**General Education Course Inclusion Proposal**

**INTEGRATIVE THINKING**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: Health Communication and Media BC 430**

**Home Department: Communication and Performance Studies**

**Department Chair Name and Contact Information** (phone, email): Jim Cantrill, 227-2061, jcantril@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Every two years.

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

Often communication and health are studied as separate disciplines, yet in scholarship and practice, they have a close relationship. People who attempt to achieve health-related goals for themselves or others depend upon communication for the exchange of information and existence of relationships. Conversely, communication research is primarily motivated by a desire to improve the wellbeing of people. This course integrates the two disciplines, paying special attention to the ways in which media, particularly mass media and social media, may facilitate or hinder the achievement of health and communication goals. We will use theory and research to analyze health communication processes, and we will study research methods to help us evaluate the quality and sufficiency of existing knowledge about health communication. We will also practice applying theory and research in pragmatic ways.

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

The learning objectives for the course are directly adapted from the General Education learning outcomes of critical thinking and integrative thinking. The instructional materials, activities, and assessments are focused toward developing students abilities to…

* *Connect* scholarly health communication research and theory to real-world experience and *make* *connections* across disciplines. (Connections to Discipline objective).
* *Adapt* skills, abilities, theories, or methodologies gained in one situation to new situations. (Transfer objective).
* *Communicate* concepts by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression. (Integrative Communication objective).

To accomplish these objectives, students will be guided to fulfill the three critical thinking outcomes, which are also learning objectives for the course:

* *Select* high quality, credible health communication and media information directly related in order to develop a comprehensive analysis. (Evidence objective).
* *Synthesize* health communication and media ideas and information appropriate for purpose and clearly articulate either the thought process leading to the synthesis of or relationship between ideas and information. (Integrate objective).
* Use evidence, perspective, and/or insight to *create* logical conclusions, opinions, and related outcomes (consequences and implications) that reflect informed evaluation of health communication and media information (Evaluate objective).

C. Describe the target audience (level, student groups, etc.)

The primary target audience will be juniors and seniors in health-related and/or communication-related fields. However, the information any student with good study habits should be able to benefit from the course and pass it.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

This course is currently an elective for Multimedia Production majors. It could serve as a recommended General Education course for students in nursing, pre-professional, health and human performance, and other relevant majors, if departments and advisers choose to recommend it.

E. Provide any other information that may be relevant to the review of the course by GEC

The course’s integration of communication and health goes beyond the formal information presented in the readings and lectures. A recurring feature of the course is to bring in health and health communication professionals who present special considerations from their real-life duties and allow students to discuss how these integrate with what they’ve been learning.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

**Expected Success Rate:** Our goal is that 70% of the students meet a satisfactory proficiency level for each of the six course outcome dimensions. The reasoning is that this a 400-level course, so some students may not be prepared for the rigor of the course. However, most of the students targeted by this should be able to achieve satisfactory proficiency.

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Note: Nearly all the assignments in the course will assess these three critical thinking outcomes.   * Discussion (face-to-face or online), three discussions, each worth 3.3% of the course * Short assignements/papers analyzing health communication, two papers, each worth 10% of the course. * Exam questions, two exams in the course, 20% of the course, each of the six outcomes will be measured by approximately 1/6th of the exam questions. * Final research/strategy paper, one paper, 20% of the course |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | * Discussion (face-to-face or online), three discussions, each worth 3.3% of the course * Short assignements/papers analyzing health communication, two papers, each worth 10% of the course. * Exam questions, two exams in the course, 20% of the course, each of the six outcomes will be measured by approximately 1/6th of the exam questions. * Final research/strategy paper, one paper, 20% of the course |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | * Discussion (face-to-face or online), three discussions, each worth 3.3% of the course * Short assignements/papers analyzing health communication, two papers, each worth 10% of the course. * Exam questions, two exams in the course, 20% of the course, each of the six outcomes will be measured by approximately 1/6th of the exam questions. * Final research/strategy paper, one paper, 20% of the course |

