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Spring 2015

PHLD 9133 - Health Organization Communications

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PHLD 9133: Health Organization Communications
Spring 2015

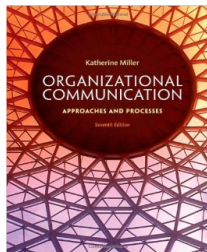
<u>Instructor:</u>	Dr. Bettye Appiah Apenteng
<u>Office:</u>	Hendricks Hall 2010
<u>Phone:</u>	912-478-2416
<u>E-Mail Address:</u>	bapenteng@georgiasouthern.edu
<u>Office Hours:</u>	Monday & Wednesday, 1:00 to 3:00 pm Other times by appointment
<u>Folio Address:</u>	https://georgiasouthern.desire2learn.com/d2l/home
<u>Class Meets:</u>	1:00 to 4:00 pm Friday Jan 30; Feb 27; April 3 & May 1, 2015 Hendricks Hall 3001

Prerequisites: None.

Catalog Description:

This course examines the structure and functioning of the communication process in health organizations. Health organizations including public health, hospitals, long-term care, ambulatory care, managed care, private and public insurance, integrated delivery systems, and other health care organization providers will be discussed within the context of the communication environment that includes communication models, climate, culture, and interpersonal conflict. The course also examines key communication challenges and analyses related to decision making within the principles of management processes and how they are applied to public health organizations amid a dynamic/changing environment.

Required Textbook:



Organizational Communication, 7th edition by Katherine Miller. Publisher: Cengage Learning, 2014

Secondary Text:

Additional articles, supplemental materials, and URLs/website addresses as assigned.

Course Credit: This is a three-credit hour course.

Course Delivery Platform: Hybrid format

Important Dates:

Class starts January 12th 2015 and ends May 8nd 2015.

Spring Break: March 16th to 20nd 2015

The last day to withdraw without Academic Penalty is March 9th 2015.

DrPH Public Health Leadership Concentration Competencies:

Upon graduation a student with a DrPH in Public Health Leadership should be able to:

1. Evaluate the main components and issues of the organization, financing and delivery of public health systems in the U.S.
2. Evaluate the legal, values and ethical dilemmas in public health that are inherent in efforts to control cost, while assuring access and quality of services for the public.
3. Evaluate the methods of ensuring community health safety and preparedness.
4. Analyze the policy development, assessment, quality improvement, and evaluation process for improving the health status of populations.
5. Evaluate the principles of program development and evaluation as they relate to public health initiatives.
6. Analyze budget preparation with justification and evaluation as related to public health initiatives.
7. Evaluate the process for strategic planning, quality improvement, and marketing in public health practice.
8. Analyze quality, cost benefit and performance improvement concepts to address organizational performance issues in public health.
9. Evaluate how "systems thinking" can contribute to solving public health organizational problems.
10. Analyze health policy and management effectiveness using appropriate channels and technologies.
11. Analyze leadership skills for building partnerships in public health.
12. Analyze the trends in planning, resources allocation, and financing and their effects on consumers, providers, and payers in public health.
13. Evaluate the economic, professional, social and legislative influences on public health systems in the U.S.
14. Apply population and individual ethical considerations in relation to benefit, cost and burden of public health programs.
15. Evaluate the application and role of policy and management on the conduct of public health research and practice.
16. Analyze information from various sources used in resource and program decision making.
17. Analyze the principles of health equity for public health problem solving.
18. Compare the impacts of rural versus urban on health of communities.
19. Evaluate qualitative and quantitative research methods for public health problem solving.
20. Assess the ability to manage programs within budget constraints.
21. Evaluate grants, proposals or cooperative agreements for funding from external sources.
22. Apply prevention effectiveness models to prevention strategies through cost-effectiveness, cost-benefit, and cost-utility analysis.

23. Apply ethical decision-making and conduct in all aspects of public health practice.
24. Advocate for programs and resources that advance the health of the population.
25. Develop a plan to implement a policy or program, including goals, outcomes and process objectives, staffing plan, budget and implementation steps.

Course Objectives:

Upon completion of this course students should be able to:

1. Explain how communication networks emerge from internal and external information constituents. Make evident the more obscured aspects of how communication networks exert influence on organizational decisions. (4 & 7)
2. Describe how members of a health organization make decisions for selecting particular communication media for their messages, using various media/channel theories. (10 & 23)
3. Develop an integrated public relations (communication) plan for health organizations that includes an emphasis on: (a) community relations; (b) political sensitivity; (c) media planning; (d) ethics; (e) marketing plans; and (f) public affairs. (7, 9 & 10)
4. Describe the relationship between effective communication strategies and organizational effectiveness within the healthcare and public health context. (7 & 10)
5. Identify strategies for effective risk communication in public health. (3)
6. Describe how effective stakeholder communication in health organizations can improve the safety and quality of health care patients receive. (8 & 24)

Instructional Methods:

In-class meetings will be a combination of lecture and in-class discussion, and presentations. Written homework assignments, online discussions and projects constitute the basis of student evaluation. There will be both in-class and on-line sessions.

