5-13-2011


University of South Florida St. Petersburg.

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Submit this form and related documents to the UGC on the 15th of the month preceding the UGC meeting.

Date Submitted: 01/28/10

Date Change is Requested to become Active: ASAP

Contact Name and E-Mail: Mark Walters

This change is for a:

___ CHG TO ACADEMIC POLICY  ___ NEW COURSE PROP   ___ SUBSTANTIVE CHG  ___ NON-SUBSTANTIVE CHG

Have the changes been entered online?  ___ YES  ___ NO  Check all that apply:

___ Change to Course Title  ___ Change to Catalogue Description  ___ Addition of Program
___ Change to Course Number  ___ Change to Admission Requirements  ___ Change to Program
___ Change to Prerequisites  ___ Suspension of Program  ___ Deletion of Program
___ Addition of New Course(s)  ___ Addition of Track/Concentration/Emphasis  ___ Reinstatement of Program
___ Deletion of Existing Course(s)  ___ Change to Track/Concentration/Emphasis  ___ Other

Do the above changes mirror changes to the USF Tampa program?  ___ YES  ___ NO

Dr. Walters will submit the proposal on-line after it has been approved by the UGC.

Description of Change (Attach supporting documents if necessary):

New Course Proposal: “Communication Skills for Health Professionals”

Impact on College and University Resources:

Positive

The CAS Academic Program Committee does not think this is a gen. ed. course; though we think there is a strong case for substitution to the GE Committee.  - Thomas Smith

APPROVALS (IF DISAPPROVE, NOTE AND ATTACH COMMENTS)

<table>
<thead>
<tr>
<th>TITLE / PRINT NAME</th>
<th>SIGNATURE</th>
<th>APPROVE</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair, College UGC Committee</td>
<td>Thomas W. Smith</td>
<td>YES / NO</td>
<td>1/28/10</td>
</tr>
<tr>
<td>College Dean</td>
<td></td>
<td>YES / NO</td>
<td>2/4/10</td>
</tr>
<tr>
<td>Chair, USFSP UGC Committee</td>
<td></td>
<td>YES / NO</td>
<td>3/15/10</td>
</tr>
<tr>
<td>USFSP Regional V.C. Academic Affairs</td>
<td></td>
<td>YES / NO</td>
<td>3/19/10</td>
</tr>
</tbody>
</table>

CC. College Curriculum Committee / USFSP Graduate Curriculum Council / Office of Academic Affairs
For questions, contact 727-873-4469.

Ver 4/14/07
The General Education Committee has reviewed a proposal from the Department of Journalism and Media Studies (CAS) for a 2000-level General Education course entitled Communication Skills for Health Professionals. After review, the committee recommends this proposal for your review.

Attached are the course proposal and proposed syllabus.
General Education Course Application Form

Submit completed form and copy of the syllabus of the proposed course to the Chair of the General Education Committee

Submitter: Mark J. Walters  Email: mjw@mail.usf.edu  Phone: 727.873.4544
College/Department: CAS Journalism and Media Studies  Date: December 9, 2009
Account # (from dean): STP 10000 124700 000000 000000
Department: Journalism and Media Studies  Date: December 9, 2009
Course prefix and number: MMC  Course Title: Communication Skills for Health Professionals
Credit hours: 3
Prerequisites: None
Corequisites: None
Permit Required: No
Gordon Rule: No  Gordon Computation: No
Section Type (select one): Class  Lecture  Laboratory  Internship  Individual Performance  Directed Independent Study
Delivery Method (select one): Face-to-face  Online  Both
Contact Hours: 45
Proposed number of sections: fall X  spring X  summer X
Registration Restrictions: No
If Yes, indicate appropriate include/exclude variables beside each applicable restriction category:

