HSP 4320
Communications Skills for Healthcare Professionals
Spring 2020

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Phone: 325-942-2126 x 6136
Office: 224T
Office Hours: Mondays and Wednesdays 11:30 am – 1:00 pm or by appointment

Course Information

Course Description
Designed to teach students interested in the health professions to communicate effectively with their patients, colleagues, and other professionals. The course covers interpersonal communication with patients and their families, as well as public speaking and presentations, and communicating as a leader.

Course Credits
3 Credit Hours

Prerequisite and Co-requisite Courses
None

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with the Microsoft Office suite (Microsoft Word, PowerPoint, etc.) are expectations of the Health Science Professions program.

Program Outcomes
Mission Statement
The Bachelor of Science in Health Science Professions prepares students to enter health science professions either directly upon graduation or to enter advanced graduate study in healthcare.
Students gain knowledge in ethics, policy, epidemiology, organization and leadership, research and evidence based practice, and communication skills that span multiple health science disciplines.

Goals
The Bachelor of Science in Health Science Professions strives to enhance multidisciplinary healthcare education and evidence-based principles to provide patient-centered care. Students will develop communication, decision-making, social, analytical thinking, and personal development skills necessary for professional practice as a healthcare professional.

Course Delivery
This is a face-to-face course with learning resources and supplemental materials posted in Blackboard.

Required Texts and Materials

Recommended Texts and Materials

Technology Requirements
- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)

Course Objectives
Upon successful completion of this course, students will be able to demonstrate:
- Therapeutic communication, five steps of the communication process
- Nonverbal communication
- Listening skills, providing empathy, questioning the patient
- Interpersonal communication skills and communication with the healthcare team members and your supervisor
- Interviewing techniques
- Adapting communication to a patient’s ability to understand
• The ability to provide patient education
• Cultural sensitivity in healthcare communication
• Appropriate electronic communication
• Fundamental writing skills

Communication
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

• (The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
</tbody>
</table>
### Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- **A** = 900-1000 points
- **B** = 800-899.99 points
- **C** = 700-799.99 points
- **D** = 600.00-699.99 points
- **F** = 0-599.99 points (Grades are not rounded up)

### Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

### Assignment and Activity Descriptions

*Please note: Rubrics for most assignments and activities are located at the end of this syllabus.*

*No extra credit assignments are provided.*

Assignments and exams used to enhance your learning experience in this course include:

1. **Readings:** You are responsible for the material covered in the book prior to attending class. Please note that the week’s readings are specified in the class schedule on the following pages. In addition to these readings, the instructor may assign supplemental
readings throughout the semester. These supplemental readings do not appear on the schedule as these readings will be assigned at the instructor’s discretion.

2. Participation: A participation grade is determined by interaction in class (i.e. role play activities and discussions) and on group work assignments. Students are expected to actively contribute to class and group discussions, but not to dominate them. Students are expected to listen to other people’s views, even if you don’t agree with them. Please be respectful and professional at all times. For all group assignments, label who is responsible for the completion of each portion (can be multiple group members).

3. Exams: One mid-term exam and one final exam will be given on the material covered in the class and on the assigned readings. Exams will be based on the readings, material discussed in class, quizzes, and homework assignments.

4. Quizzes: Five quizzes will be given throughout the semester and will require that you read and respond to material in the textbook and discussions in class.

5. Group Work and Assignments: Students will be responsible for the completion of Group Work and Assignments. The purpose of the assignments are to assist students in applying their understanding of the health care communication skills discussed in class as well as to provide an opportunity for students to respond to the readings. All Group Work is due by the end of the class period on the date assigned. Clearly label the group member responsible for the completion of each question. The final paper must include a cover page and the entire response must be double-spaced. In addition, all answers must be cited in correct APA Style format (in-text and final reference).

6. Article Reviews: Students will complete two article reviews. Reviews will measure student’s ability to synthesize and communicate information. Students must correctly apply APA style and fundamental writing skills. Due dates are specified in the course calendar.

7. Projects: There will be two projects - one video project and an infographic. The video project will be a group activity, while the infographic will be completed individually. These two projects will measure student’s ability to apply communication skills related to health care. Due dates are specified in the course calendar.

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at jbrown122@angelo.edu or ji'lynda.brown@angelo.edu and attach a copy of what you are
trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

**Late Work or Missed Assignments Policy**

Late work will not be accepted unless you have received permission from the instructor prior to the due date. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date. If you miss an assignment due to an unexcused absence, you are out of luck. Show up for class!

**General Policies Related to This Course**

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

**Student Responsibility and Attendance**

It is the student’s responsibility to be on time for class, participate in class discussions, and be actively engaged in the learning process. Instructions and assignments will often be given during class, therefore it is in your best interest to attend. If you have to miss class due to an unforeseen event/accident or illness, please contact the instructor prior to the start of class.

Pending the reason for your absence, the instructor may inform you of any missed homework assigned during class. Not acceptable reasons for absences include but are not limited to: over sleeping, work, wanting to leave early or come back late from the weekend, and celebrating a friend, relative or pet’s birthday. If you are sick, let the instructor know and bring a physician’s note when you come back to class.

Attendance is a large part of your participation grade. If you are not in class, you are guaranteed not to receive participation for that day. Also, an absence on the day an assignment is submitted by your group will result in an individual grade of 0. Each unexcused absence will be a deduction of 10 points. After 5 unexcused absences, a 0 will be given for the grading category of participation and attendance.
Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.³

Accommodations for Students with Disabilities
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures⁵ for more information.
Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft and will likely result in an “F” in the course.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. All assignments should be written in APA style 6th edition or higher (formatting and citations).

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other
types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of
gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The
term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual
intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal
violence (domestic violence or dating violence), sexual violence, and any other misconduct
based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX
Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D.
You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report
incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to
someone in confidence about an issue, you may contact the University Counseling Center (325-
942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-
2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s
policy please visit: www.angelo.edu/title-ix.

Course Schedule (Tentative)

