



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

**DIVISION: Workforce Development**

**COURSE: DLA 1206 Communications in Healthcare**

Date: Spring 2023

Credit Hours: 1

*Complete all that apply or mark "None" where appropriate:*

Prerequisite(s): Admission to the Dental Assisting Program OR Dental Office Management Certificate

Enrollment by assessment or other measure?  Yes  No  
If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor:  Yes  No

Delivery Method:	<input checked="" type="checkbox"/> <b>Lecture</b>	<b>1 Contact Hours</b> (1 contact = 1 credit hour)
	<input type="checkbox"/> <b>Seminar</b>	<b>0 Contact Hours</b> (1 contact = 1 credit hour)
	<input type="checkbox"/> <b>Lab</b>	<b>0 Contact Hours</b> (2-3 contact = 1 credit hour)
	<input type="checkbox"/> <b>Clinical</b>	<b>0 Contact Hours</b> (3 contact = 1 credit hour)

Offered:  **Fall**  **Spring**  **Summer**

### **CATALOG DESCRIPTION and IAI NUMBER (if applicable):**

This course is designed to provide students with all the necessary tools to effectively communicate with patients and other health care professionals. It presents condensed amounts of content for learning the basic principles and then integrating elements such as case scenarios, questions, or hints and tips to encourage application of those principles into real-life situations.

## **ACCREDITATION STATEMENTS AND COURSE NOTES:**

None

## **COURSE TOPICS AND CONTENT REQUIREMENTS:**

- I. Communicating in Healthcare
  - a. Rapport
  - b. Confidentiality
  - c. Elements of Communication
  - d. Verbal and nonverbal communication
  - e. Responsibilities of the HCP
  - f. Responsibility of the patient
  - g. Professional distance
  - h. Empathy
- II. Gathering Patient Information
  - a. Patient interview
    - i. Practices
  - b. Subjective information
  - c. Objective information
  - d. Open-ended questions
  - e. Closed-ended questions
  - f. Tools used to gather information
  - g. Active listening
  - h. Responses
  - i. Summarizing patient information
- III. Educating Patients
  - a. Goals and functions
  - b. Patient learning needs, learning style, health literacy
  - c. Learning goals and objectives
  - d. Teaching aids
  - e. Evaluation of patient education
  - f. Improving patient adherence
  - g. Documentation
- IV. Communicating with Diverse Populations
  - a. Patient's perspective
  - b. Cultural perspectives
  - c. Health disparities
    - i. Race
    - ii. Ethnicity
  - d. Sex and gender
    - i. Gender identity
  - e. Diverse sexual orientations
  - f. Religious diversity
  - g. Lifespan
- V. Communicating Through Barriers
  - a. Language barriers
    - i. Interpreters
    - ii. Auditory and visual impairments
    - iii. Stress
    - iv. Coping mechanisms
    - v. Actions of healthcare professionals

- vi. Challenging patients
- vii. Sensitive topics
- viii. Violence and abuse victims as patients
- VI. Communicating Through Illnesses and Disorders
  - a. Communicating with an ill patient
  - b. Cancer patients
    - i. Different treatments
  - c. Suicidal ideation
    - i. Identification
  - d. Anxious patients
  - e. Dementia
  - f. Anorexia
  - g. Bulimia
  - h. Other eating disorders
  - i. Autism spectrum
    - i. Unique challenges for communication
    - ii. Somatic symptom
- VII. Communicating Through the Grief Process
  - a. Professionalism
  - b. HIPAA
  - c. Communication with coworkers
  - d. Communicating as a manager
  - e. Telephone
  - f. Email
  - g. Business letters
- VIII. Documenting Patient Care
  - a. Patient record
  - b. Uses of record
  - c. Ownership
  - d. EHR technology
  - e. Documentation
- IX. Getting the job
  - a. Resume components
  - b. Action words
  - c. Practical tips
  - d. Interview questions and responses
  - e. Surviving the job interview
  - f. Writing a thank-you letter
  - g. Cover letter

### **INSTRUCTIONAL METHODS:**

Lecture

Role-play

Case Studies

Modeling

Feedback

Cooperative Learning

Experiential Learning

Student-Led Classroom

Class Discussion

## Inquiry-Guided Instruction

### **EVALUATION OF STUDENT ACHIEVEMENT:**

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

### **INSTRUCTIONAL MATERIALS:**

#### **Textbooks**

Communication Skills for Dental Health Care Providers, 1<sup>st</sup> Edition, by Lance Brendan Young, Cynthia O'Toole, Bianca Wolf