**PLAN FOR LEARNING OUTCOMES  
INTEGRATIVE THINKING**

*Attainment of the INTEGRATIVE THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Connections to Experience**  *OR* | Connects academic knowledge to experiences | * Eight dimensions of wellness assignment, one assignment, 5% of course. * Exam questions, two exams in the course, 20% of the course, each of the six outcomes will be measured by approximately 1/6th of the exam questions. * Short assignment/paper #1, one assignment/paper, 10% of course. * Discussion #1, one discussion, 3.3% of course. * Final research/strategy paper, one paper, 20% of the course. |
| **Connections to Discipline** | Makes connections across disciplines | * Exam questions, two exams in the course, 20% of the course, each of the six outcomes will be measured by approximately 1/6th of the exam questions. * Short assignment/paper #1, one assignment/paper, 10% of course. * Discussion #1, one discussion, 3.3% of course. * Final research/strategy paper, one paper, 20% of the course. |
| **Transfer** | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | * Exam questions, two exams in the course, 20% of the course, each of the six outcomes will be measured by approximately 1/6th of the exam questions. * Short assignment/paper #2, one assignment/paper, 10% of course. * Discussion #2, one discussion, 3.3% of course. * Final research/strategy paper, one paper, 20% of the course. |
| **Integrated Communication** | Communicates complex concepts by choosing appropriate content and form | * Exam questions, two exams in the course, 20% of the course, each of the six outcomes will be measured by approximately 1/6th of the exam questions. Exam questions will provide communication scenarios and ask students to select the most appropriate content and form for the scenario. * Discussion #3, one discussion, 3.3% of course. The discussion question will provide a communication scenario, ask students to create and post an online media message by choosing appropriate content and form. They will also state support for their choice and evaluate one another’s choices. * Final research/strategy paper, one paper, 20% of the course. Students will evaluate the effectiveness of content and form either through a communication research paper or the development of a communication strategy. In either option, they will make recommendations for choosing appropriate content and form to communicate health communication concepts. Additionally, students will choose appropriate content and form for presenting their work to the rest of the class. |

Our goal is that 70% of the students meet a satisfactory proficiency level for each of the six course outcome dimensions. The reasoning is that this a 400-level course, so some students may not be prepared for the rigor of the course. However, most of the students targeted by this should be able to achieve satisfactory proficiency.

**Example Assessments**

To show how course assessments are tied to the General Education outcome dimensions, a sample project and two exam questions are provided below.

***Connection to Experience: Eight Dimensions of Wellness***

Task: Read the article “A Wellness Approach” by Margaret Swarbrick. Next, choose three of the dimensions of wellness and write two to four pages (double-spaced) using real-world experiences to show how each one of the three can influence the other two. When doing so, be sure to define the chosen dimensions, and evaluate how each situation meets the definition of “wellness” established by the article. Course value: 5% of the final grade.

Grading:

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| --- | --- | --- | --- | --- |
| **Objective** | 0 points | 1 point | 2 points | 3 points |
| **Dimensions 1 and 2: Evidence** | Accurate and relevant information about dimensions 1 and 2 and the real world is not present. | Attempted to show how Dimensions 1 & 2 influence each other, but the information about the dimensions and/or real-world situation was lacking relevance and or accuracy. | The information about the real-world situation and/or dimensions had some relevance and accuracy, but not entirely. | Chose relevant, accurate information from a real-world situation to show how the dimensions influence each other. |
| **Dimensions 1 and 2: Integrate** | No integration of insight or reasoning with understanding of the dimensions and real-world to demonstrate how the dimensions influence one another. | An attempt was made to integrate insight or reasoning with understanding of the dimensions and real world, but it lacked logic, cohesion, completeness, and/or accurate understanding. | Demonstrated an integration of insight or reasoning with understanding of the dimensions and real world, but it had some flaws in logic, cohesion, completeness, and/or accurate understanding. | Integrated insight and or reasoning with understanding of the dimensions and real-world to demonstrate how the dimensions influence one another. |
| **Dimensions 1 and 2: Evaluate** | No attempt was made to evaluate dimensions and real-world information, ideas, and activities according to accurate definition of wellness established in the reading. | An attempt was made to evaluate dimensions and real-world information, ideas, and activities according to definition of wellness established in the readings, but it lacked accuracy and/or thoroughness. | There was evaluation of information, ideas, and activities regarding the dimensions and real-world situations according to established definition of wellness, but there some flaws in accuracy and/or thoroughness. | Accurately evaluated information, ideas, and activities according to definition of wellness established in the reading. |
| **Dimensions 1 and 3: Evidence** | Accurate and relevant information about dimensions 1 and 2 and the real world is not present. | Attempted to show how Dimensions 1 & 2 influence each other, but the information about the dimensions and/or real-world situation was lacking relevance and or accuracy. | The information about the real-world situation and/or dimensions had some relevance and accuracy, but not entirely. | Chose relevant, accurate information from a real-world situation to show how the dimensions influence each other. |
| **Dimensions 1 and 3: Integrate** | No integration of insight or reasoning with understanding of the dimensions and real-world to demonstrate how the dimensions influence one another. | An attempt was made to integrate insight or reasoning with understanding of the dimensions and real world, but it lacked logic, cohesion, completeness, and/or accurate understanding. | Demonstrated an integration of insight or reasoning with understanding of the dimensions and real world, but it had some flaws in logic, cohesion, completeness, and/or accurate understanding. | Integrated insight and or reasoning with understanding of the dimensions and real-world to demonstrate how the dimensions influence one another. |
| **Dimensions 1 and 3: Evaluate** | No attempt was made to evaluate dimensions and real-world information, ideas, and activities according to accurate definition of wellness established in the reading. | An attempt was made to evaluate dimensions and real-world information, ideas, and activities according to definition of wellness established in the readings, but it lacked accuracy and/or thoroughness. | There was evaluation of information, ideas, and activities regarding the dimensions and real-world situations according to established definition of wellness, but there some flaws in accuracy and/or thoroughness. | Accurately evaluated information, ideas, and activities according to definition of wellness established in the reading. |
| **Dimensions 2 and 3: Evidence** | Accurate and relevant information about dimensions 1 and 2 and the real world is not present. | Attempted to show how Dimensions 1 & 2 influence each other, but the information about the dimensions and/or real-world situation was lacking relevance and or accuracy. | The information about the real-world situation and/or dimensions had some relevance and accuracy, but not entirely. | Chose relevant, accurate information from a real-world situation to show how the dimensions influence each other. |
| **Dimensions 2 and 3: Integrate** | No integration of insight or reasoning with understanding of the dimensions and real-world to demonstrate how the dimensions influence one another. | An attempt was made to integrate insight or reasoning with understanding of the dimensions and real world, but it lacked logic, cohesion, completeness, and/or accurate understanding. | Demonstrated an integration of insight or reasoning with understanding of the dimensions and real world, but it had some flaws in logic, cohesion, completeness, and/or accurate understanding. | Integrated insight and or reasoning with understanding of the dimensions and real-world to demonstrate how the dimensions influence one another. |
| **Dimensions 2 and 3: Evaluate** | No attempt was made to evaluate dimensions and real-world information, ideas, and activities according to accurate definition of wellness established in the reading. | An attempt was made to evaluate dimensions and real-world information, ideas, and activities according to definition of wellness established in the readings, but it lacked accuracy and/or thoroughness. | There was evaluation of information, ideas, and activities regarding the dimensions and real-world situations according to established definition of wellness, but there some flaws in accuracy and/or thoroughness. | Accurately evaluated information, ideas, and activities according to definition of wellness established in the reading. |
| **Additional assignment requirements – page length, double-space** | Additional requirements not met. | Additional requirements attempted, but not met well. | Additional requirements mostly met. | Additional requirements met. |
| **Total points \_\_\_\_\_ /30** |  |  |  |  |