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/14</td>
<td>Syllabus – Introduction to the Course</td>
<td></td>
</tr>
</tbody>
</table>
| 01/16     | The Communication Process
• Chapter 1 Review
• Activity | 1 |
| 01/21     | The Communication Process –
• Group Work – Objective Questions,
  ShortAnswer Questions, and Clinical
  Application
• Communication Activity – Concept Map (1/3) | 1 |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/23</td>
<td>Nonverbal Communication</td>
<td>2</td>
</tr>
<tr>
<td>01/23</td>
<td>• Quiz 1</td>
<td></td>
</tr>
<tr>
<td>01/28</td>
<td>Nonverbal Communication</td>
<td>2</td>
</tr>
<tr>
<td>01/28</td>
<td>• Chapter 2 Review</td>
<td></td>
</tr>
<tr>
<td>01/28</td>
<td>• Role Play Activity</td>
<td></td>
</tr>
<tr>
<td>01/30</td>
<td>Nonverbal Communication</td>
<td>2</td>
</tr>
<tr>
<td>01/30</td>
<td>• Nonverbal Communication Activity- Concept Map (2/3)</td>
<td></td>
</tr>
<tr>
<td>01/30</td>
<td>• Group Work – Objective Questions, ShortAnswer Questions, and Clinical Application</td>
<td></td>
</tr>
<tr>
<td>01/30</td>
<td>• Quiz 2</td>
<td></td>
</tr>
<tr>
<td>02/04</td>
<td>Verbal Communication</td>
<td>3</td>
</tr>
<tr>
<td>02/04</td>
<td>• Chapter 3 Review</td>
<td></td>
</tr>
<tr>
<td>02/04</td>
<td>• Role Play Activity – Brainstorm (Groups 2,4,6,8)</td>
<td></td>
</tr>
<tr>
<td>02/06</td>
<td>Verbal Communication</td>
<td>3</td>
</tr>
<tr>
<td>02/06</td>
<td>• Role Play Activity – Presentation (Groups 2,4,6,8) Fundamental Writing Skills</td>
<td></td>
</tr>
<tr>
<td>02/06</td>
<td>• Writing Activity – APA style</td>
<td></td>
</tr>
<tr>
<td>02/11</td>
<td>Verbal Communication</td>
<td>3</td>
</tr>
<tr>
<td>02/11</td>
<td>• Verbal Communication Activity – Final Concept Map (3/3)</td>
<td></td>
</tr>
<tr>
<td>02/11</td>
<td>• Group Work – Objective Questions, ShortAnswer Questions, and Clinical Application</td>
<td></td>
</tr>
<tr>
<td>02/11</td>
<td>• Quiz 3</td>
<td></td>
</tr>
<tr>
<td>02/11</td>
<td>• Video Project Overview</td>
<td></td>
</tr>
<tr>
<td>02/13</td>
<td>Professional Communication and Behavior</td>
<td></td>
</tr>
<tr>
<td>02/13</td>
<td>• Chapter 4 Review</td>
<td></td>
</tr>
<tr>
<td>02/13</td>
<td>• Role Play Activity – Brainstorm (Groups 1,3,5,7,9)</td>
<td></td>
</tr>
<tr>
<td>02/13</td>
<td>• Professional Communication Activity - Importance of good communication (Article Review and Discussion) – Part 1 (Initial Post)- Due</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
<td>Chapter</td>
</tr>
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<td>-----------------------------------------------------------------------</td>
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</tbody>
</table>
| 02/18     | Professional Communication and Behavior  
• Role Play - Presentation (Groups 1,3, 5,7,9)                        | 4       |
| 02/20     | Professional Communication and Behavior Fundamental Writing Skills  
• Group Work – Objective Questions, Short Answer Questions, and Clinical Application  
• Professional Communication Activity - Importance of good communication (Article Review and Discussion) – Part 2 (Response to 3 peers)- Due | 4       |
| 02/25     | Interviewing Techniques  
• Chapter 5 Review  
• Role Play Activity – Brainstorm (Groups 2,4,5,6)                    | 5       |
| 02/27     | Interviewing Techniques  
• Chapter 5 Review  
• Role Play Activity – Presentation (Groups 2,4,5,6)                  | 5       |
| 03/03     | Interviewing Techniques  
• Group Work – Objective Questions, Short Answer Questions, and Clinical Application | 5       |
| 03/05     |  
• **Midterm (Chapters 1-5)**                                        | **1-5** |
| 03/10     | Spring Break                                                          |         |
| 03/12     | Spring Break                                                          |         |
| 03/17     | **ALL Video Projects Due (upload via Blackboard)**  
Presentation of Video Projects (Groups 1-5)                            |         |
| 03/19     | Presentation of Video Projects (Groups 6-9)                           |         |
| 03/24     | Adapting Communication to a Patients Ability to Understand  
Chapter 6 Review                                                     | 6       |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
<th>Chapter</th>
</tr>
</thead>
</table>
| 03/26     | Adapting Communication to a Patients Ability to Understand  
• Group Work – Objective Questions, Short Answer and Clinical Applications  
• Quiz 4 | 6       |
| 03/31     | Adapting Communication to a Patients Ability to Understand  
• Biopsychosocial model (Article Review)  
• Final Project Overview | 6       |
| 04/02     | Patient Education  
• Chapter 7 Review  
• Role Play Activity - Brainstorm (Groups 1,5,6,7,9) | 7       |
| 04/07     | Patient Education  
• Role Play Activity - Presentation (Groups 1,5,6,7,9) | 7       |
| 04/09     | Patient Education  
• Group Work – Objective Questions, Short Answer and Clinical Applications  
• Teach-Back Activity (Online Module)  
• Quiz 5 | 7       |
| 04/14     | Cultural Sensitivity in Healthcare Communication  
Chapter 8 Review  
• Role Play Activity – Brainstorm (Groups 2,3,4,8) | 8       |
| 04/16     | Cultural Sensitivity in Healthcare Communication  
• Group Work – Objective Questions, Short Answer and Clinical Applications  
• Role Play Activity - Presentation (Groups 2,3,4,8) | 8       |
| 04/21     | Electronic Communication  
• Chapter 9 Review  
Fundamental Writing Skills  
• Writing Activity | 9,10    |
| 04/23     | Electronic Communication  
• Chapter 9 Review  
Fundamental Writing Skills | 9,10    |
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Writing Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Project Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Effective Health Communication Infographics)</td>
<td></td>
</tr>
<tr>
<td>04/28</td>
<td>Fundamental Writing Skills</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>● Writing Activity</td>
<td></td>
</tr>
<tr>
<td>04/30</td>
<td>Final Exam Review</td>
<td>1-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05/08</td>
<td>Final Exam 10:30 am – 12:30 pm</td>
<td>1-9</td>
</tr>
</tbody>
</table>