<table>
<thead>
<tr>
<th>Include</th>
<th>Exclude</th>
</tr>
</thead>
<tbody>
<tr>
<td>College (CAS, COE, COB)</td>
<td>CAS</td>
</tr>
<tr>
<td>Major</td>
<td>Gen Ed, Health Sciences &amp;</td>
</tr>
<tr>
<td></td>
<td>Journalism</td>
</tr>
<tr>
<td>Class (FR, SO, JR, SR)</td>
<td>All</td>
</tr>
<tr>
<td>Level (Undergrad, Grad)</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Campus (SP, SM, T, L)</td>
<td>(SP, SM, T, L)</td>
</tr>
</tbody>
</table>

(e.g. Include all AP College Code—only gives access to CAS majors. Questions: Contact Registrar 873-4143)

Course Description:

This course is meant to reduce the perceived imbalance of power between the health/medical professions and the lay public by giving health-science students tools for communicating clearly, compassionately and persuasively with clients and other lay audiences. This course will dissect some of the dysfunctional ways that health professionals communicate with lay people and offer practical ways to fix them. These

***Courses granted one-time approval are not eligible for general education credit.***
practical skills will be delivered with a rigorous conceptual and scholarly understanding of issues and methodologies.

Check the appropriate General Education categories below.

☐ English Composition
1. Students will demonstrate rhetorical knowledge by focusing on audience, purpose, context, medium, and message;
2. Students will demonstrate critical thinking, reading, and writing by developing their writing over time through a series of tasks. These tasks include finding, evaluating, analyzing, and synthesizing sources into their own ideas, and discussing language, power, and knowledge;
3. Students will demonstrate composing processes through prewriting, drafting, revising, and editing, individually and with peers, in a range of composing media;
4. Students will demonstrate knowledge of conventions by controlling tone, mechanics, and documentation in a variety of common formats and genres.

☐ Quantitative Methods
1. Students will demonstrate the ability to estimate and to apply arithmetic, algebra, geometry, and statistics, appropriately, to solve problems. They will demonstrate an awareness of the relevance of these skills to a wide range of disciplines.
2. Students will demonstrate the ability to represent and evaluate mathematical information numerically, graphically and symbolically.
3. Students will demonstrate the ability to comprehend mathematical arguments, formulas, and graphical representations, and use this comprehension to answer questions, understand the significance of the results, and judge the reasonableness of their answers.

☐ Natural Sciences
1. Students will demonstrate an appreciation and understanding of the scientific method of inquiry
2. Students will demonstrate knowledge of the evidence, ideas, and models that scientists use to make judgments about the natural world.
3. Students will demonstrate how the ideas and models of the natural sciences relate to societal issues, including ethics.

☒ Social Sciences
1. Students will demonstrate knowledge of the methods that social scientists use to investigate the human condition and to formulate basic questions about the nature of social organizations and institutions.
2. Students will demonstrate knowledge about the role played by factors such as race, age, gender, ethnicity, economic status, environment, etc., in influencing human social interaction.
3. Students will demonstrate awareness of the ethical dimensions of human behavior and the formation of social, cultural and/or religious values.

☐ Fine Arts
1. Students will demonstrate the ability to explain the social, historical, cultural, intellectual and/or ethical contexts of works of creative expression.
2. Students will demonstrate some knowledge of the stylistic analysis, appropriate vocabulary, symbolism and techniques appropriate to the study of the fine arts and an understanding of the tradition and achievement of the creative process.
3. Students will demonstrate awareness of the relationship of the fine arts to everyday life.

☐ Historical Perspectives

***Courses granted one-time approval are not eligible for general education credit.***
1. Students will demonstrate knowledge of the history of human civilizations, societies and cultures, and an awareness of the human experience and its applicability to the contemporary world through study of political, social, cultural, environmental, and intellectual issues in pre-modern and modern eras.

2. Students will demonstrate the ability to situate primary historical records in their proper contexts and use these sources to construct historical arguments.

□ ALAMEA

1. Students will demonstrate knowledge of one of the above regions through analysis of examples of those regions/countries' historical or contemporary social, political, economic, environmental, and/or cultural life.

