- Describe the relationship between culture and health communication based on current research and practice.
- Analyze how effective communication in interpersonal and organizational settings is used to improve health outcomes.
- Demonstrate communication strategies used to enhance health communication with colleagues, peers, and patients in face-to-face and e-health interactions.

13. Description of Instructional Methodologies:

- Students will engage in seminar discussions regarding readings for the class.
- Each student will serve as the discussion leader for one class session, and will prepare a written summary of the major concepts from the readings for that week.
- Students will engage in a group health communication research project that will include a literature review, research design, pilot data collection, and health communication data analysis. Designs may employ descriptive, content analytic, or intervention methods.

14. Assessment of Student Learning:

**Examinations:** Students will be tested on the course material (text, lecture, and discussions) over two examinations. **Each exam is worth 100 points.**

**Health Care Provider Communication Report:** Students will be required to interview three health care providers who work in clinical settings, and write a 5-6 page report on the role of communication in clinical care. Participants' experiences, strategies, and interpersonal communication related to the demands of his/her job should be discussed. **This report is worth 50 points.**

**Developing a Health Message Group Project:** You are required to design an evidence-based health risk message project for a specific target audience and disease. The project will be based on current health communication concepts, theory, and research discussed in class. Each group will write a 10-15 page literature review (approximately 20 citations in APA) on communication regarding a selected health risk selected (smoking, texting and driving, medication abuse, etc.). Select the appropriate theory to design a descriptive, content analytic, or intervention study. A pilot study will be conducted to explore challenges in measuring the effects of health risk messages. You will work in groups of people. **The project is worth 200 points.**
### 15. Course Outline:
- Provide a weekly outline as appropriate for an example semester in which the course will be taught.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundational Issues: Fundamental Health Communication Concepts</td>
</tr>
<tr>
<td>2</td>
<td>Health Communication Theories and Variables</td>
</tr>
<tr>
<td>3</td>
<td>Interpersonal Issues: Provider-Patient Communication</td>
</tr>
<tr>
<td>4</td>
<td>Health Risk Messages</td>
</tr>
<tr>
<td>5</td>
<td>Patient-centered communication challenges</td>
</tr>
<tr>
<td>6</td>
<td>EXAM</td>
</tr>
<tr>
<td>7</td>
<td>Intercultural Health Communication</td>
</tr>
<tr>
<td>8</td>
<td>Health Literacy and Communication</td>
</tr>
<tr>
<td>9</td>
<td>Health Disparities and Communication</td>
</tr>
<tr>
<td>10</td>
<td>Organizational Challenges to Changing Health Beliefs, Attitudes, and Behaviors</td>
</tr>
<tr>
<td>11</td>
<td>Shared Decision-making and Communicating about Health Risk</td>
</tr>
<tr>
<td>12</td>
<td>Nonverbal Communication in Health Settings</td>
</tr>
<tr>
<td>13</td>
<td>Health and Family Communication</td>
</tr>
<tr>
<td>14</td>
<td>Training Healthcare Teams and Providers to Communicate Effectively</td>
</tr>
<tr>
<td>15</td>
<td>Persuasion and Medical Adherence</td>
</tr>
<tr>
<td>16</td>
<td>Persuasion and Medical Adherence</td>
</tr>
</tbody>
</table>

### 16. Suggested Textbook(s) and Other Learning Resources:
Recommended


17. Bibliography:


18. Approvals:

Department Chair/Program Director/School Director

Chair of College Curriculum Committee

Dean of College

Dean of The Graduate College (if applicable)

Chair of University Curriculum Committee (if applicable)