Course Requirements:

- **Reaction Papers:** Students will complete 4 reaction papers on specific topics determined by the course professor, with each paper being 600-800 words (APA style).
- **Research Paper:** Each student will individually complete a research paper that takes a position on a communication issue in a public health or health care organization and uses research and analyses to defend and advance such position. The paper will be 16-20 pages, double spaced, and include a title page, table of contents, abstract (75 words or longer), introduction, literature review, discussion, and references (APA style). The student will submit a research topic to the course professor for approval before beginning the research. The research paper is **due Week 14**.
- **Quizzes:** Students will also complete 1 course orientation quiz and 9 content quizzes. Content quizzes will assess whether the student completed all the assigned readings for that week. There **will be no make-up quizzes** if a student fails to complete a quiz.

- **Discussion Posts:** Discussion is an integral component of this course. Students will be asked to respond to 10 discussion questions over the course of the semester. Additionally, for each discussion question, they are to respond to the posts of others. Both initial posts and thoughtful responses to other students will be graded.
- **Class Participation:** Class participation is an integral part of the learning process. Students will be expected to remain current with the readings, contribute to discussion of the week's topics, have completed the current week's assignments, ask questions, make comments, and agree/disagree with the professor and peers. You must come to in-class sessions prepared (read chapter and other readings for the week before class and do assignments), discuss issues, and review assignments. Students are also encouraged to interact and engage in discussions on course content with the instructor and peers, using the "General Discussion Section" in Folio. Class participation will be evaluated based on the quality and frequency of such interactions, in addition to participation during in-class sessions. At the end of the semester, students will also submit a written reflection on the course content. This requires a summary of what the student learned over the course of the semester and how they would apply the content to their careers. This activity will also count towards class participation grade.
- **Final Examination:** There will be an in-class final examination in week 16 (**May 1st 2015**). The exam will cover the concepts covered over course of the semester.

Please Note: Samples of your work may be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Assignment Due Dates and Times:

- Quizzes are due by 11:59pm the Sunday of the week they are assigned, except otherwise noted.
- Initial responses to discussion questions are due by 11:59pm the Thursday of the week they are assigned. Responses to the post of other students are due by 11:59pm the Sunday of the week they are assigned, except otherwise noted.
- Papers and all other assignments must be submitted by 11:59pm the Sunday of the week they are assigned, except otherwise stated.
- Final Examination will be on Friday May 1st 2015 from 1pm to 4pm.

Instructor Response Times:

- Email: Within 36 hours
- Discussion posts: Within 48 hours
- Assignment grades: Within a week of submission date.
- Exceptions: Response times on weekends may vary.

<u>Grading:</u>	Discussion & Class Participation	30%
	Quizzes	10%
	Reaction Papers	20%
	Research Paper	20%
	Final Exam	<u>20%</u>
	Total	100%

<u>Grading Scale:</u>	90-100%	=	A
	80-89%	=	B
	70-79%	=	C
	60-69%	=	D
	0-59%	=	F

For calculation of your final grade, all grades above will be included.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the professor within a reasonable amount of time. *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the professor. **NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!**

Policy on Late Submissions:

Students will be penalized for late submissions of assignments based on the following criteria:

- Assignment submitted within 24 hours after due date : 10% deduction
- Assignment submitted within 25-72 hours after due date: 25% deduction
- Assignment submitted within 73hours - 1 week after due date: 40% deduction
- Assignment submitted after 1 week: 50% deduction.
- **Please note that you will not be allowed to take quizzes after the due date.**

Attendance Policy:

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance is required for in-class lectures.

