



COMM 4720-001/2
Fall 2018
T/TH 9:30-10:45; 11-12:15
Edwards 308

Instructor: Kristen E Okamoto, Ph.D.

Email: kokamot@clemson.edu

Office Hours:

Tuesdays 8:30-9:30am, Wednesdays 1-2:30pm, Thursdays 1-3pm

**And also by appointment

Office: Strode 414

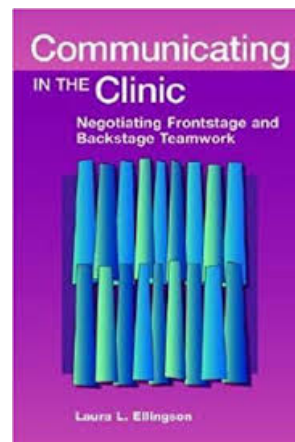
Phone: 864-656-1567

Required Text

Apker, J. (2012). *Communication in health organizations*. Malden, MA: Polity Press.

Ellingson, L. L. (2005). *Communicating in the clinic: Negotiating frontstage and backstage team work*. Cresskill, NJ: Hampton Press.

PDFs of other weekly readings will be posted to our Canvas page.



About Your Instructor

I am Dr. Kristen Okamoto (Dr. O). As a teacher and a researcher, I am interested in how we communicate about our health and how we experience our health through various activities such as food, physical activity, and medical encounters. This is my second year at Clemson. I obtained my Ph.D. from Ohio University in Athens, OH in 2017, where I studied non-profit organizing around health and food. My spouse's name is John. We have been married for 9 years and have dated since high school. We have two animals, a dog named Avett and a cat named Allie. You can probably find me in my spare time at a concert venue, in the kitchen, or hiking with my dog.



Course Objectives

Throughout this course, students will utilize critical thinking skills to:

- *Demonstrate* understanding of communication opportunities and challenges of communicating within health organizations.
- *Discuss* and *debate* current topics related to our global, federal, and regional health care systems.
- *Formulate* provocative, generative, and analytical questions related to communication in health organizations.
- *Identify* and *extrapolate* concepts from across readings.

Critical Thinking

Critical thinking is the process of engaging in self-aware cognition that allows us to think in a systematic and clear way in order to gain deep understanding. Put simply, it can be thought of as thinking about our own thinking. This includes recognizing why we think what we think. This course is a part of the Clemson Thinks2 (CT2) Quality Enhancement Plan that focuses on Undergraduate critical thinking. The CT2 initiative at Clemson is part of the university's strategic plan to become a top 20 University in part by promoting engaged learning environments that promote critical thinking skills among students throughout their 4-year Clemson experience. Critical thinking is a skill that is vital to your success in many different facets of your life including not only as a college student, but as well as a voter, citizen, and doer in the world. Critical thinking is designed to allow you to question not only how you think, but *why* you think the way you do. In this course, you may not agree with everything you read, write, or hear...and that's okay! In fact, it's even encouraged. As communication students, this is a vital component of understanding human behavior. For health scholars, it is important to understand why particular ideas about health may come into focus at various historical moments in time. Why, for example, do fad diets come and go? What does this tell us about cultural understandings of the body? In line with the mission of CT2, many of our course assignments are designed to enhance critical thinking skills, such as analyzing, inferring, evaluating, deducing, and critiquing.

CT assessments (see assignment description for more details):

- You will complete a pre and post CT assessment at the beginning and end of the course to trace your progress of the semester.
- Throughout the semester you will complete a series of engaged, written reflections which demonstrate not only your understanding and comprehension of the readings, but will also ask you to analyze, evaluate, synthesize, and critique what you are reading (see learner notes).
- Once during the semester you will be required to lead conversation in class related to that day's reading. This assignment is designed to allow you to lead your classmates in critically engaging with the reading (see discussion leadership).
- Working in groups, you will complete a Podcast assignment, which asks you to report on a health trend/event/phenomena, as well as provide insight into the historical trajectory of this trend/event/phenomena. For this assignment, you will demonstrate critical thinking by not only reporting on what you learn, but also questioning and critiquing why certain health trends may arise (see final project).

