

University of North Carolina at Charlotte

New “Graduate Course Proposal from the Department of Communication Studies”

Establishment of a Graduate Course in Health Communication, COMM 5115

A. Proposal Summary and Catalog Copy

1. Summary
The Department of Communication Studies proposes to add a graduate level class “Seminar in Health communication.” The class will be an elective course in the M.A. in Communication program and in the Graduate Certificate in Communication program.
2. Proposed Catalog Copy
COMM 5115. Seminar in Health Communication (3G). Course provides in-depth examination of a major area of health communication utilizing extensive readings, discussion and written work. (*Yearly*)

B. Justification

1. This will be an elective course in the M.A. in Communication program and the Graduate Certificate program in Communication. Health Communication constitutes a major area of study within the Communication program. This seminar course will provide graduate students an introduction to the study of health communication through in-depth analysis of a particular topic of study. Possible topics for seminar study include the study of mediated health campaigns, family communication and health, health narratives, and systems of care communication.
2. No prerequisites. Graduate standing.
3. Students will be studying a single area of health communication in a seminar setting emphasizing extensive readings, discussion and the development of a substantial seminar paper addressing the seminar’s topic. Undergraduate students enrolled in the course at the 4000 level are required to have completed Comm 3115 Health Communication and to have attained senior standing.
4. The proposed course will improve the scope and quality of the offerings in the proposed M.A. in Communication program and the Graduate Certificate program in Communication by providing a course that focuses on examining the issue health communication through the lens of in-depth study into a particular area of health communication. The study of health communication is of interest to Communication Studies students representing a range of specializations. In addition to those graduate students specifically interested in health communication, the areas of organizational communication and public relations are both frequently affected by issues of health communication. Employee health and safety, benefits communication, and public

health campaigns are just a few of the points of intersection between these areas of study.

C. Impact

1. The proposed course will regularly serve graduate students enrolled in the M.A. in Communication program and the Graduate Certificate Program in Communication. It will be an elective course in that curriculum.
2.
 - a. The course will be offered yearly.
 - b. It will not affect the content or frequency of other course offerings.
 - c. The anticipated enrollment is 5 students per section.
 - d. It will have a minimal effect on the enrollment of other courses.
 - e. The course has not been taught as a topics course. As COMM 4115, the course will be a required course in the B.A. in Communication Studies, Health Communication track.
 - f. The course will be an elective for students enrolled in the M.A. in Communication and the Graduate Certificate Program in Communication. Other areas of catalog copy are not affected.

D. Resources Required to Support the Proposal

1. Personnel
 - a. No new faculty positions are needed.
 - b. Dr. Heather Gallardo
Dr. Christine Davis
2. Physical Facility

The current facility is adequate for the proposed course.
3. Equipment and Supplies

Current equipment and supplies are adequate for the proposed course.
4. Computer

Current computer resources are adequate for the proposed course.

5. Audio-Visual.

Current audio-visual resources are adequate for the proposed course.

6. Other resources.

No other resources are required.

7. Source(s) of funding.

No new funding sources for faculty are needed.

E. Consultation with the Library and Other Departments or Units

1. Library Consultation

Initiation of Library Consultation:

Evaluator: Judith Van Noate

Date: October 30, 2006

Holdings are: adequate

See attachment

2. Other Departments

- a. Department of Health Behavior and Administration
- b. Department of Psychology
- c. Gerontology Program
- d. Health Psychology Program

F. Initiation and consideration of the proposal

1. Originating Unit: Communication Studies

In a faculty meeting on October 27, 2006 the Department of Communication Studies faculty endorsed this proposal.

2. Other considering units.

None

3. Council on General Education

Not applicable.

G. Attachments

Appendix A: Sample Syllabus

Appendix B: Library Consultation

Appendix C: Department and Program Consultations

Appendix A: Sample Syllabus

COMM 5115 Seminar in Health Communication: Healthcare Narratives

Instructor: Dr. Christine Davis

Office: Colvard 5009

Office Hours: M/W 2:00-3:00 pm, M 4:30-5:45 pm, and by appointment

Email: csdavis2@email.uncc.edu

Phone: 704-687-6638 (ofc); 704-650-6416 (cell)

Purpose of Course:

The course has a single objective—to guide you in the production of a well-written narrative research paper on the healthcare topic of your choice. The resulting paper will exemplify the best work you are capable of producing at this point in your career.

In this course, we will learn to write healthcare narratives through reading and critiquing narratives and writing our own.

