Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. ____New Course or ___X__Revision of Existing Course

2. **Course prefix and number:** _____HCM 3910_____

3. **Short title:** ___Comm in Health Professions_____

4. **Long title:** ____Communication in Health Professions_____

5. **Hours per week:** _3__ Class   __0_ Lab   __3_ Credit

6. **Terms:** ___ Fall   ___ Spring   ___ Summer   __X_ On demand

7. **Initial term**: _X__ Fall   ___ Spring   ___ Summer   Year: _2017_____

8. **Catalog course description:**

    A study of the role communication plays in health professions. The course focuses on communication's impact on patient-provider interactions and health-related outcomes. Communication skill development and communicative best practices for a variety of healthcare providers are emphasized. WI.

9. **Course attributes:**

    General education component: _____N/A_____

    ___ Cultural diversity __ Honors_ Writing centered   _X__ Writing intensive ___Writing active

10. **Instructional delivery**
    Type of Course:

    __X_ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify:
    _____

    Mode(s) of Delivery:

    __X_ Face to Face   _X__ Online   ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

11. Course(s) to be deleted from the catalog once this course is approved. __HST 3910 and CMN 3910

12. **Equivalent course(s):** _____None_____

    a. Are students allowed to take equivalent course(s) for credit?   ___ Yes   ___ No

13. **Prerequisite(s):** _____None_____

a. **Can prerequisite be taken concurrently?** ___ Yes   ___ No

b. **Minimum grade required for the prerequisite course(s)?** ___

c. **Use Banner coding to enforce prerequisite course(s)?** ___ Yes   ___ No

d. **Who may waive prerequisite(s)?**

  ___ No one   ___ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

14. **Co-requisite(s):** _____None_____

15. **Enrollment restrictions**

a. **Degrees, colleges, majors, levels, classes which <u>may</u> take the course:** _____All_____

b. **Degrees, colleges, majors, levels, classes which may <u>not</u> take the course:** ___None_____

16. **Repeat status:** __X_ May not be repeated   ___ May be repeated once with credit

17. **Enter the limit, if any, on hours which may be applied to a major or minor:** _N/A__

18. **Grading methods:** _X__ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

19. **Special grading provisions:**

___ Grade for course will <u>not</u> count in a student's grade point average.

___ Grade for course will <u>not</u> count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in:

___ Credit hours for course will be removed from student's hours toward graduation, if student already has credit for or is registered in: _____

20. **Additional costs to students:**
Supplemental Materials or Software____N/A_____

Course Fee __X_No ___Yes   Explain if yes_____

21. **Community college transfer:**

___ A community college course may be judged equivalent.

_X__ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. _X__Course is required for the major(s) of ____Health Communication_____

   _X__Course is required for the minor(s) of _____Health Communication_____

   ___Course is required for the certificate program(s) of _____

   __X_ Course is used as an elective

2. **Rationale for proposal**: HCM 3910 is being revised to meet the needs of the proposed Health Communication major and will have the new HCM prefix. The course will replace HST 3910 and CMN 3910 (currently cross-listed). This revision updates the course description, learning goals, weekly schedule and assignments. It also adds an online delivery option in response to increased demand for digitally-delivered courses.

3. **Justifications for (answer N/A if not applicable)**

   Similarity to other courses: N/A

   Prerequisites: N/A

   Co-requisites: N/A

   Enrollment restrictions: N/A

   Writing active, intensive, centered: Approximately 45 percent of student grades will be based upon written work, with several assignments spread across the semester. Students will be given the opportunity to revise written work prior to final grading.

4. **General education assurances (answer N/A if not applicable)**

   General education component: N/A

   Curriculum: N/A

   Instruction: N/A

   Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

   Online or hybrid delivery justification: This course may be offered as an online course in response to increased demand for technology-delivered courses. Learning objectives will be the same as in-person offerings.

   Instruction: Course content will be delivered online in a variety of media, such as text, video, and audio as appropriate, that are hosted on the university's online learning platform. Assignments and evaluation for the online sections will differ from the face-to-face sections as noted below. Instructors will complete OCDi certification or equivalent.

   Integrity: At the beginning of the course, students will be required to complete a module on academic integrity not present during the in-person offering.

   Assignments will be checked for originality in a variety of ways, such as:

- Written assignments will be turned in through the university's online learning platform and checked for plagiarism using digital tools as well as traditional methods.

- Quizzes and exams will be timed and require browser locks.

- Discussion posts and formal written work will be graded for substantive commentary from the students that is both accurate and novel, particularly in terms of students' insights and experiences.

Interaction: The instructor will facilitate student-faculty and student-student interaction via email, phone, video conferencing, social media, discussion boards, and/or shared online workspaces. In each module, students will be required to post to an online discussion board in response to prompts posed by the instructor as well as in response to their peers' comments. As a class, students may also be required to meet multiple times during the term in order to participate synchronously via video conferencing and shared workspaces or online chats.

