

COURSE OUTLINE

COM 1403 Intro to Communication in Healthcare Professions

Section:

Semester:

Meeting Days and Times:

Hours and Credits for Lecture: 3 hours, 3 credits

Course Pre/Co-requisite: ENG 1101 or ENG 1101CO or ENG 1101ML

Instructor:

Office Hours:

Course Description

Introduction to the study and practice of communication for health professionals. Topics include listening, adapting your message, informative presentations and role-play exercises. Communication issues particular to health professions are a focus, including nursing, radiology, dentistry, optometry, health and human services and health administration. Students practice clear, purposeful and compassionate communication in face-to-face and mediated situations.

Online Course Description

The minimum technological requirements for fully online sections of this course are a working camera and microphone. Students are expected to turn on cameras and microphones at their instructor's request.

Introducing Health Communication

Studies show that miscommunication is a major contributor to health outcomes, and communication competency is increasingly recognized as a core skill for healthcare workers. This introductory class, for students who work in (or are considering) healthcare careers, is one of the core courses for the Associate of Science in Health Sciences (ASHS). It is designed to fulfill the Oral Communication competencies offered in COM courses, including public speaking, research and citation. All assignments, templates and rubrics posted on Blackboard.

Textbook

Communication Skills for the Healthcare Professional, Second Edition by Laurie Kelly McCorry and Jeff Mason. ISBN: 9781284219999

Topics we cover

- Clear and compassionate patient-provider communication
- Components of communication, including sender, receiver, message and feedback
- Culturally and linguistically appropriate services (CLAS)
- Health literacy, health education and language barriers
- Verbal and nonverbal communication
- “Hand-off” communications with team members and supervisors
- Protecting privacy and confidential information
- Translating medical terminology into everyday language
- Motivational communication and interviewing techniques
- Using the teach-back method and checklists

Course Intended Learning Outcomes and Assessment Methods

Learning Outcomes:	Assessment Methods:
To better understand the consequences of miscommunication in healthcare.	Case examples of miscommunication are covered in lectures. Comprehension is demonstrated in quizzes and role play exercises.
To communicate using different communication channels (face-to-face, electronic, etc.)	Students evaluated in 3 modalities: oral presentation, written manuscripts and use of online learning platforms.
To compose and present appropriate verbal and nonverbal messages to diverse audiences.	Students evaluated on oral presentations and participation in simulated healthcare encounters.
Learn to use presentation aids and technologies to enhance oral presentations.	Final presentations require slides for visual aids.
To demonstrate competence in listening skills.	Students complete peer evaluations and are evaluated for listening skills.
To practice techniques for encouraging healthier behaviors.	Students are evaluated on the accuracy of research, evidence supporting claims, and carefulness of citation.
To simulate working with culturally and linguistically diverse patients.	Scripts involve intercultural and multilingual encounters.

Description of Assignments

Simulated Encounters

These role-play exercises take place in class, with students acting out a hypothetical health-related encounter. Scenarios include communicating health-related instructions, addressing unhealthy behaviors, etc. Multiple scenarios enacted, with students taking turns playing the role of provider, patient and observer. This assignment also includes mock interviews. Meetings in pairs and small groups will also take place in Zoom “breakout rooms.” Each student performs (at least) one encounter in front of the class.

Impromptu Presentations

Health communication takes place in real-life situations, and providers don’t always have time to prepare a formal presentation. Each student will give one or more short speeches (3 to 5 minutes) on health topics (provided by the instructor) with only minimal preparation. The presentation may be based on an informational pamphlet, website, textbook chapter, or other resource. Each student will give (at least) one impromptu presentation, either informative or persuasive.

Brightspace Quizzes

There is a quiz on each textbook chapter. Each quiz consists of multiple-choice, fill-in-the-blanks, and T/F questions. These quizzes are open book, and you can take each up to 3 times, with your highest score used. There is no time limit to complete the quizzes once you have started (but Blackboard will log you out after a period of inactivity). NOTE: *Quizzes cannot be accessed after the stated due dates. There are no make-up quizzes.*

Brightspace Discussion Boards

The Discussion Board is made up of 12 “forums” (one for each chapter). Respond to each instructor prompt by creating your own “thread” in the forum. Your thread must be about 250 words, written in complete sentences, with a minimum of spelling, formatting and grammatical errors. At the end of your thread, always pose a question to readers to spark discussion. In addition, for each forum, you will read threads posted by others and reply to at least three, per forum. Your “reply” must be at least three complete sentences. Users can post links to news stories, videos and other websites. The Discussion Board is “asynchronous,” meaning, you can log in, post and reply at any time of the day or night, but please note due dates. NOTE: *Discussion Boards cannot be accessed after the stated due dates.*