Students with Special Needs and Disabilities:

If you have needs that require assistance from the instructor, please contact the instructor during the first week of class so your needs can be met. Students with disabilities and special needs should contact the Student Disabilities Resource Center (SDRC) as soon as possible:

Student Disabilities Resource Center (SDRC): <http://studentsupport.georgiasouthern.edu/sdrc/>

Academic Integrity: Students are expected to follow guidelines outlined in the *Student Conduct Code 2013-2014* policy regarding academic dishonesty. Any student found in violation of academic honesty will receive a grade of 'F' for the course. It is the student's responsibility to familiarize him/herself with the student policies and expectations set forth in the *GSU Student Conduct Code 2013-14*. The handbook can be found at <http://deanofstudents.georgiasouthern.edu/conduct/wp-content/uploads/sites/3/2013-2014-SCC->

[8.19.13.pdf](#). You are also expected to follow guidelines set forth in the entire JPHCOPH Student handbook: <https://docs.google.com/file/d/0B2ms15eoGveqOHIEUW53X0ZSWVE/edit>

Academic Misconduct:

Academic Misconduct according to GSU's policy includes (but is not limited to):

Cheating

- a) submitting material that is not yours as part of your course performance;
- b) using information or devices that are not allowed by the faculty;
- c) obtaining and/or using unauthorized materials;
- d) fabricating information, research, and/or results;
- e) violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation;
- f) collaborating with others on assignments without the faculty's consent;
- g) cooperating with and/or helping another student to cheat;
- h) demonstrating any other forms of dishonest behavior.

Plagiarism

Plagiarism is defined as, “*appropriating and putting forth as one's own the ideas, language, or designs of another*” (The Living Webster, 1975), and it is strictly forbidden. Written and oral presentations must be a student's own work. Students plagiarizing or cheating in any form will face disciplinary action which could result in failure of this course, or suspension or expulsion from the University. Copying from written materials, presentations, websites, etc. without source acknowledgement and reference is plagiarism. *Read it, appreciate it, learn from it, and make sure you source it – and then reflect it with your own thoughts and words!*

Plagiarism according to GSU's policy includes (but is not limited to):

- a) directly quoting the words of others without using quotation marks or indented format to identify them;
- b) using sources of information (published or unpublished) without identifying them;
- c) paraphrasing materials or ideas without identifying the source;
- d) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are uncertain about what constitutes plagiarism, please contact the Instructor. If you are accused of either cheating or plagiarism by a JPHCOPH faculty, the policy, as per the Student Affairs website (<http://deanofstudents.georgiasouthern.edu/conduct/resources/faculty/academic-dishonesty/>) will be enforced.

Course Schedule:

Week	Topic	Readings & Activities	Assignment
1 Online	Course Orientation	Folio Course Orientation and Introductions Module	1. Course Orientation Quiz. 2. Discussion 1: Introduce Yourself
2 Online	Organizational Communication Overview	Folio Module 1 Chapters 1 (Miller)	1. Discussion 2 2. Content Quiz 1
3 In-class	Theoretical Foundations of Organizational Communication	Folio Module 2 Chapters 2-3 (Miller)	1. Discussion 3 2. Content Quiz 2
4 Online	Theoretical Foundations of Organizational Communication	Folio Module 3 Chapters 4-5 (Miller)	1. Discussion 4 2. Content Quiz 3
5 Online	Theoretical Foundations of Organizational Communication	Folio Module 4 Chapters 6 (Miller)	1. Discussion 5 2. Content Quiz 4
6 Online	Organizational Socialization, Decision-Making and Communication	Folio Module 5 Chapters 7-8 (Miller)	1. Research Paper Outline due 2. Reaction Paper 1 due
7 In-class	Conflict Management and Negotiation	Folio Module 6 Chapter 9 (Miller)	1. Discussion 6 2. Content Quiz 5
8 Online	Organizational Change, Leadership & Communication	Folio Module 7 Chapter 10 (Miller)	1. Discussion 7 2. Reaction Paper 2 due
9 Online	Workplace Emotion, Organizational Diversity & Communication	Folio Module 8 Chapter 11-12 (Miller)	1. Discussion 8 2. Content Quiz 6
10 Online	Spring Break	No Class	No Assignment
11 Online	Technology and Organizational Communication	Folio Module 9 Chapter 13 (Miller)	1. Reactive Paper 3 due 2. Content Quiz 7
12 In-class	Communication in Public Health: Risk Communication, Public Relations & Health Literacy	Folio Module 10	1. Discussion 9 2. Content Quiz 8

13 Online	Communication in Health Care: Internal and External Environments	Folio Module 11	1. Discussion 10 2. Reaction Paper 4 due
14 Online	Communication & Organizational Effectiveness in Health Care	Folio Module 12	1. Research Paper due 2. Content Quiz 9
15 Online	Review	Folio Module 13 & 14	1. Content Reflection
16 In-class	Final Exam		

Disclaimer:

The contents of this syllabus are as complete and accurate as possible. The professor reserves the right to make any changes necessary to the syllabus and course material. The professor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.