HSP 4320
Communications Skills for Healthcare Professionals
Summer 2020

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Phone: 325-942-2126 x 6136
Office: 224T
Office Hours: Tuesdays and Thursdays 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, 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. Due to the COVID-19 virus, this course will be offered online.

Required 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)
- Webcam

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>Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Assignments (i.e. Brochures, Teach back, Email)</td>
<td>60</td>
</tr>
<tr>
<td>Video Analysis (1)</td>
<td>80</td>
</tr>
<tr>
<td>Role Play and Discussion (2)</td>
<td>90</td>
</tr>
<tr>
<td>Group Discussion (3)</td>
<td>120</td>
</tr>
<tr>
<td>Concept Map</td>
<td>90</td>
</tr>
<tr>
<td>Flipgrid Introduction and Final Reflection</td>
<td>60</td>
</tr>
<tr>
<td>Final Project</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>600</strong></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 = 540-600 points
- B = 480-539.99 points
- C = 420-479.99 points
- D = 360-419.99 points
- F = 0-359.99 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. 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. Assignments and Group Discussions: Students will be responsible for the completion of chapter assignments. The purpose of the assignments is 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. Rubrics are provided with the assignments. A few of the assignments are outlined below.

   • Discussion Board Activities: There will be four discussion board assignments, including your final project presentation. You will submit your initial response and peer responses. Discussion boards provide an avenue for synthesis of material / information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course.

   • Video Analysis: Students will watch the video(s), then provide responses. The questions will be included in the chapter folder with the assignment link. Rubric is provided with the assignment.

   • Role Play with Answer to Discussion Questions: Within each chapter, there are role plays. You will act out fictional characters from the scene. For the chapters where you are expected to complete a role play, please complete the following:
     1. Choose a Role Play from the chapter
     2. Act out the Role Play and record yourself (note: get family and friends involved to complete the scenario)
3. At the end of the video, you may answer the questions that follow each role play. If you would prefer to write out your discussion response, write it in APA style format in a word document and submit with the video.
4. Upload your video and answers to the discussion questions under the Blackboard assignment tab. Before you are able to attach the video, you may need to upload it through MyMedia or place the video in your Google Drive and submit the shared link to me in the assignment upload.

- Effective Communication Presentation – Final Project (100 points). The project measures the student’s ability to apply communication skills related to health care. Due dates are specified in the course calendar. The assignment will be submitted in the group discussion board.

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
All assignments are due by 11:59 pm on the due date as specified in the course calendar. 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.

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
- Angelo State University Catalog

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 meetings, therefore it is in your best interest to attend or watch the recoding. 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.

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](http://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](http://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>
</table>
| June 1<sup>st</sup> – 4<sup>th</sup> | Course Introduction  
• Flipgrid Introduction – Due June 3rd  
The Communication Process  
• Group Discussion Board – Due June 4<sup>th</sup> | 1 |
| June 5<sup>th</sup> – 6<sup>th</sup> | Nonverbal Communication  
• Group Discussion Board – Due June 6th | 2 |
| June 7<sup>th</sup> – 9<sup>th</sup> | Verbal Communication  
• Concept Map (Chapters 1-3) – Due June 8th  
• Role Play Video with discussion - Due June 9th | 3 |

**Module 1 (Chapter 1-3)**
Chapters 1-3 Review June 3<sup>rd</sup> via Blackboard Collaborate
### Module 2 (Chapters 4-9)
Chapters 4-7 Review June 10th via Blackboard Collaborate
Chapters 8-9 Review June 17th via Blackboard Collaborate

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Due Date</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 10th – 11th</td>
<td>Professional Communication and Behavior</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>• Article Review via Group Discussion Board – Due June 11th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 12th – 15th</td>
<td>Modifying Communication to a Patient’s Unique Needs</td>
<td></td>
<td>5 - 6</td>
</tr>
<tr>
<td></td>
<td>• Adapting Communication to a Patient’s Ability to Understand</td>
<td></td>
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<tr>
<td></td>
<td>• Disease Education Brochure for Patient – Due June 15th</td>
<td></td>
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</tr>
<tr>
<td>June 16th – 17th</td>
<td>Cultural Sensitivity in Healthcare Communication</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>• Role Play Video with Discussion – Due June 17th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 18th – 20th</td>
<td>Interview Techniques</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>• Video Analysis – Due June 20th</td>
<td></td>
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<tr>
<td>June 21st – 23rd</td>
<td>Patient Education</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>• Tech-Back Activity – Due June 23rd</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Patient Education Brochure – Due June 23rd</td>
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</tbody>
</table>

### Module 3 (Chapters 10 & 12)
Chapters 10 & 12 Review June 24th via Blackboard Collaborate

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Topic</th>
<th>Due Date</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 24th – 27th</td>
<td>Electronic Communication</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>• Professional Email Assignment – Due June 27th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 28th – July 1st</td>
<td>Overview of Course and Fundamental Writing Skills</td>
<td></td>
<td>1-10, 12</td>
</tr>
<tr>
<td></td>
<td>• Effective Communication Presentation – Final Project – Due June 29th</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Video Reflection on Effective Healthcare Communication (Flipgrid) – Due July 1st</td>
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</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**
Healthcare Communication Concept Map Rubric