Final Presentations

Please choose ONE of the three Final Presentation assignments below (in consultation with the instructor) that is appropriate to your academic and career goals:

1) Explain a Healthcare Procedure: Healthcare professionals need to explain procedures carefully and clearly. Students conduct research about some type of procedure, technique or technology related to their healthcare interests and career goals. For students currently working in healthcare, procedures they already perform in their occupation are considered, but no commonly known procedures (like making a bed, etc.). The explanation of administrative tasks, sanitary engineering, medical devices and information technologies, etc. are all considered as topics. Explain any jargon in everyday language. Can be based on your work experience but must also include outside research.

2) Health Issues in the News: Find recent news articles about health relevant to the subject matter of health communication and prepare a presentation that clearly summarizes the issue and presents your own viewpoint. Issues may be related to health hazards, diet, exercise, injuries, medical research, drugs, health policy, health inequities, etc., or other topics current in the news. All jargon must be defined and explained. Your presentation should include a succinct summary of the main ideas in the articles, an explanation of how you connect the articles to course material, and a critique or evaluative response. Your instructor will demonstrate the process of keyword searches and provide a selection of articles on current topics in the news.

3) Sharing Your Experience: This assignment involves sharing something personal related to health. It could be an illness or injury that affected you, or your family/ friends, or about the loss of a loved one. Presentation should share detailed recollections of your experience, along with outside research. Try to portray the role of others (such as medical providers, family, and friends), telling a story about the malady or affliction, and (if appropriate) the road towards healing, recovery, or grieving. Although based on your own experience, remember this involves research as well. Explain any unfamiliar terms. Avoid commonly known facts to go deeper into the subject, revealing novel information and hope for new approaches, treatments and ways of healing.

Each presentation requires:

- 1) Original work by the student, in their own words, without copy/pasted text. All outside information must be paraphrased.
- 2) 3 to 5 information sources, carefully cited in References section of manuscript, in-text, and aloud (see instructions for details).
- 3) Detailed DRAFT manuscript (about 3 pages), due week 7, closely modeled after templates and samples provided.
 - DRAFT manuscripts marked INCOMPLETE must be corrected to pass Final Presentation assignment.
- 4) REVISED manuscript, due week 12, revised according to instructor comments.
- 5) 8 to 10 minute in-class oral presentation, plus question & answer period.
- 6) Slides with high resolution images & MINIMAL text, closely modeled after samples provided.
 - Slides must include title slide, at least one visual aid, and References slide. No blurry or stretched images.

- Slides must be coordinated with the oral presentation, with images matching the words spoken

NOTE: All Final Presentations with copy/pasted/plagiarized text automatically assigned a grade of F. No exceptions. Plagiarism results in an F in the course. See Academic Integrity Statement below.

Peer Evaluations

Each student must complete at least 3 peer evaluation forms during the Final Presentations, evaluating the speaker on content, delivery and visual aids. The instructor is looking for legible, detailed comments, showing that the evaluator was listening closely, as well as constructive criticism about how the speaker can improve.

Participation and Professionalism

A significant portion of your grade depends on your active participation and how you conduct yourself in the class. Classroom participation applies to online behavior as well as in-person classroom behavior. This requirement consists of the following components: (a) active and timely participation during virtual or in-person class discussions (b) active and timely participation during virtual or in-person group work or peer feedback (c) punctual submission of graded assignments, including those assigned to an online platform or presented orally during a virtual lesson (d) the quality of your written and spoken assignments (e) the quality of online self-presentation including appropriate attire, seating, lighting, and background (f) overall classroom interactions and communication ethics.

Grading

Simulated Encounters	10%
Impromptu Presentations	10%
Quizzes	10%
Discussion Boards	10%
Manuscript DRAFT (due mid semester)	10%
Manuscript REVISED	10%
Slides	10%
Final Presentation	10%
Peer Evaluations	10%
<u>Participation and Professionalism</u>	<u>10%</u>
Total	100%

Please note: 'Make-up' assignments are only possible in the event of documented medical emergencies.