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining factual knowledge (terminology, classifications, methods, trends). **Important**
2. Learning fundamental principles, generalizations, or theories. **Important**
3. Learning to apply course material (to improve thinking, problem solving, and decisions). **Essential**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Important**

Learning to analyze and critically evaluate ideas, arguments, and points of view. **Important**
Grading Rubrics for Major Projects

Group Work Assignment – Grading Criteria
All group work will be assessed using the below standards. Papers must be double-spaced and include a cover page with all group member names who assisted in the completion of the assignment. Each answer must be cited using the proper APA style citation (in-text and final reference). Beside each answer, the group member responsible for answering the question must place their name. The percentages, listed below, will be assessed per answer.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable (0%)</th>
<th>Competent (50%)</th>
<th>Proficient (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete answer to all questions</td>
<td>Did not answer the question.</td>
<td>Satisfactory answer to question (portion of answer missing); missing citations and/or formatting.</td>
<td>Answer exceeds expectations; includes proper citation and page formatting.</td>
</tr>
<tr>
<td>- APA style formatting and citation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Sparse use of quotations (paraphrasing all answers in your own words)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Cover page includes name of group members who completed the assignment</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# Healthcare Communication Concept Map Rubric

Instructions: In assigned groups, students will create a concept map covering Chapters 1-3 of the required text. The map may be created in any technology application including *Google Draw*, or *Coggle* or it may be drawn by hand. However, the final image but be in a format acceptable for upload into Blackboard (i.e. pdf). Along with each map, each group member must submit a one paragraph stating their contribution to the map.

<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Meets Standard</th>
<th>Below Standard</th>
<th>Novice/No Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 - 10</td>
<td>6 - 8</td>
<td>3 - 5</td>
<td>0 - 2</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>• Well organized • Logical format • Contains main concepts • All key words and concepts necessary to promote an overview of the unit are used and well organized to give added meaning.</td>
<td>• Thoughtfully organized • Easy to follow most of the time • Contains most of the main concepts • Most key words and concepts from the units are covered in a meaningful way and are thoughtfully organized.</td>
<td>• Somewhat organized • Somewhat incoherent • Contains only a few of the main concepts Many key words and concepts from the unit are covered and are somewhat organized.</td>
<td>• Confusing layout • Contains a limited number of concepts • Many key words and concepts from the unit are missing.</td>
</tr>
<tr>
<td><strong>Content, Concepts and Terminology</strong></td>
<td>• Shows an understanding of the topic’s concepts and principles and uses appropriate terminology and notations • No misconceptions/ errors evident.</td>
<td>• Makes some mistakes in terminology or shows a few misunderstandings of concepts • Few misconceptions are evident.</td>
<td>• Makes many mistakes in terminology and shows a lack of understanding of many concepts Some misconceptions are evident.</td>
<td>• Shows no understanding of the topic’s concepts and principles • Many misconceptions are evident.</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• All words accurately connected.</td>
<td>• All words accurately connected.</td>
<td>• Most words accurately connected.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Connections indicate superior organization/understanding and enhance meaning. Arrows easily connect concepts in an informative manner. Identifies all the important concepts and shows an understanding of the relationships among them Meaningful and original insights demonstrated</td>
<td>• Connections are clear and logical. They connect concepts to promote clarity and convey meaning. Identifies important concepts but makes some incorrect connections Some meaningful connections made.</td>
<td>• Some words accurately connected. Connections aren't clear, they convey little meaning and do not promote clarity. Fails to use any appropriate concepts or appropriate connection.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Healthcare Communications: Video Project Rubric