We'll look at (and practice writing) different forms of narrative, including ethnographic accounts, short stories, poetry, performance, and art. We'll experience the therapeutic aspects of writing as we understand healthcare experiences through stories. You'll learn the art of narrative techniques and analytical writing, and you'll learn the art of narrative engagement.

Texts and Materials:

- Ellis, C. *The Ethnographic I*
- Mattingly & Garro, *Narrative and the Cultural Construction of Illness*
- Articles on library reserve
- Book for book review

Note that this course has few required readings. However, you will be required to demonstrate a command of the scholarly literature relevant to your chosen topic of research. Locating and evaluating the source material for your project is your responsibility.

For Students With Disabilities:

Please notify me within the first week of class if a reasonable accommodation for a disability is needed for this course. A letter from the Student Disability Services Office must accompany the request.

Religious Observances:

Students who anticipate being absent from class due to a major religious observance must provide notice to me *in writing by the second week of class*, explaining which class period(s) you expect to miss and why.

Attendance and Participation Policy:

You are required to attend every class session, arrive on time, and remain until dismissed. Since you cannot participate if you are absent, absences will strongly affect your participation grade. If you are late for class, it is your responsibility *before you leave class* to make sure I have not marked you absent for the day. You must attend the entire class period in order to be marked present for that day. Coming late to class and leaving early is annoying to your classmates and your instructor. Learning course material requires full participation from all students.

Late papers will be accepted only for an approved reason (illness or emergency). It is up to my discretion as to whether a late paper will be accepted and as to whether a penalty will be deducted for it. If accepted, late papers may have 10% of the total points deducted from the grade for each day that it is late.

Plagiarism and Academic Integrity:

You are responsible for understanding and following the UNCC Code of Student Academic Integrity (see UNCC catalog). This code forbids cheating, fabrication, falsification of information, multiple submission of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases, the course grade is reduced to "F." Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

You will be required to submit your papers to "turnitin" before submitting them to me. You will be given instructions in class on how to do this.

Grading:

Assignment	Total Number of Points
Article critiques	25
Book review	25
Project	35
Professionalism/Participation	15

90-100 points = A

80-89 points = B

70-79 points = C

60-69 points = D

0-59 points = F

Class Schedule

Date	Readings and Journals Due
OVERVIEW AND CONTEXT OF HEALTHCARE NARRATIVES	
Monday, 1/9	Introduction to Course Review Syllabus
Monday, 1/16	<i>NO CLASS: DR. MARTIN LUTHER KING JR. DAY</i>
Monday, 1/23	Mattingly and Garro, <i>Narrative and the Cultural Construction. . . .</i> , Chs. 1-2. <u>Electronic reserve:</u> Behar, Ruth. (1996). The vulnerable observer (chapter 1) in R. Behar, <i>The Vulnerable Observer: Anthropology that breaks your heart</i> , 1-33 .
Monday, 1/30	Mattingly and Garro, <i>Narrative and the Cultural Construction. . . .</i> , Chs. 3-5.
READING AND EVALUATING HEALTHCARE NARRATIVES	
Monday, 2/6	Mattingly and Garro, <i>Narrative and the Cultural Construction. . . .</i> , Chs. 6-8.
Monday, 2/13	Reading due: Ellis, C. <i>The Ethnographic I.</i> , Chs. 1 & 2 <u>Electronic reserve:</u> Writing literature reviews

Monday, 2/20	<p><u>Electronic Reserve:</u></p> <p>Davis, C. S. (in press) Sylvia's Story. <i>Qualitative Inquiry</i>.</p> <p>Ebbesen, L. (2001). Reflections on "Our Stories": Women in cardiac rehabilitation. In A. L. Cole & J. G. Knowles, <i>Lives in Context: The Art of Life History Research</i>, 184-191.</p> <p>Green, S. E. (2002). Mothering Amanda: Musings on the experience of raising a child with cerebral palsy. <i>Journal of Loss and Trauma</i>, 7(1), 21-34.</p> <p>Ellis, C. (2001). With mother/with child.: A true story. <i>Qualitative Inquiry</i>, 7, 598-616.</p> <p>Davis, C. S.(2005). Home. <i>Qualitative Inquiry</i>.</p> <p>Presentations of article critiques (one article per student)</p> <p>Book review presentations</p>
Monday, 2/27	<p><u>Electronic reserve:</u></p> <p>Jago, Barbara (2002). Chronicling an academic depression, <i>Journal of Contemporary Ethnography</i>, 31, 729-757.</p> <p>Ellis, C. (1998). I hate my voice: Coming to terms with minor bodily stigmas, <i>The Sociological Quarterly</i>, 39, 517-537.</p> <p>Secklin (2001): Multiple Fractures in Time: Reflections on a Car Crash. <i>Journal of Loss and Trauma</i>, 6(4), 323-333</p> <p>Davis. C. S. & Salkin, K. A. (2005). Sisters and friends: Dialogue and multivocality in a relational model of sibling disability. <i>Journal of Contemporary Ethnography</i>.</p> <p>Presentations of article critiques (one article per student)</p> <p>Book review presentations</p>
Monday, 3/6	NO CLASS: SPRING BREAK
WRITING ETHNOGRAPHIC AND AUTOETHNOGRAPHIC HEALTHCARE NARRATIVES	
Monday, 3/13	<p>Reading due:</p> <p>Ellis, C. <i>The Ethnographic I.</i>, Chs. 3, 4, 5</p> <p>Bring interview questions and observation protocol</p>
Monday, 3/20	<p>Reading due:</p> <p>Ellis, C. <i>The Ethnographic I.</i>, Chs. 6-8</p> <p>Bring interview notes and field notes</p>

