Stephen F. Austin State University
DeWitt School of Nursing
COMMUNICATION IN HEALTH CARE
Course Number: NURS 3240
Section Number: 601
Date Fall 2020

Course Instructor
Rhonda Tubbe

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This syllabus is provided for informational purposes only.
Faculty Contact Information

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Phone: 936-554-2106
Office: SON
Office Hours: Thursday 2-3, prefer phone conference
Contact Preference: On-line Classroom e-mail

Class meeting time and place: Online Course

Textbooks and Materials:
Required:

Optional:

Course Description
Two semester hours, two hours didactic. Theory and practice of professional communication in healthcare settings, with emphasis on the study of perception, emotions, nonverbal and verbal communication, assertiveness, conflict resolution and interpersonal relationships in healthcare institutions. Teaches strategies used by nurses as leader and facilitator on the interdisciplinary healthcare team are emphasized.

Unabridged Course Description
This course deals with the theory and practice of professional communication in healthcare settings. Emphasis is on the study of perception, emotions, nonverbal and verbal communication, assertiveness, conflict resolution and interpersonal relationships in healthcare institutions. Teaches strategies used by nurses as leader and facilitator on the interdisciplinary healthcare team.

Number of Credit Hours
2 credit hour(s) (online response and participation)

Course Prerequisites and Co-requisites
Admission to SON
Program Learning Outcomes

Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within an established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
None

Student Learning Outcomes

The student will:
1. Examine perception and build confidence in public speaking in health care.
2. Interpret language and non-verbal communication.
3. Implement problem solving and teamwork in interdisciplinary health care team.
4. Improve conflict resolution and listening skills.
5. Assess cultural diversity in communication with nursing issues (DNR, organ donation, HIPPA)

Course Requirements

Online lecture, discussion, media, research, readings, group discussions, and written assignments.
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Date</th>
<th>Time</th>
<th>Class Content and Assignments</th>
</tr>
</thead>
</table>
| 1    |        | August 24-30   | On-line | Review of Syllabus and introduction to Healthy Aging.  
Post Short Bio (see Faculty Bio.)  
Exam, over the Syllabus                                                                                                                                       |
| 2    | 1      | August 31- Sept 6 | On-line | Communication Elements/Communicating with the Patient  
Cover letter due (RESOURCE APA MANUAL)  
Weekly attendance and participation Posts                                                                                                                      |
| 3    | 2      | Sept 7-13      | On-line | Communication barriers  
Read Chapter 5  
Attendance and participation posts                                                                                                                          |
| 4    | 3      | Sept 14-20     | On-line | Communication through notes, e-mail, and letters  
Thank you letter due  
Read Chapter 8  
Attendance and participation posts                                                                                                                        |
| 5    | 4      | Sept 21-27     | On-line | Teaching patients and types of learning  
Read Chapter 3  
Attendance and participation posts                                                                                                                         |
| 6    | 5      | Sept 28-Oct 4  | On-line | Communicating wellness  
Attendance and participation posts                                                                                                                          |
| 7    | 6      | Oct 5-11       | On-line | Communicating through the grief process  
Essay/project due  
Read Chapter 7  
Attendance and participation posts                                                                                                                         |
| 8    | 7      | Oct 12-18      | On-line | Written communication  
Read Pages 186-188  
Attendance and participation post                                                                                                                        |
| 9    | 8      | Oct 19-25      | On-line | Non verbal communication  
Read Page 9  
Attendance and participation posts                                                                                                                        |
| 10   | 9      | Oct 26-Nov 1   | On-line | The interview  
Use your internet skills for resources and tips  
Attendance and participation posts                                                                                                                      |
| 11   | 10     | Nov 2-8        | On-line | Communicating to get the job you want  
Resume due  
Attendance and participation posts                                                                                                                        |
| 12   | 11     | Nov 9-15       | On-line | Communication in the work place  
Read Chapter 8  
Attendance and participation posts                                                                                                                        |
| 13   | 12     | Nov 16-22      | On-line | Gathering information, learning about the patient  
Read Chapter 2  
Attendance and participation posts                                                                                                                        |
| 14   | 13     | Nov 30- Dec-6  | On-line | The Medical Record  
Final: PowerPoint Presentation  
Read Chapter 9  
Attendance and participation posts                                                                                                                        |
Week 15 Wrap up
Date: Dec 8-13
On-line
Final postings. Final feedback

Attendance
1. Answer web-based questions required throughout the semester. Question will be posted weekly
2. The post will be counted within the week, Monday through Sunday

Participation
1. Class participation will be required on a weekly basis
2. Participation is performed by responding to at least one post per week
3. The participation will be counted with the week, Monday through Sunday

Course Calendar
Refer to Course Calendar within the document.

Grading Policy
Exam, Syllabus – 5%
Cover letter - 5%
Thank you letter - 5%
Resume – 10%
Essay, communication barriers – 25%
PowerPoint, methods of communication -25%
Attendance and Participation- 25%

Grading Scale:
A = 90 - 100
B = 80 - 89
C = 70 – 79
D = 60 – 69
F = 59 and below

Attendance Policy
Attendance is on-line, see grading criteria.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting
to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades (Semester Grades Policy A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Grading Criteria
Criteria for grading attendance and participation

The purpose of the Weekly Discussions is to develop a scholarly and dynamic exchange between you, faculty, and other students in the course promoting an active and engaging online learning community. Your success and the success of your classmates in a positive learning environment is dependent on discussion participation and timely completion of assignments.