2. Students will demonstrate understanding of contemporary interconnections between these regions related to one or more global issues, themes and/or conflicts.

□ Major Works and Major Issues

1. Students will demonstrate the knowledge of the impact of one or more of the following on the major issues of a particular discipline: culture, environment, race, gender, and/or values and ethics.

2. Students will demonstrate the ability to critically analyze the primary texts and major documents or works (including visual and musical) of a particular discipline within appropriate context.

□ Literature and Writing

1. Students will demonstrate the ability to write a well organized and well substantiated analysis of primary literature and crucial sources in a particular discipline.

2. Students will demonstrate the ability to determine the nature and extent of information needed, evaluate information and sources critically, and write persuasively through the effective use of evidence derived from credible information sources.

Complete the following table linking the above-listed GE outcome with the course-specific outcome. Then explain how the course helps meet the GE outcomes. GE outcomes can be abbreviated with the initials and outcome number, e.g. EC1, HP2,

<table>
<thead>
<tr>
<th>GE Outcome(s)</th>
<th>Course-specific outcome(s)</th>
<th>Briefly explain how this course helps students meet this outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science 1: Students will demonstrate knowledge of the methods that social scientists use to investigate the human condition and to formulate basic questions about the nature of social organizations and institutions.</td>
<td>Students will demonstrate an understanding of the research methods that social scientists have used to analyze communication issues between health professionals and lay audiences. Based upon this knowledge and insight, students will create practical solutions to these communication problems on a day-to-day basis.</td>
<td>We will dissect rigorous case studies that use both quantitative and qualitative methods to define differences in the way that health professionals and lay audiences communicate about a specific diagnosis, medical procedure or concept. Methods the researchers used for generating quantitative and qualitative information will be thoroughly discussed.</td>
</tr>
<tr>
<td>Social Science 2: Students will demonstrate knowledge about the role played by factors such as race, age, gender, ethnicity, economic status, environment, etc., in influencing human social</td>
<td>Students will show that they can analyze and understand specific elements of language (structure, phrases and words) in terms of the speaker's ethnicity, economic status, environment, education and</td>
<td>We will lean how different ethnic, educational and other factors influence communication between health professionals and lay audiences. Among the resources we will use are transcripts, audio, video and other real-life and dramatized communication examples.</td>
</tr>
</tbody>
</table>

***Courses granted one-time approval are not eligible for general education credit.***

Form last updated: 2/11/2010
interaction. other factors. Students will be able to associate these factors with specific communication issues between medical professionals and patients, clients, staff and other lay audiences.

**Please provide following information:**

1. **Course Topics**

   - The language of professional power and dominance
   - Defining the lay audience
   - The role of "story" in medical conversations
   - How to talk about risk
   - The art of the explanation
   - Jargon
   - Listening

2. **Learning Strategies**

   These will consist of problem-based strategies as well as readings and numerous multimedia examples drawn from a variety of sources. Surveys, role playing and case studies will also be used.

3. **Assessment Techniques, especially with regard to how the above-listed SLOs will be assessed.**

   General assessment approaches:

   A. Problem-based assessments: Most of the assessments will be based on realistic or actual examples of communication between medical professionals and lay audiences. Students will then “solve” the challenges exemplified by the communication.

   These may be as simple as transcribed conversations, with the students asked to improve the exchange by using strategies discussed in the course. Or it may be as complex as watching an encounter on video (real-life or from the “movies”), with students critiquing the exchange and offering specific ways to improve it.

   B. Analysis: In addition to problem solving exercises, students will apply broad principles to analyzing and understanding specific examples of professionals and lay people trying to talk to each other.

***Courses granted one-time approval are not eligible for general education credit.***
C. Evaluation of readings: Exams will be used to evaluate the students' comprehension of peer review studies.

D. Formal papers based upon research or rigorous observation may also be used to evaluate students' grasp of course material.

