

## **Communication in Healthcare**

### **COM 126: Section 601**

**Location:** Lakewood Campus, West Building, 1604

**Dates:** June 5, 6, 12, 13, 19, 20 (Summer Semester 2010)

**Instructor:** Heidi Guggisberg-Coners

**Credentials:** B.S. in Mass Communication, North Dakota State University

M.A. in Speech Communication (emphasis on Health Communication), North Dakota State University

M.S. in Child, Youth, and Family Studies (emphasis in Youth Development), University of Nebraska - Lincoln

**Email:** heidi.guggisberg@rrcc.edu (*The best way to contact me is through email*)

**Phone Number:** 303-263-0759

### **Course Materials**

**Software:** Microsoft Word is required for all assignments; instructor has access to MS Office 2003 & 2007

**Textbook:** du Pre, A. (2010). *Communicating about health: Current issues and perspectives* (3rd ed.). New York: Oxford University Press.

### **Course Description**

Communication in Healthcare focuses on the study of communication within the settings, roles, and issues related to health and healthcare. Theory and skills specific to health care settings and roles are studied; additional discussion and analysis includes caregiver-client interaction, physician socialization, intercultural communication concerns, HIPAA and other legal communication guidelines, and health literacy.

Communication skill practices include professional teamwork, conflict management, social support, and public health reporting.

### **Course Objectives**

- Determine appropriate communication skills needed for working within specific healthcare settings, with specific client populations, and in specific healthcare roles.
- Apply knowledge of legally compliant communication skills and practices when working with individual clients and their families in routine, urgent, and emergency situations.
- Identify and evaluate therapeutic communication as social support and healing practice. Practice therapeutic communication skills with clients.
- Critically examine the relationship between communication and the goals of healthcare for the clients, caregivers, and health organizations.
- Evaluate self-need for professional development related to communication competencies, health literacy, and multicultural issues in healthcare settings.
- Identify and analyze socioeconomic and demographic profiles of current healthcare service populations.
- Demonstrate communication accommodation to personal, cultural, and gender beliefs and values to facilitate professional and organizational goals for healthcare. Discuss the impact of culture and gender differences on communication and group functioning.
- Identify and describe traditional, alternative, and emerging health-related occupations, organizations, and treatment perspectives. Be familiar with technical language associated with healthcare communication.
- Discuss personal views on communication theory and practices as they relate to public health and political healthcare issues. Engage in actions that reflect the importance of advocacy roles in facilitating improved health literacy and health communication for society.
- Discuss communication technology factors that are currently effecting communication in various healthcare situations.

- Demonstrate skills for finding and using online healthcare information, healthcare research, and healthcare resources. Share information and ideas with student peers and faculty. Apply information gathered to group projects.

### **Course Policies**

**Extenuating Circumstances:** If you have extenuating circumstances that prevent you from completing projects or participating in the class, please contact the instructor to make alternative arrangements. The possibility of alternative arrangements is at the discretion of the instructor. Active communication is the key to overcoming any hurdles you may encounter during the term.

**Tutoring:** Tutoring and many other resources are available through RRCC. You can find assistance with everything from using commas to conducting research. You can learn APA citation, review grammar, see sample essays, and this is just scratching the surface!

### **Course Assignments**

**Class Activities & Participation:** Class activities include discussion participation. 10 participation points are available per student per hour. Points will be deducted if a student is late returning from a break, is texting or using a cell phone, is using a computer or other electronic device (unless approved by the instructor), is not prepared to teach assigned section, or is not prepared to summarize information covered when called on.

**Written Assignments:** These are due as assigned and cannot be turned in any other time. You will write a response at least twice per morning and afternoon session for the duration of the course. All written assignments are graded for grammar, spelling, punctuation, and other English language mechanical errors.

**Review of Movie and Television Show/2<sup>nd</sup> Movie:** These assignments will be announced during class to the cover the requirements of the assignment, proper formatting of the paper, and deadlines. The response can be e-mailed to the instructor in a MS Word compatible format (If you need help with this, please ask) or handed in during class. The response should be at least 2 pages double-spaced and any more than four pages will not be read or considered for the assignment. All written assignments are graded for grammar, spelling, punctuation, and other English language mechanical errors.

### **Breakdown of Assignment Grade Value:**

Written Assignments	240 (10 points per assignment)
Movie/Television Show Responses	200 (100 points per assignment)
<u>Participation</u>	450 (10 points per hour)
<b>TOTAL:</b>	<b>890</b>

**Feedback:** Please take time to digest assignment grades and feedback. If you think a different grade would better represent your work, take time to prepare your thoughts as to why your assessment is BETTER or RIGHT, not why my assessment is wrong. Then, let's discuss it.

### **Grading System**

**90-100% “A”** is an honor grade indicating superior achievement. It is earned by excellent fulfillment of all the requirements, and scholarly achievement that exhibits mastery.

