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OFFICE OF THE  
SENATE COUNCIL**Course Information**

Date Submitted: 2/6/2014

Current Prefix and Number: COM - Communication , COM 471 INTRO TO HEALTH COMMUNICATION

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

**1. General Information**

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: Communication

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Allison Scott

Email: allison.scott@uky.edu

Phone: 7-3676

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Spring 2015

**2. Designation and Description of Proposed Course**

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: INTRODUCTION TO HEALTH COMMUNICATION

Proposed Title: INTRODUCTION TO HEALTH COMMUNICATION

c. Current Transcript Title: INTRO TO HEALTH COMMUNICATION

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course examines theory and research relevant to health communication including interpersonal, organizational, and mass communication approaches. Topics include the role of communication in general models of health and illness, the relationship between patients and healthcare providers, social support, and health campaigns.

Proposed Course Description for Bulletin: This online course examines theory and research relevant to health communication including interpersonal, organizational, and mass communication approaches. Topics include the role of communication in general models of health and illness, the relationship between patients and healthcare providers, social support, and health campaigns.

2j. Current Prerequisites, if any: Prereq: CIS 110, CIS 111.

Proposed Prerequisites, if any: none

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name: Allison Scott

Instructor Email: allison.scott@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Through a combination of recorded lectures and online discussion forums regarding assigned readings, and virtual office hours with the instructor.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. This course will have the same assigned readings as the traditional COM 471 class already on the books. The online version will have recorded lectures in conjunction with online group and classroom forum discussions as well as virtual office hours with the instructor. Course goals and student learning outcomes are the same for the online course as for the traditional 471 course taught regularly in standard classroom format. Assessment will be through exams and papers submitted via Blackboard.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The academic offense policy will be the same as the University policy already in place. Blackboard will be used as the portal for the entire course, which is password protected. All materials will be uploaded, stored, and accessible via Blackboard. Grades will be recorded in blackboard which will provide students with timely access to their standing in the course.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO

If yes, which percentage, and which program(s)? Communication BA, Health Communication Track, 7% (3 hours out of 42) required. COM 471 online or traditional classroom format will fulfill this requirement.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Via online office hours and the services provided by the UK Distance Learning Office.

6. How do course requirements ensure that students make appropriate use of learning resources? Through assigned readings

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Through Blackboard. No other facilities other than access to the UK Libraries will be required, and online access to that is already available for students currently enrolled.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Yes, students will be given the contact information of the instructor, distance learning assistance, and blackboard assistance, as well as the UK information technology customer service center.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Through Blackboard, which has extensive tutorials available to students for those not already familiar with the service at UK.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Allison Scott, Ph.D.

SIGNATURE|ELCOHE2|Elisia Cohen|COM 471 CHANGE Dept Review|20140210

SIGNATURE|CEMONA2|E C Monaghan|COM 471 CHANGE College Review|20140228

SIGNATURE|JMETT2|Joanie Ett-Mims|COM 471 CHANGE Undergrad Council Review|20140417

Courses	Request Tracking
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Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Upload File

ID	Attachment
Delete 3364	COM 471 syllabus ONLINE 2.docx

First 1 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

<b>Current Prefix and Number:</b>	COM - Communication COM 471 INTRO TO HEALTH COMMUNICATION	<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G)
* What type of change is being proposed?	<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception to the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or sit alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No		
If YES, check the areas that apply:		
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics		
<b>1. General Information</b>		
a.	Submitted by the College of: COMMUNICATION AND INFORMATION	Submission Date: 2/6/2014
b.	Department/Division: Communication	
c.* Is there a change in "ownership" of the course?		
<input type="radio"/> Yes <input checked="" type="radio"/> No      If YES, what college/department will offer the course instead? Select...		
e.* * Contact Person Name: Allison Scott      Email: allison.scott@uky.edu      Phone: 7-3676		
* Responsible Faculty ID (if different from Contact):      Email:      Phone:		
f.* Requested Effective Date: <input type="checkbox"/> Semester Following Approval      OR      Specific Term: * Spring 2015		
<b>2. Designation and Description of Proposed Course.</b>		
a.	Current Distance Learning(DL) Status:	<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that the proposed changes do not affect DL delivery.		
b.	Full Title: INTRODUCTION TO HEALTH COMMUNICATION	Proposed Title: * INTRODUCTION TO HEALTH COMMUNICATION
c. Current Transcript Title (if full title is more than 40 characters):		INTRO TO HEALTH COMMUNICATION
c. Proposed Transcript Title (if full title is more than 40 characters):		