Task Description: Students will work together in assigned teams to create a video project displaying effective communication in a healthcare environment of your choice. There will be four videos, no more than one minute each (two patient-provider interactions, two healthcare co-worker interactions). The presentation should include appropriate photographs, props and dialogue. The video should be uploaded to Blackboard or Google Drive. A link to the assignment (video and swipe presentation) should be placed on a word document with the questions for your presentation and background narrative relating to necessary elements specified in the rubric (dialogue and why dialogue was used). This document should be submitted into the video project assignment tab in Blackboard.

Video Questions: You must provide four questions for the class to answer about your video. Your group will create the questions in Swipe (https://www.swipe.to) or another software that allows for real-time responses. This application software will allow your questions to be presented to the class at one time and they will give feedback to you anonymously in real-time. There will be a separate group grade on how well your classmates answer your questions.

Presentation: Each group will have fifteen minutes to present. Please rehearse so that your presentation, with questions, falls within this allotted time and works as intended.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Incomplete</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>15-20 points</td>
<td>10-14 points</td>
<td>5-9 points</td>
<td>0-4 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has a clear picture of what they are trying to achieve. Adequate description of what they are trying to do and generally how his/her work will contribute to the final project.</td>
<td>Has a fairly clear picture of what they are trying to achieve. Can describe what they are trying to do overall but has trouble describing how his/her work will contribute to the final project.</td>
<td>Has brainstormed their concept, but no clear focus has emerged. Goals/final product not clearly defined.</td>
<td>Little effort has been spent on brainstorming and refining a concept. Unclear on the goals and how the project objectives will be met.</td>
<td></td>
</tr>
<tr>
<td>Creativity/Props</td>
<td>12-15 points</td>
<td>8-11 points</td>
<td>4-7 points</td>
<td>0-3 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The video presentation is structured. Props match context and dialogue is easy to follow. Notes about proposed dialogue/narration text are included.</td>
<td>The video presentation is less structured. Props match context and dialogue is adequate. Notes about proposed dialogue/narration text are included.</td>
<td>The video is not logical sequenced and does not provide notes about the dialogue. Props are poorly utilized.</td>
<td>There is no evidence of creativity, props or sufficient dialogue/narration text included.</td>
<td></td>
</tr>
<tr>
<td>Content/Organization</td>
<td>15-20 points</td>
<td>10-14 points</td>
<td>5-9 points</td>
<td>0-4 points</td>
<td></td>
</tr>
<tr>
<td>Teamwork and Communication (Peer Evaluation)</td>
<td>12-15 points</td>
<td>8-11 points</td>
<td>4-7 points</td>
<td>0-3 points</td>
<td></td>
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<td>---------------------------------------------</td>
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</tr>
<tr>
<td><strong>Student met and had discussions regularly. All students on the team contributed to the discussion and were part of the final project. Team members showed respect with each other.</strong></td>
<td>Students met and had discussions regularly. Most of the students on the team contributed to the discussion and were part of the final project. Team members mostly showed respect with each other.</td>
<td>Only a couple of team meetings were held. Most of the students on the team contributed at some level, but a majority of the work was done by one or two.</td>
<td>Meetings were not held and/or some of the team members did not contribute at all to the project. Low levels of respect were evident within the team.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Final Score** | | | | |

The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to the understanding of the project’s main idea. Events and messages are presented in a logical order. Includes properly cited sources.

Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project’s main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information. Includes properly cited sources.