Learning Outcomes:

- Students will explore complex challenges within health organizations.
- Students will analyze multi-dimensional views of health and identify current and historical arguments related to our health system as a whole.
- Students will synthesize across concepts and make connections to their own health experiences.
- Students will develop and create an original podcast related to a chosen health event/topic/phenomena.
- Students will effectively demonstrate group communication skills through developing a podcast.

Classroom Policies

Class Participation

The success of this class is largely dependent upon our critical engagement with the material at hand. Each person's meaningful participation is essential and will always be welcomed. This will involve reading the assigned material, evaluating it, and thinking and talking about it thoughtfully. You will be required to discuss the material in smaller group settings as well as during class. I will also ask you to respond to materials that we study and talk about in class. In addition, you may be required to attend some talks on campus as a part of your participation in class. My assessment of your participation will be both qualitative and quantitative. If you are absent on a day that there is some point-based in-class work, you will not be able to make it up.

Communication

Most documentation and other assignment information for the class will be housed on the Clemson Canvas system. It is your responsibility to ensure you have access to Canvas. All announcements and other communication for the class will use your Clemson e-mail address. ***You should check your Clemson e-mail account regularly.*** I will communicate with you most often via e-mail.

*** A note: when sending me e-mails please include a subject line, a greeting, and a signature that includes both your first and last name.*

Grades

Grades in this course are earned, not given. Failure to follow directions or meet criteria will result in a loss of points. Simply doing an assignment does not guarantee a passing grade. All of your written work should be free of grammar and spelling errors. Although I am happy to discuss your assignments and your grades with you, my policy is that *any questions or concerns you have about your grade need to wait until 24 hours after you get your assignment back.* This gives you a chance to read through all the comments, re-read the assignment criteria, and formulate more specific questions based on your understanding of how well your assignment met the criteria provided.

Late Work

My policy is to NOT accept late work except in cases of documented personal emergencies. It is your responsibility to provide written documentation from a third party of your emergency. Accepted late work not resulting from a documented emergency is subject to a late penalty.

Extra Credit

I do not typically entertain requests for extra credit opportunities. Extra credit is extra work and students who are having difficulty completing the required coursework seldom have the time to complete additional assignments. See me immediately if you are having difficulty in the course. It is beneficial to speak with me early in the semester if you are struggling in the course. I am happy to help you and want you to succeed.

Attendance

Attendance and full participation are expected in this class. However, you are allowed 2 unexcused absences to use at your discretion. Five percentage points will be deducted from your final grade for each unexcused absence over the allotted two. If you miss class for excused reasons, you must present appropriate documentation on the day that you return to class. Excused absences are determined according to University policy and the instructor's discretion. Meetings for other classes, appointments with advisors, work excuses, catching rides home and many other personal reasons for missing class are not considered "excused" absences. Whether excused or unexcused, it is your responsibility to see the instructor or ask fellow classmates about work that you missed.

Technology

Cell phones are not to be utilized during class time. They distract both the user and the rest of the class. If you must leave your cell phone on during class due to special circumstances, please talk to me in advance and turn your phone on silent to avoid disrupting class activities. Laptops are permitted for note taking and collaboration only.

University Policies

Professionalism and Inclusion Statement

Professionalism includes respecting others' opinions, being respectful to those who are speaking during lectures and discussion, and working together in a spirit of cooperation. This is an extremely interactive class, and it is important that we all respect one another, participate to the best of our abilities, and learn to feel comfortable with one another. My hope is to facilitate an amiable environment in which ideas and thoughts flow freely, creatively, yet comfortably. Clemson's nondiscrimination statements and clauses are upheld and enforced in this classroom.

Academic Integrity Statement

"As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust to and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form."

"When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge."

Student Accommodations

Students who require accommodations should make an appointment with Student Accessibility Services (SAS) within the first month of classed to discuss specific needs. Students with such needs are required to present a Faculty Accommodation Letter from SAS when they meet with instructors to discuss their special needs. SAS is located in the Class of '56 Academic Success Center (Suite 239). Telephone number: 864-656-6848; email: studentaccess@lists.clemson.edu. I am more than happy to work with you individually to accommodate your documented needs.