Monday, 3/27	Reading due: Ellis, C. <i>The Ethnographic I.</i> , Chs. 9-10 Bring interview notes and field notes
Monday, 4/3	Ellis, C. <i>The Ethnographic I.</i> , Chs. 11-13 Bring interview notes, field notes, and first draft of narrative
Monday, 4/10	Bring draft of narrative
Monday, 4/17	Bring draft of narrative
Monday, 4/24	Bring draft of narrative
Monday, 5/1	Bring draft of narrative
Monday, 5/8 (Final Exam Time: 7-10 pm)	All final narratives due Class Presentations

NOTE: This schedule is tentative, and may be altered based upon class needs.

Course Assignments:

ARTICLE CRITIQUE

You will choose one of the articles assigned for 2/20/06 and 2/27/06, and will write a 3-5 page critique of the research (guidelines to be discussed in class).

BOOK REVIEW:

You will choose a book from the list below (first come, first served), and will write an 8-10 page detailed response similar to a journal book review, in response. These will be presented in class as if you were presenting at a conference panel (10-15 minute presentation). Your report should be suitable to be published as a book review in a journal. Your written report will be due on the day you give your oral presentation. All papers should conform to APA style. Outside references are not required for this review, but are strongly encouraged. All references must always be properly cited.

Your book choices are:

BOOK	GROUP ASSIGNED
Biro, David (2001) <u>One hundred days: My unexpected journey from doctor to patient.</u> Vintage Books.	
Brookes, Tim (1999). <u>Signs of life: A memoir of dying and discovery.</u> Upper Access Book Publishers.	

Campo, Rafael (1996). <u>What the body told</u> . Duke University Press.	
Edson, Margaret (1999). <u>Wit: A play</u> . Farrar Straus & Giroux.	
Kaysen, Susanna (1994). <u>Girl, interrupted</u> . Random House.	
Knapp, Caroline (1996). <u>Drinking: A love story</u> . Delta.	
Pelzer, Dave (1995). <u>A child called "it": One child's courage to survive</u> . Health Communications Inc.	
Robillard, Albert B. (1999). <u>Meaning of a disability: The lived experience of paralysis</u> . Temple University Press.	
Vergheese, Abraham (1998). <u>The tennis partner</u> . HarperCollins.	
NOTE: Descriptions of these readings can be found on our class WebCT site.	

ETHNOGRAPIC NARRATIVE

OPTION 1: For this project, you will conduct one or more interviews (and possibly ethnographic observations) with someone about a health-related experience (as patient, provider, family member, caregiver) they have had or are having. You will then construct a narrative of the experience. You may include yourself reflexively in the narrative. This could either be a first-person narrative where you are a character in the story, or a third person point of view in which you are a distanced observer of the scene, or a first-person narrative told from the point of view of the person you studied. You can write it as a short story, play, poem, or other format you think fits the point you are making with the narrative. As a narrative work, your paper should creatively tell an engaging and evocative story. However, it should begin and/or end with a theoretical section that positions the paper, relates the paper to literature, suggests what a reader may take from the paper, and tells how the paper makes a contribution to social science. All papers should conform to APA style. All references must always be properly cited.

You will have an opportunity to bring a draft of this paper to class to exchange feedback with group members.

I expect that these narratives will be from 25-30 pages long. In addition, you will give a 10-15 minute presentation in class of your narrative.

Since this is a class assignment, you will not need to go through IRB approval. However, I will require you to get informed consent forms signed by anybody you interview or observe. If you plan to publish this work or use it for a thesis project, you may want to investigate obtaining IRB approval for your project.