E. A comprehensive final examination will be scheduled in accordance with the university's final examination policy.

SLO-specific assessments:

Social Science 1: Given a detailed scenario and potential tools and resources, students will design a hypothetical study to figure out specific differences in the way lay people and health professionals talk about a health issue. They will try to determine what social, educational and other factors have influenced particular communication styles.

Social Science 2: Students' grasp of the material will be assessed through role-playing and having to choose words, phrases, analogies and other elements appropriate for communicating with specific lay audiences as defined by race, age, gender, ethnicity, environment or education.

4. Explain how the course will affect other departments and other course offerings.

This should profoundly enhance neighboring disciplines by helping students, especially those in the technical professions, to share information and ideas with those in other fields and beyond to the public at large. This course will generate a tide that will lift all boats across disciplines.

5. Explain how the course will address communication and the critical thinking objectives.

Communication is the essence of this course. But communication skills can’t be gotten by rote. They are built on the ability to critically assess various social situations and use appropriate language to respond to them. Real-time critical thinking skills are ultimately the basis of good interpersonal communication.


***Courses granted one-time approval are not eligible for general education credit.***
**USF St. Petersburg - NEW Undergraduate Course Proposal Form**

1. **Department and Contact Information**

<table>
<thead>
<tr>
<th>Department</th>
<th>College</th>
<th>Budget Account Number</th>
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</thead>
<tbody>
<tr>
<td>COM</td>
<td>AP – SP Arts &amp; Sciences</td>
<td>USFO1STP 12470 10000</td>
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</table>

<table>
<thead>
<tr>
<th>Contact Person</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark J. Walters</td>
<td>(727) 873 - 4544</td>
<td><a href="mailto:mjw@mail.usf.edu">mjw@mail.usf.edu</a></td>
</tr>
</tbody>
</table>

2. **Course Information**

<table>
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<tbody>
<tr>
<td>COM</td>
<td>2136</td>
<td>Communication Skills for Health Professionals</td>
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<table>
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<th>Credit Hours</th>
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<tr>
<td>3</td>
<td>Class Lecture</td>
<td>Regular</td>
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<table>
<thead>
<tr>
<th>Total Clock Hours</th>
<th>Abbreviated Title (30 characters maximum)</th>
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</thead>
<tbody>
<tr>
<td>45</td>
<td>Comm Skills for Health Prof</td>
</tr>
</tbody>
</table>

3. **Prerequisites**

<table>
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<tr>
<th>And/Or</th>
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<th>Test Score</th>
<th>Subject</th>
<th>Course</th>
<th>Level</th>
<th>Grade</th>
<th>Concurrency</th>
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</thead>
</table>

4. **Co-requisites**

<table>
<thead>
<tr>
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<th>Course</th>
<th>Title</th>
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</thead>
</table>

5. **Registration Restrictions**

<table>
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<tr>
<th>Include/Exclude</th>
<th>Codes</th>
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<td>College</td>
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<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Level</td>
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</tbody>
</table>

6. **Course Description**

This skills-oriented course will give students interested in the health sciences basic tools for communicating clearly with patients, clients and non-medical audiences. Will also bring a scholarly understanding of general communication-related issues in the medical professions.
7. **Gordon Rule**

<table>
<thead>
<tr>
<th>Does this course meet the <strong>writing</strong> portion of the Gordon Rule?</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you indicated &quot;yes&quot; above, specify how the 6,000 words will be covered (exams, papers).</td>
<td>N/A</td>
</tr>
<tr>
<td>Does this course meet the <strong>computation</strong> portion of the Gordon Rule?</td>
<td>No</td>
</tr>
</tbody>
</table>

8. **Justification**

a. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course will fulfill a critical need for students interested in the health sciences. High-level communication skills will be required for graduates of this field to succeed in medical as well as medical management and supervisory fields. This will be a required course for health science majors. It will be a general education elective for other students. In additional, it will be an elective for communication Majors.

b. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

No existing courses in the curriculum teach the specific set of speaking, presentation or communication skills needed for students interested in scientific or medical fields to communicate effectively with lay audiences. In an age of increasing complexity in the medical fields and sciences, the ability to communicate clearly with lay audiences is critical.

c. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

It is widely acknowledged that communication abilities are a weak link in the scientific professions--medical and otherwise. Poor communication affects performance at all levels and is often a decisive roadblock to success. Having a communications course, especially from a difference discipline (mass comm.), can greatly strengthen a student's academic as well as professional credentials. Therefore, the need for such a course is critical. As such, there should be considerable demand for it among students.

d. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

No

e. How frequently will the course be offered? What is the anticipated enrollment?

