

e- Syllabus

1	Course title	Health Communication
2	Course number	2205738
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/Co requisites	Students have to pass the TOEFL with a score of 550 or higher, or attain an equivalent score in other international EFL tests.
5	Program title	M.A Degree in Language, Culture, and Communication
6	Program code	
7	Awarding institution	University of Jordan
8	School	Faculty of Foreign Languages
9	Department	Linguistic Department
10	Level of course	M.A Degree
11	Year of study and semester (s)	2023/2024
12	Final Qualification	M.A
13	Other department (s) involved in teaching the course	--
14	Language of Instruction	English
15	Teaching methodology	<input checked="" type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Face to Face
16	Electronic platform(s)	<input checked="" type="checkbox"/> E-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	November 2023

18 Course Instructor

Name:

Office number:

Phone number:

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Email:

Office Hours:

19 Other instructors:

Name:

Office number:-

Phone number:

Name:

Office number:

Phone number:

Email

Name:

Office number:

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

Discussions of the role of communication in public health are the focus of this course. While health communication draws on mass communication, social marketing, health education, anthropology, sociology, and linguistics, this course summarizes recent trends and discusses key issues, factors, forces, and challenges in health communication from a multicultural perspective. The topics covered include: Current health communication theories and issues; cultural, gender, ethnic, religious, and geographical influences on conceptions of health and illness; health communication approaches including interpersonal communication, public relations and public advocacy, community mobilization, professional medical communication, and constituency relations in health communication; changing health needs and the imperative of a multicultural paradigm; theoretical framework for communicating with multicultural populations; case studies of health communication in high-risk multicultural populations.

21 Course aims and outcomes:

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A- Aims: (PLOs)

1. Equip students with the tools, techniques and concepts that are required to manage negotiations successfully in a variety of situations including contracts, sales, project management, Media, and health.
2. Expose students to issues and problems that inevitably arise in international business with culturally determined differences across cultural boundaries of language, style and values.
3. Demonstrate knowledge and skills needed to understand the ways in which language is used social context, in politics, and in media, and Compare and critique ideologies as realized by discourse of various institutions and cultures.
4. Demonstrate ability to upgrade professional and academic standing in discourse studies, linguistics, semiotics, and / or intercultural communication.
5. Develop a solid foundation in the discipline area whilst also having the flexibility to pursue specific research interest.
6. Apply theoretical / critical communication perspectives in everyday life.
7. Demonstrate an understanding of the interrelationship between communication and culture.
8. Apply ethical standards for communication behavior.

B- Intended Learning Outcomes (ILOs):

Upon successful completion of this course, students will be able to:

No .	Course Learning Outcomes	Program Outcomes										Assessment Tools									
		1	2	3	4	5	6	7	8			1	2	3	4	5	6	7	8	9	10
1	Employ communication strategy, methods, and technology to communicate information, influence audiences, or affect change on health-related topics and issues.	X							X							X	X				
2	Evaluate the value and significance of traditional, social, and digital media practice in the health communication field.	X	X				X							X	X	X					X

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3	Handle competence in communicating about healthcare, including how to develop purpose-driven, audience-specific materials.		X		X		X						X	X							
4	Apply ethical and socially responsible health communication practices and strategies that consider privacy, regulatory, and legal issues specific to the healthcare industry.		X				X	X	X						X		X		X	X	
5	Apply basic communication research fundamentals to the field of health communication.						X										X				
6	Analyze, synthesize, interpret, and present health and scientific information using clear and concise messaging for public, media, and/or stakeholder consumption	X		X	X										X			X			X

22. Topic Outline and Schedule:

Week	Lecture	Topic	Intended Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Introduction				Orientation to the Course -Grouping students for weekly presentation

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	1.2	Introduction to health communication	1	Face to Face lecture	Students presentation	Main text book
	1.3	Introduction to health communication	1	Face to Face lecture	Students presentation	Main text book
2	2.1	Basic forms of communication	1 3	Face to Face lecture	Students presentation	Main text book
	2.2	Basic forms of communication	1 3	Face to Face lecture	Students presentation	Main text book
	2.3	Basic forms of communication	1 3	Face to Face lecture	Students presentation	Main text book
3	3.1	Basic forms of communication	1 3	Face to Face lecture	Students presentation	Main text book
	3.2	Underlying theories of models	1 5	Face to Face lecture	Students presentation	Main text book
	3.3	Underlying theories of models	1 5	Face to Face lecture	Students presentation	Main text book
4	4.1	Underlying theories of models	1 5	Face to Face lecture	Students presentation	Main text book
	4.2	Underlying theories of models	1 5	Face to Face lecture	Students presentation	Main text book
	4.3	Underlying theories of models	1 5	Face to Face lecture	Students presentation	Main text book
5	5.1	Communication between patients and health professionals	1 4	Face to Face lecture	Students presentation	Main text book