d. <b>Current Cross-listing:</b>		<input checked="" type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number):	none
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):					
e. <b>Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.</b>					
Current:	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
Proposed: *	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: Please explain:		
f. <b>Current Grading System:</b>		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. <b>Current number of credit hours:</b>	3	Proposed number of credit hours:*	3		
h.* <b>Currently, is this course repeatable for additional credit?</b>					<input type="radio"/> Yes <input checked="" type="radio"/> No
* <b>Proposed to be repeatable for additional credit?</b>					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:		Maximum number of credit hours:			
If YES:		Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i. <b>Current Course Description for Bulletin:</b>					
This course examines theory and research relevant to health communication including interpersonal, organizational, and mass communication approaches. Topics include the role of communication in general models of health and illness, the relationship between patients and healthcare providers, social support, and health campaigns.					
* <b>Proposed Course Description for Bulletin:</b>					
This online course examines theory and research relevant to health communication including interpersonal, organizational, and mass communication approaches. Topics include the role of communication in general models of health and illness, the relationship between patients and healthcare providers, social support, and health campaigns.					
j. <b>Current Prerequisites, if any:</b>					
Prereq: CIS 110, CIS 111.					
* <b>Proposed Prerequisites, if any:</b>					
none					
k. <b>Current Supplementary Teaching Component, if any:</b>					
<input type="radio"/> Community-Based Experience					

	<input type="radio"/> Service Learning <input type="radio"/> Both
<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
<b>3. Currently, is this course taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>* Proposed to be taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
<b>4.* Are significant changes in content/student learning outcomes of the course being proposed?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
<b>5. Course Relationship to Program(s).</b>	
<b>a.* Are there other depts and/or pgms that could be affected by the proposed change?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
<b>b.* Will modifying this course result in a new requirement<sup>2</sup> for ANY program?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES <sup>2</sup> , list the program(s) here:	

**6. Information to be Placed on Syllabus.**

<b>a.</b>	<input type="checkbox"/> Check box if <b>changed</b> to 400G or 500.	If <b>changed</b> to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)
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**Distance Learning Form**

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for **DL** fields are required

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, **distance learning** is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	COM 471	Date:	2/6/2014
Instructor Name:	Allison Scott	Instructor Email:	allison.scott@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

**Curriculum and Instruction**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

Through a combination of recorded lectures and online discussion forums regarding assigned readings, and virtual office hours with the instructor.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goal assessment of student learning outcomes, etc.

This course will have the same assigned readings as the traditional COM 471 class already on the books. The online version will have recorded lectures in conjunction with online group and classroom forum discussions as

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

The academic offense policy will be the same as the University policy already in place. Blackboard will be used as the portal for the entire course, which is password protected. All materials will be uploaded, stored, and

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

NO

Which percentage, and which program(s)?

Communication BA, Health Communication Track, 7% (3 hours out of 42) required. COM 471 online or traditional classroom format will fulfill this requirement.

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Via online office hours and the services provided by the UK Distance Learning Office.

#### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Through assigned readings

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Through Blackboard. No other facilities other than access to the UK Libraries will be required, and online access to that is already available for students currently enrolled.

#### Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Yes, students will be given the contact information of the instructor, distance learning assistance, and blackboard assistance, as well as the UK information technology customer service center.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes  
 No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

Through Blackboard, which has extensive tutorials available to students for those not already familiar with the service at UK.