Every semester.

f. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the non-substantive course change form regarding the course to be deleted to the Council secretary.)

No

g. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Demonstrated experience in a health related field and at least 36 graduate credit hours in Mass Communications or Journalism.

9. **Other Course Information**
A. Objectives

1. Gain an understanding of the specific health benefits that come from good communication between medical professionals and their patients, clients or office staff.
2. Gain an understanding of the problems that poor communication in medical settings often creates.
3. Analyze and understand specific elements of language (structure, phrases and words) that underlie common communication problems between medical professionals and patients, clients, staff or other lay audiences.
4. Understand the positive and negative roles that medical jargon plays in communication and to minimize jargon when speaking outside of one's medical specialty.
5. Identify structural ways that the language of professionals and lay people differ.
6. Use specific communication techniques to create warmer, more informative and more satisfying exchanges of ideas and feelings between medical professionals and lay people.

B. Learning Outcomes

1. To show the ability to modify one's technical peer-to-peer communication style in order to communicate better with patients, clients, office staff and other lay audiences.
2. To identify and discuss the benefits that occur when medical professionals establish good communication relationship with clients, patients, office staff and other lay audiences.
3. Identify and discuss specific problems that occur when medical professionals communicate poorly with clients, patients, office staff and other lay audiences.
4. To be able to analyze videotaped, transcribed, observed or created conversations between medical professionals and lay people for common communication "errors" and recommend specific ways to improve.
5. To identify and use language content, style and structure that reduces traditional power d between professionals and lay people.
6. To verbally describe complex medical concepts and procedures to lay individuals.

C. Major Topics

- The language of professional power and dominance
- Defining the lay audience
- The role of "story" in medical conversations
- How to talk about risk
- The art of the explanation
- Jargon
- Listening

D. Textbooks

Communication Skills for Medical Professionals (2010). Mark J. Walters, D.V.M.

10. Liberal Arts Certification

General Course Requirements (check all categories for which you are requesting certification.)

<table>
<thead>
<tr>
<th>English Composition</th>
<th>Quantitative Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>Historical Perspectives</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Fine Arts</td>
</tr>
<tr>
<td>African, Latin American, Middle Eastern, or Asian Perspectives</td>
<td></td>
</tr>
</tbody>
</table>
Exit Requirements (you may apply for certification in both of the following. If you choose Literature and Writing, you will also be certified for Gordon Rule.)

| Major Works and Major Issues | Literature and Writing |

Skills and Dimensions (Indicate which of the following are given significant consideration in the course.)

<table>
<thead>
<tr>
<th>Values and Ethics</th>
<th>Race and Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>International Perspectives</td>
</tr>
<tr>
<td>Environmental Perspectives</td>
<td>Analytical Thinking</td>
</tr>
<tr>
<td>Conceptual Thinking</td>
<td>Creative Thinking</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>Oral Expression</td>
</tr>
</tbody>
</table>

11. Catalog Language

This skills-oriented course will give students interested in the health sciences basic tools for communicating clearly with patients, clients and non-medical audiences. Will also bring a scholarly understanding of general communication-related issues in the medical professions.

12. Syllabus

Please provide the syllabus with this form when the course is approved for submission.
Syllabus
Communication skills for health professionals
MMC 3xxx

Instructor
Mark J. Walters, D.V.M.
E-mail: mjw@mail.usf.edu
Tel: 727-873-4544
Office hours: TBA and by appointment.