***Connection to Discipline: Exam question***

Provide an example of interdisciplinary health communication research in a topic related to your own discipline (e.g., nursing, public health, pre-med, public relations, media production, etc.). It doesn’t have to be an example that we’ve read about; you can invent one. In doing so, be sure to define what interdisciplinary research is. Next, consider your example, and state whether you think a multidisciplinary approach might be better, worse, or neither. Be sure to define interdisciplinary research and state a rationale for your decision (7 pts).

The answer will be graded by using the critical thinking dimensions of evidence, integration, and evaluation.

Evidence: Accurate definitions of interdisciplinary and multidisciplinary health communication research provided. Accurate and relevant example provided. (3 pts)

Integration: Logical use of reasoning to formulate an argument. (2 pts)

Evaluation: The evaluative statement about inter- and multidisciplinary is a clear, logical result of the evidence and reasoning presented in the development of the answer. (2 pts)

***Transfer: Short assignment paper #2***

**Health Communication and Media Short Paper #2**

**(Course Objectives: Integrative Thinking: Transfer; Critical Thinking: Evidence, Integrate, Evaluate)**

Throughout the semester, we have been learning about communication and media research, models, theories, and concepts in specific contexts. Sometimes, they have been health-related contexts, and other times, we’ve only contemplated how they might be applicable to such contexts. For this assignment, you’ll write a paper that shows your ability to transfer your knowledge and understanding to a new situation. Here’s what you’ll do…

1.     Describe some form of health-related communication that you personally experience.

2.     Describe the health effect(s) that it may have on you or others.

3.     Use a health communication theory, model, or concept from our readings, lectures, or other scholarly literature to provide insight about how health and communication are interacting in this situation. For example, use the variables in a communication effects model explain why a health fair exhibit did or did not make you adopt a healthier diet. Or, in the same situation, explain why an exhibit may achieve its goal with some people, but not others by using a model of persuasion or theories of selective exposure and perception. Other situations might include a doctor visit or a movie or Web site you visited.

4.     Raise a question about how the use of media could alter the effect of the communication. For example, might providing an interactive mobile phone activity or portraying certain behavior and consequences in a movie achieve a different effect?