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/libraries/libpage.php?web\\_id=253&lib\\_id=16](http://www.uky.edu/libraries/libpage.php?web_id=253&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Allison Scott, Ph.D.



Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/AJKIT/Help>)

Revised 8/09

- <sup>[1]</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- <sup>[2]</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- <sup>[3]</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- <sup>[4]</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- <sup>[5]</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)
- <sup>[6]</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- <sup>[7]</sup> In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes

## COM 471: HEALTH COMMUNICATION

**Professor:** Allison Scott, Ph.D.  
**Office address:** 236 Grehan Building  
**Contact:** Allison.Scott@uky.edu, 859-257-3676  
**Online office hours:** Tuesday 1-3p, Wednesday 11-1p  
**Department:** Communication  
**College:** Communication and Information

### Course description:

This course examines theory and research relevant to health communication including interpersonal, organizational, and mass communication approaches. Topics include the role of communication in general models of health and illness, the relationship between patients and healthcare providers, social support, and health campaigns. The **prerequisites** for this course are: CIS 110 and CIS 111.

**Student learning outcomes:** After completing this course, you will be equipped to (a) analyze how messages from interpersonal and media sources affect health beliefs and behaviors, (b) evaluate the quality of communication in health and illness contexts, (c) apply this knowledge to become a more active participant in your own health care, and (d) prepare an application for any number of the diverse career opportunities available to health communication professionals.

**Required text:** Harrington, N. G. (Ed.) (2014). *Health communication: Theory, method, and application*. New York: Routledge.

**Required technology:** Please complete the following steps to make sure your computer is correctly configured to participate in this course.

- (1) Firefox is the recommended Internet browser for this course. To download a free version of Firefox, visit <https://download.uky.edu/>.
- (2) You will also need Flash, Adobe Acrobat Reader and QuickTime movie player. To download, visit <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx>
- (3) Please use Microsoft Word for all written work and Microsoft PowerPoint for presentational aids that accompany your oral presentations.
- (4) You are responsible for checking their UK email account frequently and consistently (at least once per day) to remain current with university-and class-related information. Be sure that you carefully manage your email storage quota to ensure that your mailboxes are able to receive new messages. I will make every effort to respond to email messages within 24 hours during the week and within 48 hours during the weekend.

Important UK technological contacts:

Help Desk at 218-HELP (4357)

Distance Learning Programs Office: 859-257-3377

Distance Learning Services, Carla Cantagallo, DL Librarian: 859-257-0500, ext. 2171; or 800-828-0439 (option#6); [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)

**Procedure for Resolving Technical Complaints:** If you experience technical difficulties, you may contact the Customer Service Center at 859-218-HELP or by email at [helpdesk@uky.edu](mailto:helpdesk@uky.edu). Please don't hesitate to inform me with technical difficulties.

**Time Zone:** This course is taught in the **Eastern Time Zone**. All times listed in this syllabus are ET. If you live outside the ET, you need to account for the time change when turning in assignments.

**Course policies:**

*Level of difficulty.* This is an advanced course, so expect to be challenged. Given the size of the class, most material will necessarily be presented in lecture format, but some of our time will be spent in responding to online discussion questions. For this course to be successful, and for you to optimally benefit from enrollment, you will need to complete the assigned reading before viewing the lecture. I expect you to be well-prepared to make thoughtful, respectful contributions to online class discussion.

*Attendance.* You are responsible for all information presented in class (a great deal of which will be material that is not readily available elsewhere), and the best way to ensure your preparedness for examinations and written work is to regularly check the Blackboard website for updated course material. I encourage you to treat this course with the same attention to time management that you would use in a face-to-face course. Stay current with the reading assignments, and be sure to regularly watch the recorded lectures online. Staying on top of your coursework and not falling behind is one of the best ways to ensure your success in this course.

*Meeting deadlines.* By definition, late work is below average. Late work not only creates logistical difficulty for me, but it is unfair to those students who completed the work on time. For these reasons, any late work will incur a penalty of 10% deduction for each day it is late (including weekends). Make-up exams will not be given except under extenuating circumstances with satisfactory documentation (as defined by the UK Student Code 5.2.4). If such a situation arises, please contact me as soon as possible. Contacting me sooner rather than later helps your credibility and gives me more flexibility.

*Submitting written work.* I will post all assignments on Blackboard. All of your work in this class must be available to be posted both on Blackboard. All written assignments should follow 6<sup>th</sup> edition APA style formatting. Files must be saved as a .pdf, or .doc, or .docx. Please do not email me your assignments. You are responsible for keeping back-up copies of your work since technology is not infallible. Copies of work can be saved in the "Content Collection" area of your Blackboard account. If your assignment is lost in cyberspace, you will be expected you to recover it by the deadline.

*Academic integrity.* Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or

otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

*Classroom civility.* We want to build a classroom climate that is comfortable for all. In a communication class, it is especially important that we display respect for all members of the classroom, and avoid language that could marginalize members of our classroom or campus. In addition, I encourage you to treat your email exchanges with me as professional correspondence; this means (at a minimum) using capitalization, punctuation, and complete sentences. Additionally, remember that electronic communication should be treated with the same care and respect that you would a face-to-face interaction. Compose e-mail carefully, using a pertinent subject line (including your section number), an appropriate greeting and a concise message devoid of spelling or grammatical errors.

*Privacy.* The Family Educational Rights and Privacy Act ensures that your student records (for any students over 18 years of age) are kept confidential. I will not release your grades to anyone other than you or school officials who are given permission to view your progress. Anyone other than you (or an approved school official) may not request any information (beyond simple directory information) about you, your progress, or your status as a student in my class. This includes parents, partners, and other students (see: <http://www.uky.edu/registrar/obligation-privacy>)

*Accommodations due to disability.* If you have a documented disability that requires academic accommodations, please contact me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

*Appointments and office hours.* Although I plan to be in my office during posted office hours, I occasionally step out to speak with colleagues, hold group conversations in larger spaces, or to work in nearby computing locations. Therefore, it is important that you always email me when requesting an appointment or inform me that you will be coming to office hours. This is particularly helpful during busy times in the semester when many students plan to visit office hours and is a policy meant to benefit students and myself by making the most efficient use of our time.

Furthermore, appointments and meetings are a privilege that should not be abused, please come prepared with materials and questions to ask prior to meeting with me.

*Midterm.* Midterm grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

**Course grading:**

In this course, the following **grading scale** will be utilized: A = 90-100, B = 80-89, C = 70-79, D = 60-69, and E = 59 and below. The grade you earn in this course is based on three exams, three written assignments, participation, and a final project.

*Exams.* There will be three exams. **Each exam is worth 20% of your final grade.** Any course material presented in any form (e.g., lecture, readings, class discussion) may be covered in the exams. Exams may combine multiple choice, matching, true/false, and short answer items. There is no final exam in this course. Exams will be completed electronically on Blackboard.

*Essay assignments.* There will be three short essay assignments throughout the course of the semester. **Each essay is worth 5% of your final grade.** For each assignment, please prepare a 3-4 page report (not including title page and references). Your work will be evaluated based on quality of style and content. To earn full credit, assignments must be grammatically sound and demonstrate that you have engaged the topic beyond a superficial level. APA style is required for all assignments.

*Discussion boards.* There will also be ample opportunity for class discussion through discussion boards. All students will participate in cooperative activities via the discussion board as they work through each topic. Students must participate in these discussion activities a minimum of two times (post and respond) during a topic period (discussion posts are due by 11:59pm of the date of the topic). Each discussion response will be graded separately and an overall grade for participation will be based on the average grade. **The average discussion grade is worth 5% of your final grade.** Your class participation will be assessed based on the quality, not the quantity, of your contribution to class discussions:

- 4 Exceptional – thoughtful post(s) and responses across multiple days
- 3 Professional – thoughtful post(s) and responses on single day
- 2 Marginal – superficial post(s) and responses across multiple days
- 1 Unacceptable/Inappropriate – superficial post(s) and responses on single day
- 0 No participation

*Final project.* The final project requires students to select a health communication career of interest and create an application portfolio based on research relevant to that profession. **The final project is worth 20% of your final grade.** There are many ways that you could use the knowledge and skill you've gained in this course in your future career. Even if you are not planning to take a job related to health communication, the practice of preparing an application can be very valuable. In the final project for this course, you are invited to develop a career portfolio for a job of your choice in health communication. When selecting your job, keep the following in mind: You need to choose (a) a specific job (i.e., a real one), not just an organization, and include the current job advertisement in your portfolio; and (b) a job for which you are a qualified applicant (e.g., B.A./B.S. required, entry-level).

Your portfolio should include the following four components: (a) cover letter (1 page), which should appear first in your portfolio, but you will likely write it last. It should include a statement indicating your intention to apply for the specific position you have chosen, explain why you are interested in this particular job, and describe why you would be a good fit for the organization you are applying to. Be sure to describe your relevant skills and experience using concrete examples, and remember to frame the letter in terms of what you bring to the organization, not what the organization can do for you; (b) description of professional career goals (2-3 pages) in which you summarize your professional career goals and personal values: What are the guiding principles that drive you? What are your talents? In what type of work environment do you thrive? Where do you see yourself in ten years?; (c) analysis of the fit between your goals and the job (2-3 pages) which provides background information on the hiring organization and specific job to which you are applying: What is its history? How is it organized? What are the specific job responsibilities you would fulfill? Tie your professional and personal goals to the specific job you are applying for. How would the responsibilities listed in the job posting be a good fit for you? What interests you in this position? What courses have you taken in preparation? Do you have any relevant previous experience?

**Schedule:**

Date	Unit	Topic	Reading / Due
Jan. 16	Introduction	Course introduction	
Jan. 21	Introduction	Defining health communication	Chapter 1
Jan. 23	Interpersonal	Patient influences on healthcare	Chapter 2
Jan. 28	Interpersonal	The influence of others on healthcare	Chapter 3
Jan. 30	Interpersonal	Provider influences on healthcare	Chapter 4
Feb. 4	Interpersonal	Patient-provider interaction	Chapter 5
Feb. 6	Interpersonal	Interprofessional communication	Chapter 6 / Assignment 1
Feb. 11	Interpersonal	Application: <i>Wit</i>	
Feb. 13	Interpersonal	Application: <i>Wit</i>	
Feb. 18	Interpersonal		<b>Exam 1</b>
Feb. 20	Challenges	Patient diversity	Chapter 7
Feb. 25	Challenges	Healthcare and culture	Chapter 8
Feb. 27	Challenges	Risky health behavior	Chapter 9
Mar. 4	Challenges	Mental health and illness	Chapter 10
Mar. 6	Challenges	Ethical issues	Chapter 11
Mar. 11	Challenges	End-of-life decision-making	Raye (2009), Byock (2012) / <b>Assignment 2</b>
Mar. 13			<b>Exam 2</b>
Mar. 25	Media	Technology and health	Chapter 12
Mar. 27	Media	Health in the media	Chapter 13
Apr. 1	Media	Designing health campaigns	Chapter 14
Apr. 3	Media	Entertainment education	<b>Assignment 3</b>
Apr. 8	Media	Health and the internet	Chapter 15
Apr. 15	Media	Risk and crisis communication	Chapter 16
Apr. 17	Media	Application: <i>Contagion</i>	
Apr. 22	Media	Application: <i>Contagion</i>	
Apr. 24			<b>Exam 3</b>
Apr. 29	Conclusion	Panel of experts	
May 1	Conclusion	Course conclusion	<b>Final project</b>