Classes
TBA

Required Text

The text will be used along with many readings from the medical-communications literature.

Introduction
This course is meant to reduce the perceived imbalance of power between the health/medical professions and the lay public by giving health-science students tools for communicating clearly, compassionately and persuasively with clients and other lay audiences. This course will dissect some of the dysfunctional ways that health professionals communicate with lay people and offer practical ways to fix them. These practical skills will be delivered with a rigorous conceptual and scholarly understanding of the issues.

Outcomes

<table>
<thead>
<tr>
<th>Area &amp; Outcome</th>
<th>Assignment(s)</th>
<th>Assessment(s)</th>
<th>Measure of success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences (1): Demonstrate knowledge of the methods that social scientists use to investigate the human condition and to formulate basic questions about the nature of social organizations and institutions such as health and medicine.</td>
<td>In depth examination of a rigorous case study that uses both quantitative and qualitative methods to define differences in the way that health professionals and lay audiences communicate about a specific diagnosis, medical procedure or concept. Methods for generating both</td>
<td>Given a detailed scenario and potential tools and resources, students will design a hypothetical study to figure out specific differences in the way lay people and health professionals talk about a health issue.</td>
<td>A student will have scored at least 80 percent on assessment(s) used to measure this outcome. The goal is to have at least 85 percent of all students in course meet this outcome.</td>
</tr>
</tbody>
</table>
Social Sciences (2):
Demonstrate knowledge about the role played by factors such as race, age, gender, ethnicity, economic status, environment or education in influencing communications between health professionals and lay audiences.

In depth study of transcripts, audio, video and other real-life and dramatized examples of interactions between health professionals and lay audiences from different ethnic, educational and other backgrounds.

Students, role-playing health professionals, will choose words, phrases, analogies and other elements appropriate for communicating with specific lay audiences as defined by race, age, gender, ethnicity, environment or education.

A student will have scored at least 80 percent on assessments used to measure this outcome. The goal is to have at least 85 percent of all students in course meet this outcome.

Evaluations
Students will be evaluated (including specific outcome-related assessments) in several ways:

1. Problem-based challenges: Most of the assessments will be based on realistic or actual examples of communication between medical professionals and lay audiences. Students will then "solve" the challenges exemplified by the communication.

These may be as simple as transcribed conversations, with the students asked to improve the exchange by using strategies discussed in the course. Or it may be as complex as watching an encounter on video (real-life or from the "movies"), with students critiquing the exchange and offering specific ways to improve it.

2. Analysis: In addition to problem solving exercises, students will apply broad principles to analyzing and understanding specific examples of professionals and lay people trying to talk to each other.

3. Evaluation of readings: Exams will be used to evaluate the students' comprehension of peer review studies.

4. Formal papers based upon research or rigorous observation may also be used to evaluate students' grasp of course material.

5. A comprehensive final examination will be scheduled in accordance with the university's final examination policy. These and general examination policies can be found at the following url: http://www.uqs.usf.edu/catalogs/0708/fi nexam.htm

Other Policies
Incompletes: Students will get an incomplete (I) for this course only under exceptional circumstances that prevent completing a major assignment. This may be illness or other documented situation beyond the student's control. An "I" will be given at the sole discretion of the instructor.

Absences: Students who anticipate the being absent from class due to major religious observance must give notice of the date(s) to the instructor, in writing, by the second class meeting.
Grading schema:

<table>
<thead>
<tr>
<th>Grades scored between</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>97% and 100%</td>
<td>A+</td>
</tr>
<tr>
<td>94% and less than 97%</td>
<td>A</td>
</tr>
<tr>
<td>90% and less than 94%</td>
<td>A-</td>
</tr>
<tr>
<td>87% and less than 90%</td>
<td>B+</td>
</tr>
<tr>
<td>84% and less than 87%</td>
<td>B</td>
</tr>
<tr>
<td>80% and less than 84%</td>
<td>B-</td>
</tr>
<tr>
<td>77% and less than 80%</td>
<td>C+</td>
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<td>74% and less than 77%</td>
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<td>70% and less than 74%</td>
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<td>67% and less than 70%</td>
<td>D+</td>
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<td>64% and less than 67%</td>
<td>D</td>
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<tr>
<td>60% and less than 64%</td>
<td>D-</td>
</tr>
<tr>
<td>0% and less than 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Accommodation
Students with disabilities must register with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of special needs at least 5 business days before they are needed. A letter from SDS must come with this request.