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	5.2	Communication between patients and health professionals	1 4	Face to Face lecture	Students presentation	Main text book
	5.3	Communication between patients and health professionals	1 4	Face to Face lecture	Students presentation	Main text book
	6.1	Communication between patients and health professionals	1 4	Face to Face lecture	Students presentation	Main text book
6	6.2	Communication between patients and health professionals	1 4	Face to Face lecture	Students presentation	Main text book
	6.3	Communicating with particular populations in healthcare	6	Face to Face lecture	Students presentation	Main text book
7	7.1	Revision				
	7.2	Revision				
	7.3	Midterm				
8	8.1	Communicating with particular populations in healthcare	6	Face to Face lecture	Students presentation	Main text book
	8.2	Communicating with particular populations in healthcare	6	Face to Face lecture	Students presentation	Main text book
	8.3	Communicating with particular populations in healthcare	6	Face to Face lecture	Students presentation	Main text book
9	9.1	Communicating with particular populations in healthcare	6	Face to Face lecture	Students presentation	Main text book
	9.2	Communication of difficult information	4 6	Face to Face lecture	Students presentation	Main text book

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		and in difficult circumstances				
	9.3	Communication of difficult information and in difficult circumstances	4 6	Face to Face lecture	Students presentation	Main text book
10	10.1	Communicating with particular populations in healthcare	4 6	Face to Face lecture	Students presentation	Main text book
	10.2	Communication of difficult information and in difficult circumstances	2 3	Face to Face lecture	Students presentation	Main text book
	10.3	Communication of difficult information and in difficult circumstances	2 3	Face to Face lecture	Students presentation	Main text book
11	11.1	Communication of difficult information and in difficult circumstances	2 3	Face to Face lecture	Students presentation	Main text book
	11.2	Communication of difficult information and in difficult circumstances	2 3	Face to Face lecture	Students presentation	Main text book
	11.3	Communication of difficult information and in difficult circumstances	2 3	Face to Face lecture	Students presentation	Main text book
12	12.1	Health promotion and communicating with the wider public	4	Face to Face lecture	Students presentation	Main text book
	12.2	Health promotion and communicating with the wider public	4	Face to Face lecture	Students presentation	Main text book

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	12.3	Health promotion and communicating with the wider public	4	Face to Face lecture	Students presentation	Main text book
13	13.1	Health promotion and communicating with the wider public	4	Face to Face lecture	Students presentation	Main text book
	13.2	Health promotion and communicating with the wider public	4	Face to Face lecture	Students presentation	Main text book
	13.3	Communication skills training	1 5	Face to Face lecture	Students presentation	Main text book
14	14.1	Communication skills training	2	Face to Face lecture	Students presentation	Main text book
	14.2	Communication skills training	2	Face to Face lecture	Students presentation	Main text book
	14.3	Communication skills training	2	Face to Face lecture	Students presentation	Main text book
15	15.1	Class Discussion				
	15.2	Class Discussion				
	15.3	Final Exam				

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. role play scenarios for negotiation skills 8. Term papers, 9. student portfolio, 10. final exam

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Class presentations	10%	Indicated in weekly schedule	1 5	All weeks as indicated in the	In class

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				weekly schedule	
End of term discussions	5%	role play scenarios for negotiation skills	2 3	Week 15	In class
Midterm Exam	30%		4 6	Week 7	In class
Extended Essay	15%	Negotiation Free topics	5 6	Week 15	In class
Final Exam	40		3 4 5	Week 15	In class

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

Regular and punctual attendance is expected and desired. Unexpected absences will have their repercussions reflected in the grade. Students who miss their presentations will affect the course of the lecture, and so will not be given a second chance. Presenters will only be excused if they inform the lecturer at least one week in advance, with a relevant excuse, in time to prepare the next presenter to take their place. Students are only allowed up to three absences with accepted excuses, after which they will have to drop the course.

26 References:

Main text book:

Sheila Payne, Sandra Horn , Health Communication: Theory and practice, Open University press , 2007

Articles:

Susan., Bernadette.M ,2015 Understanding the health communication process, Journal of Language and Social Psychology 2015, Vol. 34(6) 599–603

<https://journals.sagepub.com/doi/full/10.1177/0261927X155587016>

LB Snyder, MA Hamilton, EW Mitchell, J Kiwanuka-Tondo, F Fleming-Milici, D

A meta-analysis of the effect of mediated health communication campaigns on behavior change in the United States, Journal of health communication - 2004

tandfonline.com

<https://terpconnect.umd.edu/~nan/398readings/398%20supplemental%20readings/15%20Snyder%20et%20al%202004%20effects%20mediated%20health%20campaigns.pdf>

27 Additional information:

28. Rubric for presentation tasks:

Criteria	10	8	6	4	2-0
Subject Mastery	Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.	Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.	The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.	The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.	The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented.
Organization	It is presented in a logical, interesting sequence, and effective way that can be followed easily.	It is presented in a logical sequence which can be followed fairly easily.	The presentation is somewhat difficult to follow but the general idea and timeline is understood.	The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.	The presentation has no sequence of information and is not understood.
Delivery	Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very	Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat	Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat	Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.	No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.

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	effective and engaging.	effective and engaging.	effective and engaging.		
Creativity	Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired.	Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.	Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious.	Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen.	There is no true focus which leads to poor or no creativity. There are no visual aids.

Name of Course Coordinator: AseelZibinSignature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----