Model Syllabus (Part II)

1. HCM 3910: Communication in Health Professions, 3 credit hours

2. A study of the role communication plays in health professions. The course focuses on the impact of communication on patient-provider interactions and health-related outcomes. Communication skill development and communicative best practices for a variety of healthcare providers are emphasized. WI.

3. Upon completion of this course, students should be able to:

- Identify the various ways that healthcare and communication reciprocally influence one another. [CT1-6, WR1-7, SL1-7]
- Explain the challenges of communicating with diverse populations about health issues. [CT1-6, WR1-7, SL1-7, RC1-4]
- Analyze the impact of the healthcare context (politically, technologically, organizationally, and interpersonally) on health-related interactions. [CT1-6, WR1-7, SL1-7, RC1-4]
- Evaluate complex situations in terms of ethical communication practices. [CT1-6, WR1-7, SL1-7, RC1-4]
- Implement communication skills and best practices in managing interactions in healthcare settings. [CT1-6, WR1-7, SL1-7, RC1-4]

4. Course Material

du Pré, A. (2013). *Communicating about Health: Current Issues and Perspectives, 4th edition*. New York: Oxford University Press.

6. Weekly outline of content

Face-to-face: Each week consists of 150 minutes of class contact time.
Online: Each week will be constructed based on the assumption of a minimum of 150 minutes online of synchronous and/or asynchronous screen time interacting with other students and for reading/module review/instruction.

Each format will include at least 2,250 total minutes of contact and interaction with the instructor and other students throughout the semester.

Week 1: Course introduction, Importance of communication in health professions (examining impact and effects)

Week 2: History of medicine and health communication (how history influences current perspectives on communication, provider legitimacy, orthodox vs. complementary medicine, medical education)

Week 3: Understanding the differences in provider and patient perspective (biomedical vs. biopsychosocial, influence of medical education, voice of medicine vs. voice of life world, social construction of health and illness, how these differences affect health communication barriers)

Week 4: Patient – provider communication (provider-centered communication versus collaborative communication, transactive communication, approaches to listening, asking questions, relationship development)

Week 5: Social definitions of health (stereotypes, social stigma, illness legitimacy, and the influence of stigma on providers' communication)

Week 6: Meeting patients/ consumers where they're at (Assessing lay understandings of health and illness, constructing messages for the appropriate health literacy level)

Week 7: Supportive communication (bad news delivery, dealing with patient fears and uncertainty, types of formal and informal provider support, balancing patients' physical, emotional, social concerns)

Week 8: Cross-cultural communication (Recognizing and valuing patient diversity, examining social and cultural group differences in seeking and interacting with healthcare, examination of case studies related to health communication in various cultures)

Week 9: Intercultural communication (moving toward intercultural communication competence) and communication and aging (dispelling stereotypes, geriatric care and communication, communication predicament of aging, communication enhancement model)

Week 10: Ethical communication in healthcare settings (provider power and privilege, communicating with patients about their rights, legal implications, examining historical and modern case studies in bio/medical ethics related to communication and informed consent)

Week 11: Small group communication – interacting with patients and their families, patient advocates

Week 12: Communication skills workshops and hands-on practice through applied case studies and/or mock patient approaches

Week 13: Organizational communication for healthcare professionals (leadership, healthcare teams, trust, healthcare administration, healthcare marketing and PR)

Week 14: E-health, mhealth, and telemedicine (influences and challenges of emerging communication technologies on patient-provider interaction, future of healthcare interaction)

Week 15: Case Study project presentations

Week 16: Final Exam

6. Assignments and evaluation

Exams (25%)
Healthcare Professional Interview and Paper (10%)
Healthcare Professional Shadow Experience and Paper (15%)
Workshop Performance and Reflection Paper (20%)
Case study final project (20%)
In class activities or discussion posts (10%)

7. Grading Scale

A   90-100%
B   80-89%
C   70-79%
D   60-69%
F   below 60%

8.

	Exams (25%)	Healthcare Interview & Paper (10%)	Healthcare Shadowing & Paper (15%)	Workshop & Paper (20%)	Case Study Presentation (20%)	In-Class activities or discussion posts (10%)
Identify the various ways that healthcare and communication reciprocally influence one another. [CT1-6, WR1-7, SL1-7]	X	X	X	X	X	X
Explain the challenges of communicating with diverse populations about health issues. [CT1-6, WR1-7, SL1-7, RC1-4]	X	X	X	X	X	X
Analyze the impact of healthcare's context (politically, technologically, organizationally, and interpersonally) on health-related interactions. [CT1-6, WR1-7, SL1-7, RC1-4]	X	X	X	X	X	X
Evaluate complex situations in terms of ethical communication practices. [CT1-6, WR1-7, SL1-7, RC1-4]	X	X	X	X	X	X
Implement	X	X	X	X	X	

communication skills and best practices in managing interactions in healthcare settings. [CT1-6, WR1-7, SL1-7, RC1-4]						X

Date approved by the Department of Health Studies: 2/5/2016
Date approved by the Department of Communication Studies: 2/18/16
Date approved by the CEPS college curriculum committee:
Date approved by the CAH college curriculum committee: 9/14/16
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: