Associate Professor:
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Office Location:
Communications Bldg., 203F.

Course Overview:
Many health care providers and health communication scholars have advocated a shift from traditional paternalistic medicine, which is often governed by the doctor, to patient-centered care, where physicians work in concert with the patient, or health consumer, to deliver optimal care. To that end, interactions between physicians and their patients are essential for helping facilitate an interpersonal climate of empathy, shared decision making, mutual support, and trust. Positive physician-patient interactions often manifest themselves in the disclosure of information from patients. Conversely, the absence of positive interaction could contribute to adverse health outcomes should the patient not feel comfortable disclosing information or should the provider fail to account for the complete health of the patient, including psychosocial needs.

This course is designed to help you explore, understand, and appreciate the physician-patient relationship through an examination and analysis of selected health communication case studies and related materials.

If you have areas of special interest, please make them known to the professor.

Course Objectives:
Upon successful completion of the course, you should be empowered to:

- recognize and explain the dynamics of provider-patient interaction
- apply communication theories to assess provider-patient interaction
- identify communication strategies and patterns between providers and patients in selected case studies
- compare and contrast provider/patient interactions in different healthcare settings such as hospitals, nursing homes and hospices
- become informed and discerning health advocates.

Required Texts:

Suggested Documentation Reference:

You need not purchase the APA manual. All written work, however, will follow its standards. Visit my homepage to learn how to use APA and to use a FAST and FREE service to build your bibliography (bib): Dr. Flint's StyleWizard [at the bottom of the classes' page].

Absence Policy:
Learning is a reciprocal process. Barring illness, emergency, work crisis, or relational termination (only 1 per term), I expect you to regularly attend and participate in class and your working groups. Any work missed during an UNEXCUSED absence is not allowed to be made up. You are responsible for all materials covered, all handouts distributed, and all announcements made in class. Please do not place me in this unenviable position.

Makeups:
Makeups for missed examinations will be considered ONLY IF: you call the professor at (713) 743-8608 BEFORE the time of the hour exam or quiz; AND your excuse is valid, legitimate and documented. Be advised also that I reserve the right to alter the format of any makeup exam. Hence, if the regular exam was primarily objective, the makeup could become comprehensive essay and/or problem applications. Failure to take an exam will result in a grade of "F," and that score will be used in final grade calculations.

Late Assignments:
Late work may be turned in with the following penalties: (1) If the work is not handed at the beginning of the regularly scheduled class time, a 30 percent penalty will be incurred. (2) For each consecutive day that the work is late, a 10-percent penalty will also be incurred. Hence, if a paper is due during the Monday class period, and it is received the next day, Tuesday, the penalty would be minus 40 percent.

Plagiarism / Cheating:
Plagiarism has many forms. At one level, it is defined as using the ideas, organization, supporting sources, and/or words of another, without giving credit to the original author(s). "Giving credit" has two dimensions: (1) for material which is in the exact wording of the source's author(s), quote marks should be used to enclose the verbatim pull, accompanied by author(s)' names, year of piece, and exact page number(s); and (2) for material which is paraphrased, the author(s)' names, year of piece, and exact page number(s) are expected. The APA manual details the appropriate format.

Plagiarism also includes: using another student's paper, using another person's unpublished work, submitting a rewritten or revised version of another person's work, allowing another or paying another to write a paper for one's own benefit, purchasing and using for course credit a pre-written paper, as well as using another's paper available on the Internet. Note also that I am well versed in the recent practice of hiring ghost-writers via E-bay...Hmmm, wonder what would happen if the "hired gun" happens to be the course professor?

WARNING: I am very familiar with at least 150 web sites where students can download pre-written research papers. As a matter of policy, I regularly submit student papers to a national plagiarism checking service. SUBMISSION OF A PRE-WRITTEN PAPER, EVEN IN MODIFIED FORM, WILL TRIGGER AN "F" FOR THE ASSIGNMENT, AN "F" FOR THE COURSE, AND
REFERRAL TO THE GRADUATE DIRECTOR, SOC DIRECTOR, and GPS DEAN. The same penalties will apply to ghost-written papers.

The grade for any assignment containing plagiarized material will be an "F." The course grade will also be an "F." Group members should ensure that all of the group project material is original or that it has been ACCURATELY DOCUMENTED through appropriate citations. THESE PENALTIES WILL BE APPLIED AT THE TIME OF DISCOVERY AND ALL PREVIOUS GRADES WILL BE DEEMED MOOT.

Academic misconduct on a quiz or examination will also result in course failure. Misconduct includes any unauthorized removal of an exam or quiz from the classroom at all times. Such behavior will trigger an "F" for that exam or quiz, and a course grade of "F." See the current UH University Catalog for an explanation of these policies.

Required Assignments:
- mid-term 30%
- research paper 30%
- final 30%
- class attendance/participation 10%

Course Method:
This course will use a lecture discussion format, in-class exercises, working groups, and technology. Although the lectures are drawn from the readings, there will be material additions and deletions.

To enhance your class performance, it is helpful to first skim the assigned readings, peruse the material at length, take good lecture notes, and then review the material in conjunction with your notes/study guides. As the quizzes and exam consist of applied, associative, and some recall items, extensive "cramming" is usually related to poor performance.

Other Course Performance Tips: [from Dr. Query who also teaches this course…….]
I am often asked for suggestions on how to do well in my courses. Although I can make no warranty or guarantee, here are some tips which have been helpful to others:

- Set short-term goals. Upon attaining these, reward yourself.
- If a goal is not met, reflect on the experience and seek to refine or identify your preparation strategies. Many times, a brief meeting with me can also be helpful.
- Using the lecture handouts and self-reviews, regularly review the assigned readings closely.
- Do not just memorize material; know it well enough that you can recognize the concept(s) or principle(s) in novel examples.
- Regularly work through all class handouts. These have payoffs.
- Take good notes; feel free also to record inclass lectures.
- Do ask questions. I want us to be on the "same page."
- Read carefully during quizzes and exams. Consider one question at a time. Also, look for questions that are related.
- Attempt to view me not as "THE EVALUATOR," but as "THE COACH."

§ Try to identify your MOST demanding judge and Competition...Hint---you should already be very familiar with this person
Writing Considerations:
All written work is to be typed, double-spaced, and documented according to APA. Please refer to the APA handout. HANDWRITTEN, UNDOCUMENTED, AND/OR POORLY DOCUMENTED WORK WILL NOT RECEIVE A PASSING GRADE. The writing style will be in the third person and correspond to university-level standards. Specific guidelines are set forth in the writing standard guide, and ALL WRITTEN ASSIGNMENTS SHOULD FOLLOW THESE SPECIFICATIONS. See my classes’ page on the website.

Tentative Course Calendar

| Week 1 | Aug 22 | Course Overview; Setting our focus…
| Aug 24 |        | Assessing the status of health care today |
| Week 2 | Aug 29 | Gordon & Edwards Ch 1: Dissatisfaction with Relationships
| Aug 31 |        | “Ch 2: Collaborative Model Relating to Patients |
| Week 3 | Sept 5 | Gordon & Edwards Ch 3: Empathic Listening
| Sept 7 |        | “Ch 4: Roadblocks to Patient Communication |
| Week 4 | Sept 12| Gordon & Edwards Ch 5: Self-Disclosure Skills
| Sept 14|        | “Ch 6: Dealing Effectively with Conflicts |
| Week 5 | Sept 19| Gordon & Edwards Ch 7: Helping Patients Cope with Adverse Diagnosis
| Sept 21|        | “Ch 8: Special Problems Dealing with AIDS Patients |
| Week 6 | Sept 26| Gordon & Edwards Ch 9: Helping Patients Maintain Hope
| Sept 28|        | “Ch 10: Helping Patients Find Meaning |
| Week 7 | Oct 3  | Gordon & Edwards Ch 11 & 12: Helping the Terminal Patient
| Oct 5  |        | Purtilo & Haddad, Part I |
| Week 8 | Oct 10 | Purtilo & Haddad, Part II
| Oct 12 |        | Purtilo & Haddad, Part III |
| Week 9 | Oct 17 | Review
| Oct 19 |        | Mid-term |
| Week 10| Oct 24 | Purtilo & Haddad, Part IV
| Oct 26 |        | Purtilo & Haddad, Part V
|        |        | Submit Research Papers for risk-free evaluation |
| Week 11| Oct 31 | Purtilo & Haddad, Part VI
| Nov 2  |        | Purtilo & Haddad, Part VII |
| Week 12| Nov 7  | Student Research Reports
| Nov 9  |        | Student Research Reports |
| Week 13| Nov 14 | Student Research Reports
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