Instructions: Students will create a concept map covering Chapters 1-3 of the required text. A concept map is a pictorial depiction showing the relationships between concepts. 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 must be in a format acceptable for upload into Blackboard (i.e. pdf). Your center of the map will be the title of the course, then secondary headings will be the name of each chapter. Finally, add detail from each of the chapter’s main ideas with definitions and plenty of graphics. Please see the assignment area in Blackboard for inspiration.
<table>
<thead>
<tr>
<th>Role Play Video and Discussion Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient (5)</strong></td>
</tr>
<tr>
<td>Presentation of Characters</td>
</tr>
<tr>
<td>Use of Non-Verbal Cues (voice, gestures, eye contact)</td>
</tr>
<tr>
<td>Imagination and Creativity</td>
</tr>
<tr>
<td>Props and Costumes</td>
</tr>
<tr>
<td>Preparation and Organization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion Portion of Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent (20)</strong></td>
</tr>
<tr>
<td>Content of Answers to Role Play Discussion Questions</td>
</tr>
</tbody>
</table>
Adopted from Barbara Frey's Rubric for Asynchronous Discussion Participation. Frey emphasizes that asynchronous discussion enhances learning. You are expected to share your ideas, perspectives, and experiences with the class. Evidence that you are reading, synthesizing, and refining your knowledge through the writing process will broaden the understanding of course content of your peers as well. Use the following feedback to improve your level of achievement.

**Initial Response to Question Prompt:** Discussion responses should demonstrate your familiarity with the reading material and concepts, understanding of the topic discussed and your ability to conduct additional relevant topic research and integrate the knowledge from the class material and other sources with your personal and professional experience. In your written responses, you are expected to cite and reference your sources of information in APA format; it might include the class textbook, lecture notes, and any other sources you find during your research activities for each lesson. In your verbal responses, you are expected to speak with knowledge from your textbook, lecture notes or another source you have researched.

**Responses/Feedback to (at least) Two Peers:** Comments are constructive to classmates’ postings, respectful communication style and overall active participation in the discussion board. Comments offer feedback with original thought (not just a reiteration of the original post).

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Competent</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates Careful Reading &amp; Inquiry into subject</strong></td>
<td>15 Points: Discussion post • Shows serious contemplation of readings • Shows original thought that goes far beyond the textbook readings.</td>
<td>10 Points: Discussion post • Relies primarily on textbook summary</td>
</tr>
<tr>
<td><strong>Quality of Post</strong></td>
<td>15 Points: Post is • Clear &amp; articulate • Has correct grammar &amp; punctuation • Quotes are properly cited</td>
<td>10 Points: Contains several posting errors • Contains several documentation citation errors • Diction is ordinary</td>
</tr>
<tr>
<td><strong>Engagement with others</strong></td>
<td>10 Points: • Response to two peers • Responds to ideas in a way that advances discussion beyond the obvious • Interacts easily &amp; accurately with other posts in the thread</td>
<td>7 Points: Offers little interaction with other posts in the thread • Mostly summarizes what others have said without adding to discussion (i.e. “I like, I agree statements”)</td>
</tr>
</tbody>
</table>
Effective Communication Presentation – Final Project Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels of Achievement</td>
<td>Effective Communication Presentation – Final Project Rubric</td>
</tr>
<tr>
<td>Competency</td>
<td></td>
</tr>
<tr>
<td>Proficiency</td>
<td></td>
</tr>
<tr>
<td>Presentation of Characters</td>
<td>1 Points Limited communication of character’s feelings, personality and situation.</td>
</tr>
<tr>
<td>Use of Non-Verbal Cues (voice, gestures, eye contact)</td>
<td>1 Points Limited variety of non-verbal cues are used in a developing way.</td>
</tr>
<tr>
<td>Imagination and Creativity</td>
<td>1 Points Choices demonstrate little awareness and do little to enhance role play.</td>
</tr>
<tr>
<td>Props and Costumes</td>
<td>1 Points Poor use of props and costumes</td>
</tr>
<tr>
<td>Preparation and Organization</td>
<td>1 Points Role play showed little to no organization or preparedness</td>
</tr>
<tr>
<td>Content of Answers to Role Play DISCUSSION Questions</td>
<td>10 Points Information that is off-topic, incorrect, or irrelevant to discussion. Does not respond to classmates (0).</td>
</tr>
<tr>
<td>Organization</td>
<td>0 Points Displays some level of organization with discernible theme, but the presentation is not organized clearly or in a coherent manner. Introductory and closing remarks are missing.</td>
</tr>
<tr>
<td>Citations</td>
<td>0 Points APA-style citations are not used to support presentation or response to peers.</td>
</tr>
<tr>
<td>Speaking Skills</td>
<td>5 Points Sene rumbling - Unaven rate - Little or no expression</td>
</tr>
</tbody>
</table>

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