Weekly Schedule

(NOTE: May be subject to changes)

Week	Date	Topics	In-Class Activities	Homework assigned
1		Intro to course	Roll call, syllabus	read chapter 1 & take quiz; Do Discussion Board
2		Intro to health com	Introductions & partners	read chapter 2 & take quiz; Do Discussion Board
3		Effective communication	Listening & paraphrasing	Read chapter 3 & take quiz; Do Discussion Board
4		Providers & patients	Introducing simulations	Read chapter 4 & take quiz; Do Discussion Board
5		Assign Manuscript/Slides	Research & citing demo	Read chapter 5 & take quiz; Do Discussion Board
6		Final presentation instructions	Simulation & impromptu	Read chapter 6 & take quiz; Do Discussion Board Submit manuscript draft & slides on BB
7		Interviewing <i><u>DRAFT Manuscript/slides due</u></i>	Simulation & impromptu	Read chapter 7 & take quiz; Do Discussion Board
8		Adapting your message Manuscript/slides feedback	Simulation & impromptu	Read chapter 8 & take quiz; Do Discussion Board
9		Patient Education <i>Mid-term grades assigned</i>	Simulation & impromptu	Read chapter 9 & take quiz; Do Discussion Board Correct and resubmit INCOMPLETE manuscripts
10		Culture, diversity & power; <i><u>Due date for corrected</u></i> <i><u>INCOMPLETE manuscripts</u></i>	CLAS intercultural exercise	Read chapter 10 & take quiz; Do Discussion Board Practice Final Presentation
11		Job searches, resumes and cover letters	Mock interviews Video evaluations	Read chapter 11 & take quiz; Do Discussion Board; Submit REVISED manuscript and print a copy
12		Final Presentations Workshops <i><u>REVISED manuscript/slides due</u></i>	Peer review of manuscripts. Bring yours to class today.	Read chapter 12 & take quiz; Do Discussion Board; practice!
13		Final Presentations	Peer evaluations	Practice!
14		Final Presentations	Peer evaluations	Practice!
15		Final Presentations	Peer evaluations	Practice!

Policies

Humanities Department Attendance Policy

It is the conviction of the Humanities department that a student who is not in a class for any reason is not receiving the benefit of

the education being provided. Missed class time includes not just absences but also latenesses, early departures, and time outside the classroom taken by students during class meeting periods. Missed time impacts any portion of the final grade overtly allocated to participation and/or any grades awarded for activities that relate to presence in class. Note: Each professor will keep accurate, detailed records of students' attendance.

School of Arts and Sciences Attendance Statement

When students miss class, they do not receive the full benefit of their education. Missing class includes absence, lateness, early departure and stepping out for prolonged periods during the session. Students must attend class consistently and on time: Failure to do so will negatively affect the final grade and could lead to an 'F' in the course.

Academic Integrity at City Tech

"Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion." -[NYCCT Academic Integrity Statement](#).

Humanities Department Commitment to Student Diversity

The Humanities Department complies with the college wide nondiscrimination policy and seeks to foster a safe and inclusive learning environment that celebrates diversity in its many forms and enhances our students' ability to be informed, global citizens. Through our example, we demonstrate an appreciation of the rich diversity of world cultures and the unique forms of expression that make us human.

Accessibility Statement

City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, you can leave a voicemail at 718 260 5143, send

an email to Accessibility@citytech.cuny.edu or visit the Center's website at <http://www.citytech.cuny.edu/accessibility/> for more information.

Communication Discipline-Specific Policies & Guidelines for Generative Artificial Intelligence (GenAI)

Analytical and critical thinking skills are part of the learning outcomes of this course and the Communication discipline; therefore, all written and oral assignments must be prepared by the student. The instructor may allow for the limited use of generative artificial intelligence (GenAI). Students will learn both when and how these tools may be used, and when and how to provide attribution. Generative AI can produce inaccurate or biased information, based on limited knowledge or citing fake references, and resulting in copyright and confidentiality infringement. Therefore, you will be held accountable for work that includes

- Incorrect, fake, and fabricated sources, or information misattributed to sources
- AI-generated work presented as original work (including essays, research papers, speech outlines, discussion boards, PowerPoints, etc.)
- Any AI generated text copied/pasted without attribution.
- Assessments, quizzes, and exams completed using AI
- AI generated imagery or multimedia without acknowledgement and citation of AI platform as creator
- AI-generated misinformation, including incorrect, biased, misinformed, or misleading claims

Any use of generative AI tools as described above will be treated as academic dishonesty and/or plagiarism and will be reported to the College Academic Integrity Committee. While understanding *how* and *when* to use generative AI tools may be emerging as a professional job skill, ethics still matter and being careful not to spread misinformation is foremost. Developing strong ethics and a sense of responsibility in this area will prepare you for graduation and a competitive workplace. If you allow AI to think for you, then you may not be able to do the kind of thinking that leads to success.

Updated by David Lee 5/2025