

Theory 1: Psychological research in health communication

Coordinator: Adrian Bangerter (adrian.bangerter@unine.ch)

The goal of this course is to convey basic knowledge of the role of language in interpersonal communication, in general and as applied to topics relevant to health communication. A psychological perspective is adopted, featuring research from social, cognitive and applied psychology as relative to conversational interaction. The course is composed of four parts. The course features an invited seminar given by Prof. Debra Roter, a leading expert in the field of doctor-patient communication.

Part 1: *Introductory readings.* The chapters from Holtgraves (2002) will be discussed online (chat session). These chapters concisely describe research on the social psychology of language use. Students will have the task of preparing questions about each chapter and moderating discussions among their colleagues.

Part 2: *Conversational structure and audience design in everyday and medical conversation.* It is important to understand the structure of conversation in everyday life in order to analyze conversations in medical settings. We will first discuss basic research on the structure of conversation (adjacency pairs, turn-taking, conversational openings and closings, repair, and coherence). The phenomena of audience design and lexical entrainment will then be discussed, and an example of applied research in online health advice (Bromme, Jucks, & Wagner, 2005) will illustrate the relevance of such phenomena to health communication.

Part 3: *Facework and self-disclosure.* Managing one's face, or public self, is a constant challenge in interpersonal interaction. We will discuss politeness theory, a prominent account of how people use language to deal with threats to their own and others' face. Face can be threatened by particularly sensitive topics, especially personal topics (e.g., health-related topics). A phenomenon that is common in everyday life as well as health settings is self-disclosure of personal information. Articles on the interpersonal aspects of self-disclosure (Holtgraves, 1990) and on self-disclosure of painful topics (Coupland, Coupland, & Giles, 1991) will be discussed.

Part 4: *Communication in medical visits.* Here is a course description given by Prof. Roter:

Despite advanced technology and scientific breakthroughs, many would argue that it is the interpersonal relationship developed between patient and physician that carries much of medicine's curative power. The purpose of this course is to explore the dynamics and consequences of the therapeutic relationship to better understand the phenomenon and consciously manipulate its power to improve patient care.

We will critically analyze alternative theoretical models of the patient-provider relationship and relate these models to empirical studies. We will also discuss methodological and measurement issues in the assessment of communication.

Three chapters from Roter and Hall (2006) accompany the course. During the lunch break, Prof. Roter will be available to discuss student projects (see detailed outline of her course below).

Course overview

<i>Parts</i>	<i>Date/Time</i>	<i>Modality</i>
Language and communication in psychological perspective	March 17, 9:00-13:00	Online discussion
Conversational structure and audience design in everyday and medical conversation	March 18, 8:30-12:30	Seminar (Prof. Adrian Bangerter, University of Neuchâtel)
Facework and self-disclosure	March 18, 13:30-17:30	Seminar (Prof. Adrian Bangerter, University of Neuchâtel)
Communication in medical visits: The therapeutic dialogue and the patient-physician relationship	March 19, 8:30-17:00	Seminar (Prof. Debra Roter, Johns Hopkins University)

The venue is the Università della Svizzera Italiana, Lugano. The exact location will be communicated in due time.

Course readings

Participants are expected to have read the required texts (see below) before the course begins.

Readings will be made available in pdf form on the web site of the University of Neuchâtel using the Claroline software. Relevant information will be sent to participants in due time.

Bromme, R., Jucks, R., & Wagner, T. (2005). How to refer to "diabetes"? Language in online health advice. *Applied Cognitive Psychology, 19*, 569-586.

Coupland, N., Coupland, J., & Giles, H. (1991). *Language, society and the elderly*. Oxford: Blackwell.

- Chapter 4: "My life in your hands": Processes of intergenerational self-disclosure (pp. 75-108).

Holtgraves, T. M. (1991). The language of self-disclosure. In H. Giles & W. Peter Robinson (Eds.), *Handbook of language and social psychology* (pp. 191-208). Chichester: John Wiley.

Holtgraves, T. M. (2002). *Language as social action: Social psychology and language use*. Mahwah: Lawrence Erlbaum.

- Introduction: The social bases of language and linguistic underpinnings of social behaviour (pp. 1-8).
- Chapter 2: The interpersonal underpinnings of talk: Face management and politeness (pp. 37-63).
- Chapter 4: Conversational structure (pp. 89-120).
- Chapter 5: Conversational perspective taking (pp. 121-149).

Roter, D., & Hall, J. (2006). *Doctors Talking with Patients/Patients Talking with Doctors*. Second Edition. Westport, CT: Praeger.

- Chapter 1: The significance of talk (pp. 3-22).
- Chapter 2: The nature of the doctor-patient relationship (pp. 23-38).
- Chapter 3: Thinking critically and creatively in the conception, conduct and interpretation of medical communication research (pp. 39-56).

DETAILED OUTLINE FOR PROF. ROTER'S SEMINAR

COMMUNICATION IN MEDICAL VISITS: THE THERAPEUTIC DIALOGUE AND THE PATIENT – PHYSICIAN RELATIONSHIP

Debra Roter, DrPH
Professor
Johns Hopkins Bloomberg School of Public Health
Department of Health, Behavior and Society
droter@jhsph.edu

Purpose of the Seminar

Despite advanced technology and scientific breakthroughs, many would argue that it is the interpersonal relationship developed between patient and physician that carries much of medicine's curative power. The purpose of this course is to explore the dynamics and consequences of the therapeutic relationship to better understand the phenomenon and consciously manipulate its power to improve patient care.

We will critically analyze alternative theoretical models of the patient-provider relationship and relate these models to empirical studies. We will also discuss methodological and measurement issues in the assessment of communication.

The seminar will rely on a required text: Roter, D and Hall, J. Doctors Talking with Patients/Patients Talking with Doctors. Second Edition. Westport, CT: Praeger, 2006.

8:30 – 10:00

THE SIGNIFICANCE OF TALK TO THE DOCTOR-PATIENT RELATIONSHIP AND SHIFTING MEDICAL PARADIGMS

Objectives:

- Provide an historical perspective for understanding the patient-physician relationship
- Overview core communication principles
- Review and contrast the primary theoretical models of the doctor-patient relationship.
- Discuss the principles of autonomy, beneficence, and social justice as reflected in ideal types of doctor-patient relationship
- Explore the empirical evidence for ideal types in clinical practice

REQUIRED READING:

Chapters 1 and 2: Roter & Hall *Doctors Talking with Patients*, 2nd Edition

10:15 – 12:00

QUANTIFYING THE SCRIPT OF THE MEDICAL VISIT RIAS CODING OF INTERACTION

Objectives:

- Gain an appreciation for the mechanics of quantitative coding of the medical visits using the RIAS
- Reflect on the resource/contribution balance of quantitative/qualitative approaches
- Provide a broad overview of communication content and structure reflected in routine medical visits

LUNCH SEMINAR 12-13:30

DISCUSSION OF STUDENT RESEARCH IDEAS

13:45 – 15:15

Thinking critically and creatively in the conception, conduct, and interpretation of medical communication research

REQUIRED READING

Chapter 3: Roter & Hall *Doctors Talking with Patients*, 2nd Edition

15:30 – 17:00

INTERVENTIONS: TRAINING PHYSICIANS (AND PATIENTS) IN COMMUNICATION SKILLS

Objectives:

- Critique and analyze a variety of patient and physician education interventions.
- Consider the synergistic potential of complimentary patient and physician communication training