The Clemson University Title IX (Sexual Harassment) Statement:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Alesia Smith is the Clemson University Executive Director of Equity Compliance. Her office is located at 110 Holtendorff Hall, 864.656.3181 (voice) or alesias@clemson.edu (email).

Counseling and Psychological Services (CAPS)

The university provides students with counseling and psychological support services. Please feel encouraged to reach out to and utilize these services. <http://www.clemson.edu/campus-life/campus-services/redfern/mental-health/>

Emergency Preparedness

As part of our commitment to maintaining a safe learning environment, I ask that you be familiar with the basic emergency response procedures for a variety of situations including severe weather, medical emergencies, and workplace and campus violence. Please review the university's Emergency Preparedness Guides (<http://www.clemson.edu/campus-life/campus-services/cufd/campusemergencymanagement/preparedness.html>).

Pay attention to all university-related emergency notices and respond accordingly.

Evacuation:

When evacuating buildings, do not use elevators as they may lose power, stranding riders. Familiarize yourself with the locations of stairwells and exits. Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation. When evacuating follow the instructions provided by Public Safety personnel to reach a safe place. To seek “Tornado Safer Places,” get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.

Active Shooter:

Always call 911 as soon as you possibly can. Run away from the area, if it is safe to do so, time allows and the gunman is not nearby. Hide if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate. Fight. As a last resort, resolve to fight the intruder with everything you have at your disposal. A short video prepared and presented by the Department of Homeland Security can be found at the following link:

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Assignments

Learner Notes (15 percent): In this class, you should create a dedicated notebook and/or word document where you continually take notes on the assigned readings. You will turn these in at the end of every week to demonstrate your engagement with the reading material. An example of the expected layout will be given to you in class. The following expectations apply for all work:

- Must be turned in on Canvas no later than 5pm every Friday.
- Include your name, reading citation, and date of your entry.
- Each reading must include at least 6 entries. Two of these entries should include questions/terms that you looked up.
- Your journals do not need to be formal (i.e. include full sentences or punctuation), but I should be able to get the general idea of your thinking.

Discussion Leadership (15 percent): Once during the semester you will lead the class in group discussion. On your selected day you will prepare a 15-20 minute discussion based on the day’s readings. This will include the following:

- 4-5 discussion questions that you would like to pose to the class. It is best to avoid closed-ended questions (i.e. yes/no questions). You are also advised to avoid questions that are too general, such as “what did you think of the readings?” While this type of question may be helpful, stronger questions will reference specific points in the readings such as, “in what ways do you think Gawande’s socialization of medical doctor’s aids, or perhaps inhibits, communication?”
- One relevant artifact that pertains to the readings for the day. Examples of an artifact may include, but is not limited to, a TV/movie clip, news article, or current event. Importantly, you must be able to clearly relate your artifact to the readings and explain the connection between the two.

Engaged Learning (20 percent): Your success in this class is largely dependent on your participation in class. I will assess your participation through your attendance, thoughtful comments in class, and your group participation in your final project.

Midterm (20 percent): This is a test that covers material from the first unit of the course. This test will be a mixture of multiple choice, true/false, fill-in-the-blank, and short answer.

Final Project (25 percent): For your final project, in groups, you will write, produce, and record a podcast. In the same vein as popular podcasts such as *This American Life*, *Serial*, and *The Moth*, your group will choose a topic based on our discussions in class that interests you. This podcast may be interview-based, historical, narrative, or all of the above. I am giving you license to be as creative as possible and hope that this assignment is rewarding and fulfilling. The main goal is for you to critically engage with the material, ask questions, and explore, in depth, the nuances or a particular topic. To do this you will utilize the Adobe Digital Studio in Cooper Library. Further details will be posted on Canvas. To keep you on track, this assignment will be broken down into the following segments:

- Topic due **(9/27)**: A 2-page (double-spaced) description of your proposed topic due to me in hardcopy at the beginning of class.
- Storyboards due **(11/8)**: A rough outline of your podcast segment due to me at the beginning of class.
- Final project due **(12/12)**: Your final Podcast due in class by the date of the final.