**80-89% “B”** is an honor grade indicating commendable, complete performance. It is earned by very good presentation of all of the requirements

**70-79% “C”** indicates satisfactory achievement. It is earned by acceptable presentation of the minimum basic requirements

**60-69% “D”** indicates substandard performance and insufficient evidence of basic skills. It is earned by poor presentation of requirements or many missing requirements

**59% or below “F”** Failed to perform at even the most basic requirements. A grade of "F" does not apply toward certificates or degrees.

### **Additional Grading Symbols:**

**W = Withdrawal.** Through Admissions, you may officially withdraw from the course or the college by the approved date and time.

**I = Incomplete.** If you are not able to complete the learning objectives before the end of a course because of verifiable extenuating circumstances, the instructor can assign an Incomplete grade at his or her discretion. Before you can be eligible to receive an “I” you must have completed a minimum of two-thirds of the course work with a grade of C (or better) by the withdrawal date (see W). Before the end of the course, you are responsible for making arrangements with the instructor for the preparation of an Incomplete Grade Contract. If you do not complete the course work by the agreed upon deadline date, the instructor will change the "I" into the letter grade stipulated in the contract.

### **Academic Honesty**

RRCC students should seek to be totally honest in all their dealings. They should complete their own work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct. Often it is done **unintentionally** by students unaware of what constitutes plagiarism. The faculty is responsible to investigate any incident of academic dishonesty. All cheating (including plagiarism) will be handled according to RRCC policies of Academic Conduct.

**Plagiarism: Intentional Plagiarism** is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference, or footnote.

**Inadvertent Plagiarism** involves the inappropriate, but non-deliberate, use of another’s words, ideas, or data without proper attribution. Although not a violation of the Honor Code, it is a form of academic misconduct. Students who are in doubt as to whether they are providing proper attribution should consult with their instructor and obtain guidance. Examples include:

- Direct Plagiarism. The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism. Paraphrasing, without acknowledgment, of ideas from another.
- Plagiarism Mosaic. The borrowing of words, ideas, or data from an original source and blending this original material with one’s own without acknowledging the source.

**Fabrication or Falsification** A form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

- Citing a source that does not exist.
- Citing information from a source which is not included in the source for which credit is given.
- Citing a bibliography source when it was neither consulted nor cited in the body of the paper.
- Intentionally distorting the meaning or applicability of data.

**Cheating:** A form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that has not been obtained. Examples include:

- Copying from another person’s work during an examination or while completing an assignment.
- Allowing someone to copy from you during an examination or while completing an assignment.
- Using unauthorized materials during an examination or while completing an assignment.
- Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

**Other Academic Misconduct:** Includes other academically dishonest, deceitful, or inappropriate acts which are intentionally committed. Examples include but are not limited to:

- Inappropriately providing or receiving information so as to gain unfair advantage over others.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Obtaining or providing to another a test or answers to a test which has not been administered.
- Continuing work on an examination or assignment after the allocated time has elapsed.
- Submitting the same work for more than one class without disclosure and approval.
- Getting equal credit on group assignments when equal work was not done.

**Plagiarism and Cheating** (adapted from "Making the Grade." *Bachelor's Degree Planbook*, 1997-98, p.20)

### Special Populations

Students subject to provisions of Americans with Disabilities Act: If you believe you qualify for course adaptations or special accommodations under the Americans with Disabilities Act, it is your responsibility to contact the Office of Special Services by phone: **303.914.6733** or Email: [jacquelyn.stanton@rrcc.edu](mailto:jacquelyn.stanton@rrcc.edu), and provide the appropriate documentation. If you have already documented a disability or other condition, which would qualify you for special accommodations, or if you have emergency medical information or special needs I, should know about, please notify me during the first week of class. You can reach me by email or schedule to meet with me (via instant messenger).

### SECTION IV: TENTATIVE COURSE SCHEDULE

The instructor reserves the right to change the daily teaching schedule to facilitate learning, understanding, and critical thinking. Assignment due dates may change with as much advance notice as possible. Students will be required to fulfill all assignments as outlined unless otherwise notified.

Week	Assignment Due	Readings
Saturday, June 5 (morning)	Written Assignments 1-2	Syllabus & Course Introduction Chapter 1
Saturday, June 5 (afternoon)	Written Assignments 3-4	Chapter 2
Sunday, June 6 (morning)	Written Assignments 5-6	Chapter 3
Sunday, June 6 (afternoon)	Written Assignments 7-8	Chapter 4
Saturday, June 12 (morning)	Written Assignments 9-10 Patch Adams Review	Chapter 5
Saturday, June 12 (afternoon)	Written Assignments 11-12	Chapter 6
Sunday, June 13 (morning)	Written Assignments 13-14	Chapter 7
Sunday, June 13 (afternoon)	Written Assignments 15-16	Chapters 8 & 9
Saturday, June 19 (morning)	Written Assignments 17-18 Movie/TV Show Review	Chapter 10
Saturday, June 19 (afternoon)	Written Assignments 19-20	Chapters 11 & 12
Sunday, June 20 (morning)	Written Assignments 21-22	Chapter 13
Sunday, June 20 (afternoon)	Written Assignments 23-24	Chapter 14 Course Wrap-Up & Evaluation