Emergencies
In an emergency, USF may suspend normal operations. During this time, USF may opt to deliver instruction through methods that include but are not limited to Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the student's responsibility to check Blackboard for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Honesty
Please be meticulous in citing sources of information. For details see the following link:

http://www.lib.usf.edu/public/index.cfm?Pg=Plagiarism

The University of South Florida has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. The instructor reserves the right to submit assignments to this detection system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Major Topics
The outline for this course will follow the general contours of the textbook, *Communication Skills for Medical Professionals*. The major topics are below are packaged as modules. These modules will cover the equivalent of 45 contact hours.

A tentative outline of classes, readings and assignments follows:
<table>
<thead>
<tr>
<th>Contact Hours</th>
<th>Module</th>
<th>Topics</th>
<th>Readings and other assignments</th>
<th>Assessments</th>
</tr>
</thead>
</table>

1 This is a tentative list of readings. Specific chapters of listed books will be assigned for each module.
<table>
<thead>
<tr>
<th>5</th>
<th>You and your audience</th>
<th>Looks at the different assumptions about medicine and science between professionals and lay audiences. Also, the different goals each has of the same conversation. Builds upon an awareness of these differences to bridge the conversation.</th>
<th>&quot;You and your audience&quot;: Communication skills for medical professionals Assorted multimedia presentations and interactive exercises.</th>
<th>Multiple choice exams and problem-based assessments</th>
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<tbody>
<tr>
<td>5</td>
<td>The role of story in everyday conversation</td>
<td>Lay people often view illness in terms of a personal narrative, or journey, while medical professionals often view it as a set of symptoms. Explores how professionals can talk in such a way that includes the lay person's &quot;story&quot; without undermining the medical meaning of illness.</td>
<td>The role of story: Communication skills for medical professionals Charon, R. (2001). &quot;Narrative Medicine: A Model for Empathy, Reflection, Profession, and Trust.&quot; JAMA 286(15): 1897-1902. Assorted multimedia presentations and interactive exercises.</td>
<td>Multiple choice exams and problem-based assessments</td>
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| 5 | Explanations | Various tools and techniques for explaining complicated treatments, diagnoses and procedures and concepts. Case study: explaining the Complete Blood Count to a lay listener. | "Art of the explanation": Communication skills for medical professionals  
Assorted multimedia presentations and interactive exercises. | Multiple choice exams and problem-based assessments |
"Listening": Communication skills for medical professionals  
Assorted multimedia presentations and interactive exercises. | Multiple choice exams and problem-based assessments |
| 5 | Jargon | Explores the beneficial role of jargon in peer to peer communications but its often harmful effects when professionals communicate with lay audiences. | "Jargon": Communication skills for medical professionals  

"Improved communications reduce litigation." AAOS Now 3(2).  
Assorted multimedia presentations and interactive exercises.
<table>
<thead>
<tr>
<th></th>
<th>Course summary and review</th>
<th>Extensive review of all material covered.</th>
<th>Review reading outlines and multimedia materials.</th>
<th>Comprehensive final exam and problem-based assessments</th>
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1. **Department and Contact Information**

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<td><a href="mailto:crossman@mail.usf.edu">crossman@mail.usf.edu</a></td>
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2. **Course Information**

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<td>Communication Skills for Health Professionals</td>
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<th>Total Clock Hours</th>
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<tbody>
<tr>
<td>45</td>
<td>Comm Skills for Health Prof</td>
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</table>

5. **Prerequisites**

none

6. **Corequisites**

none

7. **Co-Prerequisites**

none

8. **Course Description**

Skills-oriented course for students interested in health sciences: basic tools for communicating clearly with patients, clients and non-medical audiences; also brings scholarly understanding of general communication-related issues in medical professions.