Pre/Post Test (5 percent): By completing the California Critical Thinking test you will be awarded 5 percent towards your overall grade. The results of the test will not impact your grade, however, you should spend adequate time on the exam in order to provide clear results.

Point Distribution:

Assignment	Percentage
Learner Notes	15%
Discussion Leadership	15%
Pre/Post Test	5%
Engaged Learning	20%
Midterm	20%
Final Project	25%
Total	100%

Final Grade:

Percentage Earned	Final Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Tentative Schedule
Subject to change at instructor's discretion
***Indicates reading is on Canvas**

Week/Date	Topic	Reading/Assignment Due
Unit One: Organizing within Healthcare		
Week One		
Th. 8/23	Welcome/Course Intro	*McKnight & Block (2010) – <i>The Abundant Community</i>
Week Two		
T. 8/28	What is Health Organizing?	Apker (2012) - Intro and Chapter One *Zoller (2010)
Th. 8/30	What is Health Organizing?	*Ratcliff (2017) – Intro and Chapter One
Week Three		
T. 9/4	Socialization/Assimilation	Apker (2012) – Chapter Two *Gawande (2002) – <i>Education of a Knife</i>
Th. 9/6	Socialization/Assimilation	Ellingson (2005) – Chapter One
Week Four		
T. 9/11	Health Teams	Apker (2012) – Chapter Six
Th. 9/13	Health Teams	Ellingson (2005) – Chapter Two
Week Five		
T. 9/18	Health Care Quality	Apker (2012) – Chapter Seven
Th. 9/20	Health Care Quality	*Gawande (2002) – <i>When Doctor's Make Mistakes</i>
Week Six		
T. 9/25	Health Technologies	Apker (2012) – Chapter Eight Abel (2015) – <i>Amuse Yourself: Ideas</i>
Th. 9/27	Health Technologies	*Topol (2015) – <i>Angelina Jolie: My Choice</i> FINAL PROJECT TOPICS DUE
Week Seven		
T. 10/2	Midterm Review	
Th. 10/4	MIDTERM EXAM	
Unit Two: Dark Side of Health Organizing		
Week Eight		
T. 10/9	Identity and Power	Apker (2012) – Chapter Three
Th. 10/11	Identity and Power	Ellingson (2005) – Chapter Five
Week Nine		
T. 10/16	Stress, Burnout, and Social Support	Apker (2012) – Chapter Four
Th. 10/18	Stress, Burnout, and Social Support	*Tracy (2000)

Week Ten		
T. 10/23	Workplace Health	*Ratcliff (2017) - Chapter Seven
Th. 10/25	Workplace Health	*James & Zoller (2017) *Tretheway (2001)
Week Eleven		
T. 10/30	Dirty Work	*Tracy & Scott (2006)
Th. 11/1	Dirty Work	*Rivera (2015)
Week Twelve		
T. 11/6	NO CLASS - ELECTION DAY	Kern (2008) - <i>Writing for Broadcast</i>
Th. 11/8	NO CLASS - NCA CONFERENCE	STORYBOARDS DUE
Week Thirteen		
T. 11/13	Death and Dying	*Gawande (2014) Chs. One and Two
Th. 11/15	Death and Dying	*Way & Tracy (2012)
Unit Three: Translating and Narrating Research		
Week Fourteen		
T. 11/20	Group Work Day	*Kern (2008) - <i>Sound and Stories</i> *Kern (2008) - <i>Reading on the Air</i>
Th. 11/22	NO CLASS - THANKSGIVING	
Week Fifteen		
T. 11/27	Translating Research	*Krone & Harter (2007) *Alcoff (1991)
Th. 11/29	Translating Research	*Abel (2015) - <i>The Heat of Their Breath</i> *Abel (2015) - <i>Keep or Kill</i>
Week Sixteen		
T. 12/4	Final Project Group Work	*Abel (2015) - <i>Your Baby's Ugly</i>
Th. 12/6	Final Project Group Work	*Kern (2008) - <i>Beyond Radio</i>
Week Seventeen		
W. 12/12	FINAL EXAM For 9:30am Class - Exam 8-10:30am For 11am Class - Exam @ 3-5:30pm	Edwards 308 FINAL PROJECTS DUE