The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea. Includes few citations and few facts.

Content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic are articulated. Information is incorrect, out of date, or incomplete. No citations included.
Final Project – Infographic Rubric

Use the rubric below to guide you in creation of an infographic with the intended audience being healthcare professionals (you may choose a specific healthcare profession). You are tasked with persuading them to use effective communication with (1) co-workers and (2) their patients. You must research and provide information from at least two peer-reviewed journal article highlighting the importance effective healthcare communication. Remember to cite all sources APA style.

Each infographic may not exceed one page - one side only. Be creative and ensure your product will be effective for your audience. The infographic must be easily understood in five minutes or less and fully explain the importance of effective communication in the healthcare environment. The following are good tools to use when creating your document: canva, or Publisher. However, any application may be used.

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>NEEDS MORE WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC</strong></td>
<td>The topic of the infographic is specific in nature and is intended to inform or convince the viewer.</td>
<td>The topic of the infographic may be a bit too broad to allow the viewer to understand the main points.</td>
<td>The topic of the infographic is hard to ascertain and needs to be made more specific.</td>
</tr>
<tr>
<td><strong>TYPE</strong></td>
<td>The type of infographic chosen (i.e. timeline, informational, etc.) highly supports the content being presented.</td>
<td>The type of infographic chosen represents the content being chosen but another type may lead to more clarity for the viewer.</td>
<td>The type of infographic chosen does not convey the information well or support the content being presented.</td>
</tr>
<tr>
<td><strong>OBJECTS</strong></td>
<td>The objects included in the infographic are repeated to support various data points and to make it easier for the viewer to understand the infographic.</td>
<td>Some objects included in the infographic are repeated but the infographic did not seem to include enough repeated elements to make it understandable.</td>
<td>Too many different types of objects are used in the infographic and that makes it hard for the viewer to understand the content.</td>
</tr>
<tr>
<td><strong>DATA VISUALIZATIONS</strong></td>
<td>The data visualization formats chosen make the data presented easy for the viewer to understand the information.</td>
<td>The data visualization formats chosen showcase the data, but some may make it difficult for the viewer to understand the points.</td>
<td>Other data visualization formats should be chosen to best showcase the data presentation for the viewer.</td>
</tr>
<tr>
<td><strong>Components</strong></td>
<td><strong>Exceeds Expectations</strong></td>
<td><strong>Meets Expectations</strong></td>
<td><strong>Needs More Work</strong></td>
</tr>
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</tr>
<tr>
<td><strong>Colors</strong></td>
<td>The color choices enhance the visibility of the infographic. Different saturations of the same color are used wisely.</td>
<td>The color choices are fine, but too many colors may have been used.</td>
<td>The color choices for the infographic are not visually pleasing and detract from the infographic.</td>
</tr>
<tr>
<td><strong>Layout</strong></td>
<td>The layout of the infographic adheres to the inverted pyramid style - main point on top, secondary point next, and supporting details at the bottom.</td>
<td>The layout of the infographic includes all three components - main point, secondary point, and supporting details - but is not organized in the inverted pyramid style.</td>
<td>The infographic is lacking one or two of the components of good infographic design - main point, secondary point, or supporting details.</td>
</tr>
<tr>
<td><strong>Information Organization</strong></td>
<td>The infographic utilizes one of the LATCH (location, alphabetical, timeline, category, or hierarchy) information organization formats to allow the viewer to understand the information in the infographic.</td>
<td>The infographic utilizes some components of the LATCH (location, alphabetical, timeline, category, or hierarchy) information organization formats, but the cohesiveness of the information presentation is lacking.</td>
<td>No information organization choice (location, alphabetical, timeline, category, or hierarchy) is present in the infographic.</td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>Full APA citations for all sources used are included.</td>
<td></td>
<td>No citations to sources used are included.</td>
</tr>
</tbody>
</table>

Adapted from: Schrock, Kathleen. (2012). Infographic rubric. Retrieved from:
End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of