5.     Cite references for the theories, research, or other facts you use. Use APA style.

You can choose almost any type of event and evaluate it with any relevant theory or model, except you can’t use the same combination already used in class. That is, if we used a violent scene from a movie and Social Cognitive Theory (SCT) to show how a child might learn to hit other kids more frequently, you wouldn’t want to choose a violent movie scene as your experience, SCT as your theory, and hitting as the health-related effect. You could, however, use a violent movie scene with a different theory or different health effect. You could use a different medium and content such as a Facebook story about healthy eating with SCT. Get the idea?

The paper needs to be minimum of four pages (six for grad student), double spaced. The maximum is 10 pages (15 for grad student). Longer is not necessarily better. I am more concerned about quality.

Grading:

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| **Objective** | **Details** | **Points 0-4** | **Comments** |
| Evidence: Assesses quality of information that may be integrated into an argument | Chose a health-communication experience.  Chose a relevant theory.  Accurately described theory.  Supported statements with properly cited relevant scholarly literature. |  |  |
| Integrate: Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Accurately and appropriately applied understanding of theory, models, research, or concepts to the new situation. Formed a rational line of reasoning to support a logical conclusion and final question. |  |  |
| Evaluate: Evaluates information, ideas, and activities according to established principles and guidelines | Used knowledge of scientific method, social scientific research, and acceptable sources of information (e.g., peer reviewed, primary research) for evaluating the communication situation and reasoning. |  |  |
| Additional Details: Formatting, length, APA style | Point deductions based on severity of violation |  |  |
| Total:  \_\_\_\_\_\_\_ / 12 pts |  |  |  |

***Transfer: Exam question***

Suppose a new mobile phone app solicits questions that patients would like to ask their doctors during a visit. When the new version of the app comes out, the wording of the last question was changed from “Is there something else?” to “Is there anything else?” Based on the physician word choice study presented in the textbook, what would we expect to happen?

1. Patients would likely become more irritated.
2. Patients would likely become more relaxed.
3. Patients would share more information.
4. Patients would share less information.

(This question requires transferring knowledge from an interpersonal communication context to a mediated communication context.)

***Integrated communication: Discussion #3***

**Forum Discussion #3**

**(Course Objectives: Integrated Thinking: Integrated Communication; Critical Thinking: Evidence, Integrate, Evaluate)**

Think of a scene in *Silver Linings Playbook* that portrayed a communication situation, and put yourself in the role of the communicator. Post a comment in the forum by Friday 11:59 p.m. with the following…

1. The identity of the person with whom you’re communicating (“recipient”) and a brief analysis of the role the person plays in the story (e.g., someone with a mental health issue, a health professional, a family member, a friend, an acquaintance, etc.).
2. The type of message being conveyed (e.g., threats, desire for relationship, emotional support, etc.), the channel of communication used in the movie (e.g., face to face, phone, letter, dance, etc.), and how the recipient of the message responded.
3. Give an example how you would do it with different content and form, and how the response of the recipient might be different. For example, “Rather than using profanity in a face-to-face confrontation, I would send a polite Snapchat of my smiling face saying, ‘Father, I respectfully disagree that my presence has any bearing on the outcome of a football game.’ My father would not know how to handle this strange behavior and talk with my mother about what he should do. I don’t think it would resolve the situation as efficiently as the original content and form.”

Reply to someone else’s post by Monday at 11:59 p.m., stating whether you agree or disagree with the predicted response to the new content and form. Use research, theory, or other similar concept from our course or other scholarly source to support your agreement/disagreement.

Grading:

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| --- | --- | --- | --- | --- |
| **Objective** | **0 points** | **1 point** | **2 points** | **3 points** |
| Evidence: Assesses quality of information that may be integrated into an argument | Recipient’s role, type of message, channel, and response not indicated. | Two of the four items are indicated, or there are more items, but they are inaccurately described. | Three of the four items are indicated, or there more items, but there are minor inaccuracies. | Accurately defined the recipient’s role, type of message, channel, and recipient response. |
| Integrate: Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | No example of different content, form, or response is given. | An example of different content, form, or response is given, but it shows only a minimal amount of logic and integration. | An good example of different content, form, or response is given, but a substantial flaw in logic, reason, or integration is present. | Integrated knowledge of communication, media, theory, content, and form to accurately and logically portray a new communication process and response. |
| Evaluate: Evaluates information, ideas, and activities according to established principles and guidelines | No reply made to another person’s post, or the reply was not an evaluation showing accurate understanding of health communication theory, research, or other scholarly sources. | A reply was made, but it lacked depth or display of understanding or citation of scholarly support. | The reply mostly met the requirement, but it had some indicated some flawed understanding or citation of scholarly support. | Accurately evaluated somebody else’s post by using understanding of health communication theory, research, or other scholarly sources. Proper citation was given. |
| Additional Details: Met deadlines, abided by professional standards of forum conduct. | Points deducted based on severity of violation. |  |  |  |
| Total:  \_\_\_\_\_\_\_ / 9 pts |  |  |  |  |