9. **Gordon Rule**

Does this course meet the writing portion of the Gordon Rule?

N
If you checked "yes" above, specify how the 6,000 words will be covered (exams, papers).
N/A

Does this course meet the computation portion of the Gordon Rule?
N

10. Justification

A. Indicate how this course will strengthen the Undergraduate Program. Is this course necessary for accreditation or certification?

This course will fulfill a critical need for students interested in the health sciences. High-level communication skills will be required for graduates of this field to succeed in medical as well as medical management and supervisory fields. This will be a required course for health science majors. It will be a general education elective for other students. In additional, it will be an elective for communication Majors.

B. What specific area of knowledge is covered by this course which is not covered by courses currently listed?

No existing courses in the curriculum teach the specific set of speaking, presentation or communication skills needed for students interested in scientific or medical fields to communicate effectively with lay audiences. In an age of increasing complexity in the medical fields and sciences, the ability to communicate clearly with lay audiences is critical.

C. What is the need or demand for this course? (Indicate if this course is part of a required sequence in the major.) What other programs would this course service?

It is widely acknowledged that communication abilities are a weak link in the scientific professions--medical and otherwise. Poor communication affects performance at all levels and is often a decisive roadblock to success. Having a communications course, especially from a difference discipline (mass comm.), can greatly strengthen a student's academic as well as professional credentials. Therefore, the need for such a course is critical. As such, there should be considerable demand for it among students.

D. Has this course been offered as Selected Topics/Experimental Topics course? If yes, what was the enrollment?

No

E. How frequently will the course be offered? What is the anticipated enrollment?
Every semester.

F. Do you plan to drop a course if this course is added? If so, what will be the effect on the program and on the students? (Please forward the nonsubstantive course change form regarding the course to be deleted to the Council secretary.)

No

G. What qualifications for training and/or experience are necessary to teach this course? (List minimum qualifications for the instructor.)

Demonstrated experience in a health related field and at least 36 graduate credit hours in Mass Communications or Journalism.

11. Other Course Information

A. Objectives

1. Gain an understanding of the specific health benefits that come from good communication between medical professionals and their patients, clients or office staff. 2. Gain an understanding of the problems that poor communication in medical settings often creates. 3. Analyze and understand specific elements of language (structure, phrases and words) that underlie common communication problems between medical professionals and patients, clients, staff or other lay audiences. 4. Understand the positive and negative roles that medical jargon plays in communication and to minimize jargon when speaking outside of one’s medical specialty. 5. Identify structural ways that the language of professionals and lay people differ. 6. Use specific communication techniques to create warmer, more informative and more satisfying exchanges of ideas and feelings between medical professionals and lay people.

B. Learning Outcomes

1. To show the ability to modify one’s technical peer-to-peer communication style in order to communicate better with patients, clients, office staff and other lay audiences. 2. To identify and discuss the benefits that occur when medical professionals establish good communication relationship with clients, patients, office staff and other lay audiences. 3. Identify and discuss specific problems that occur when medical professionals communicate poorly with clients, patients, office staff and other lay audiences. 4. To be able to analyze videotaped, transcribed, observed or created conversations between medical professionals and lay people for common communication “errors” and recommend specific ways to improve. 5. To identify and use language content, style and structure that reduces traditional power d between professionals and lay people. 6. To verbally describe complex medical concepts and procedures to lay individuals.
C. Major Topics

- The language of professional power and dominance
- Defining the lay audience
- The role of "story" in medical conversations
- How to talk about risk
- The art of the explanation
- Jargon
- Listening

D. Textbooks

Communication Skills for Medical Professionals (2010). Mark J. Walters, D.V.M.