Weekly Discussion Requirements

- Students are expected to participate in weekly discussions on at least three separate days out of seven in the electronic week.
- The three weekly posts consist of one Main post and a minimum of two responses to peers. All will be posted on separate days.
- The electronic week begins on Monday at 12:01 am CST and ends on Sunday at 12 midnight CST.
- There are no “make-ups” for not posting to the Weekly Discussions. If you need to be away or do not have computer access, you need to make alternative arrangements for participation and actively engaging in the course to meet weekly discussion requirements.
- Students must post a Main post to the Discussion board each week on or before Thursday at 12 midnight CST.
- One point per day will be deducted for not having the Main post completed on or before Wednesday each week ensuring that all students have the opportunity for active learning and engagement with peers and course faculty.
- Students must read and respond to a minimum of two peer posts each week.
- Students must provide references in current APA format for all posts.
- It is recommended that you prepare your weekly discussion posts in Microsoft Word and then cut and paste into the Blackboard discussion. This is because Blackboard ‘times out’.
- All discussions posted must reflect proficient writing standards.
- Posts must be in the correct Weekly Discussion board or no points will be awarded.
## Discussion Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>25</th>
<th>20</th>
<th>15</th>
<th>Unacceptable</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Post Discussion (50)</td>
<td>Displays an outstanding integration of required reading and other scholarly works supporting the points and topics of discussion.</td>
<td>Displays some integration of required reading and other scholarly works supporting the points and topics of discussion.</td>
<td>Displays poor integration of required reading and other scholarly works supporting the points and topics of discussion.</td>
<td>No post.</td>
<td></td>
</tr>
<tr>
<td>Peer Response Discussion (25)</td>
<td>Displays outstanding knowledge of concepts and issues presented in the courses as well as in their peers’ postings.</td>
<td>Displays some knowledge of concepts and issues presented in the course as well as in their peers’ postings.</td>
<td>Displays poor knowledge of concepts and issues presented in the course as well as in their peers’ postings.</td>
<td>No post.</td>
<td></td>
</tr>
<tr>
<td>Writing format (25)</td>
<td>Posts have no grammar, spelling, or current APA edition format mistakes.</td>
<td>Posts have few grammar, spelling, and/or current APA edition format mistakes.</td>
<td>Posts have multiple grammar, spelling, and/or current APA edition format mistakes.</td>
<td>No post.</td>
<td></td>
</tr>
</tbody>
</table>

Power Point Content
Each student will select a topic related to communication with the patient. For your benefit, the following sample topics may be used. Please feel free to use other topics that you may have an interest.

- Social media
- Verbal
- Body Language
- Video
- Other if interested

Subtopics/slides you may include:

- Introduction
- Risk
- Privacy
- Benefits
- Summary
- Reference page

The PowerPoint will include a title slide, introduction, six contents slides, a conclusion, and reference slide. The six contents slides will require notes in the note sections. (The notes are critical to the overall grade)

The PowerPoint presentation will count as 25 percent of your overall grade. The notes for each one of your slides will count for half of the overall grade. The notes should consist of at least two paragraphs with three to five sentences. References and citation of data is required. Refer to your assigned reading and the university online library for peer reviewed articles to support your topic.

Post your PowerPoint to the drop box. I will accept early submissions.
<table>
<thead>
<tr>
<th>Category</th>
<th>25 Points</th>
<th>20 Points</th>
<th>15 Points</th>
<th>10 Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Content (25 points)</td>
<td>Rich in content, full of thought, insight and synthesis with clear connections to previous or current content and/or to real life situations made with depth and detail.</td>
<td>Substantial information, thought, insight and analysis has taken place with some connection to previous or current content and/or to real life situations but lack of depth and detail.</td>
<td>Generally competent in summarizing learning, but information is thin and commonplace with limited connections and vague generalities.</td>
<td>Rudimentary and superficial regurgitation of content with no connections and/or completely off topic.</td>
<td></td>
</tr>
<tr>
<td>Slide notes (25 points)</td>
<td>The key issues within the notes are identified and answered. The discussion is consistently clear with few digressions.</td>
<td>The key issues within the notes are identified but not all answered. The discussion is clear most of the time.</td>
<td>Some of the key issues within the notes are identified but not answered. The discussion is not clear.</td>
<td>Confused, hard to follow and the key issues within the notes are not identified or answered.</td>
<td></td>
</tr>
<tr>
<td>Reading and Resources (25 points)</td>
<td>Readings and other resource materials are used to support comments. All references are documented according to current APA format.</td>
<td>There is some reference to readings and other resource material. Most references are documented per current APA format. Minimal APA format errors.</td>
<td>Little if any reference is made to readings. Major errors in references documented according to current APA format. Major APA format errors.</td>
<td>Readings and resources are not cited. No APA references.</td>
<td></td>
</tr>
<tr>
<td>Slides are balanced, not over crowded, and professional (25 points)</td>
<td>Easy to read, balanced and free of typos, spelling and mechanical errors.</td>
<td>Most writing in a professional manner, free of typos, spelling and mechanical errors.</td>
<td>Some writing written in a professional manner, free of typos, spelling and mechanical errors.</td>
<td>Most writing NOT written in a professional manner, free of typos, spelling and mechanical errors.</td>
<td></td>
</tr>
</tbody>
</table>