OPTION 2: In this paper, you will write a health-related memoir of an experience you have had. This might be a story about a health experience you have had

personally, or one you have experienced through a family member. You may find it helpful to use systematic introspection to help ground your narrative. You will then construct a narrative of the experience. This will likely be a first-person narrative where you are the central character, although you can also write it as a short story, play, poem, or other format you think fits the point you are making with the narrative.

As a narrative work, your paper should creatively tell an engaging and evocative story. However, it should begin and/or end with a theoretical section that positions the paper, relates the paper to literature, suggests what a reader may take from the paper, and tells how the paper makes a contribution to social science. All papers should conform to APA style. All references must always be properly cited.

You will have an opportunity to bring multiple drafts of this paper to class to exchange feedback with group members.

I expect that these narratives will be from 25-30 pages long. In addition, you will give a 15-20 minute presentation in class of your narrative.

APPENDIX C: DEPARTMENT AND PROGRAM CONSULTATIONS



College of Health and Human Services
9201 University City Boulevard
Charlotte, NC 28223-0001

Department of Health Behavior and Administration
Office (704) 687-2957
Fax (704) 687-6122

October 26, 2006

Richard W. Leeman PhD
Professor and Chair
Dept. of Communication Studies
UNC Charlotte
Charlotte, NC 28223

Dear Richard:

Thanks for sharing your plans to add an undergraduate seminar in health communication and a matched graduate course in health communication. These courses seem important additions to improve the scope and range of offerings in the Department of Communication Studies, especially within the Health Communication track of the Communication Studies B.A. degree program.

I wish you great success with the proposals, and with the implementation of these new offerings. I am grateful for the interactions between our units.

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew Harver".

Andrew Harver PhD
Professor and Chair

Rich, thank you for sharing with me the proposals for new courses COMM 4115 and COMM 5515 on Health Communication. The courses seem very reasonable and consistent with your department's emphases. These courses are not redundant with courses offered in the Department of Psychology, and I anticipate no negative impact of these courses on the Department of Psychology. In short, you have my support.

Brian L. Cutler, Ph.D.
Professor and Chair, Department of Psychology University of North
Carolina Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001
Office: (704) 687-4775; Fax: (704) 687-3096

Richard,

I am writing to confirm that the Interdisciplinary Health Psychology doctoral program does not have any conflicts or problems with the new course proposal, COMM 5115, "Seminar in Health Communication." In fact, our program welcomes your proposal. I anticipate that some of our students will be interested in enrolling in this course as they fulfill interdisciplinary requirements in our doctoral program.

Best regards,

Art

Arthur W. Blume, Ph.D.
Associate Professor
Director, Interdisciplinary Health Psychology Ph.D. Program

From: Leeman, Richard
Sent: Sunday, October 22, 2006 9:07 PM
To: Blume, Arthur
Subject: Comm 5115 Course proposal

Art,

Attached are is a course proposal, COMM 5115, for a course entitled "Seminar in Health Communication." The primary purpose of the course is to serve as a capstone course for the Health Communication track of our B.A., although the 5115 section will be an elective within our M.A. program. Any feedback you care to provide these proposals on behalf of the Health Psychology program would be appreciated.

Best,
Richard

Richard W. Leeman
Professor and Chair
Dept. of Communication Studies
UNC Charlotte
Charlotte, NC 28223
704-687-2086

Richard,

I am pleased to offer my support of the two curriculum proposals for COMM 4115 and 5115 -- Seminar in Health Communication. These courses might be useful for an occasional Gerontology minor or graduate student with this particular interest.

Best, Dena

Dr. Dena Shenk
Director, Gerontology Program and
Professor of Anthropology
Dept. of Sociology and Anthropology
University of North Carolina Charlotte
9201 University City Boulevard
Charlotte, NC 28223-0001
704-687-4349
704-687-3091 (fax)
Dshenk@email.uncc.edu

For information about the Gerontology Program please visit our website
at:
www.coas.uncc.edu/gerontology

From: Leeman, Richard
Sent: Sun 10/22/2006 6:24 PM
To: Shenk, Dena
Subject: COMM 4115/5115 Course proposals

Dena,

Attached are two course proposals, COMM 4115 and COMM 5115, for a course entitled "Seminar in Health Communication." The primary purpose of the course is to serve as a capstone course for the Health Communication track of our B.A. Any feedback you can provide for these proposals would be appreciated.

Best,
Richard

Richard W. Leeman
Professor and Chair
Dept. of Communication Studies
UNC Charlotte
Charlotte, NC 28223
704-687-2086