#### **Resources**

Perusall

Google Drive

YouTube

Evolve Student Resources

### **LEARNING OUTCOMES AND GOALS:**

#### **Institutional Learning Outcomes**

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

#### **Course Outcomes and Competencies**

##### **Upon completion of the course, the student will be able to:**

1. Demonstrate a basic understanding of communicating in health care.
  - 1.1. Discuss the importance of maintaining rapport and confidentiality with patients.
  - 1.2. Discuss the elements of communication.
  - 1.3. Differentiate between verbal and nonverbal communication.
  - 1.4. List the steps in effective communication.
  - 1.5. Discuss the responsibilities of both the health care professional and the patient in the communication process.
  - 1.6. Explain the purpose of maintaining a professional distance and using empathy in patient care.
2. Demonstrate a basic understanding of gathering patient information
  - 2.1. Define the patient interview and explain its purpose.
  - 2.2. List practices to prepare for a successful patient interview.
  - 2.3. Contrast subjective and objective information.
  - 2.4. Differentiate between open-ended questions and closed-ended questions and give examples of both.
  - 2.5. Discuss the tools used to gather patient information.

- 2.6. Discuss active listening.
- 2.7. List the types of responses that support effective communication.
- 2.8. Discuss the importance of summarizing patient information.
3. Demonstrate a basic understanding for educating patients
  - 3.1. List the goals and describe the function of patient education.
  - 3.2. Assess the patient's learning needs, learning style, and health literacy.
  - 3.3. Plan for patient teaching by creating learning goals and learning objectives.
  - 3.4. Use various teaching aids in the implementation of the teaching plan.
  - 3.5. Discuss the importance of and methods for evaluating patient education and improving patient adherence.
  - 3.6. Recognize the importance of documentation in patient education.
4. Demonstrate a basic understanding of communicating with diverse patient groups
  - 4.1. Recognize how the patient's perspective in the health care system differs from the perspective of the health care professional.
  - 4.2. Describe how different cultural perspectives affect the delivery and receipt of health care.
  - 4.3. Explain health disparities related to race and ethnicity.
  - 4.4. Differentiate sex and gender and define key concepts related to gender identity.
  - 4.5. Discuss health care and communication best practices when providing health care services to patients of diverse sexual orientations.
  - 4.6. Discuss health care considerations regarding religious diversity.
  - 4.7. Discuss health care considerations regarding treatment of patients across the lifespan.
5. Demonstrate a basic understanding of communicating through barriers
  - 5.1. Discuss communication through language barriers and the use of interpreters.
  - 5.2. Discuss communication and interaction with patients who have auditory and visual impairments.
  - 5.3. Explain stress, the body's physiologic response to stress, common coping mechanisms, and actions health care professionals can take to help the stressed patient.
  - 5.4. List best practices to address "challenging" patients and guidelines for responding to workplace violence.
  - 5.5. List strategies to discuss sensitive topics with patients.
  - 5.6. Discuss signs a patient may be a victim of intimate partner violence or abuse, and communication issues unique to these patients.
6. Demonstrate a basic understanding of communicating through illnesses and disorders
  - 6.1. Discuss the barriers communicating with a patient who is ill.
  - 6.2. Describe cancer, its various treatments, and considerations when interacting with cancer patients.
  - 6.3. List and describe the common types of depression, its treatments, and considerations when interacting with depressed patients.
  - 6.4. Define suicidal ideation and identify patients at risk for suicide.
  - 6.5. Describe generalized anxiety disorder and considerations when interacting with anxious patients.

- 6.6. Explain the diagnostic criteria for substance use disorder (SUD) and recognize commonly abused substances.
- 6.7. Describe dementia and considerations when interacting with patients with dementia.
- 6.8. Discuss anorexia nervosa and bulimia nervosa and the unique challenges for communicating with patients who have eating disorders.
- 6.9. Discuss autism spectrum disorder and the unique challenges for communicating with patients with this disorder.
- 6.10. Define somatic symptom disorder and considerations when interacting with these patients.
7. Demonstrate a basic understanding of communicating through the grief process
  - 7.1. Explain the characteristics of professionalism.
  - 7.2. Explain the provisions of HIPAA regarding patient privacy.
  - 7.3. Describe common communication challenges and the strategies to overcome them when communicating with coworkers.
  - 7.4. Discuss the best practices for communicating as a manager.
  - 7.5. Demonstrate professionalism when communicating over the telephone.
  - 7.6. Demonstrate professionalism when communicating over email.
  - 7.7. Demonstrate professionalism when writing business letters.
8. Demonstrate a basic understanding of documenting patient care
  - 8.1. List the information found in the record.
  - 8.2. List the uses of the information in the health record.
  - 8.3. Discuss ownership of the health record and the release of information.
  - 8.4. Explain the features and benefits of EHR technology.
  - 8.5. List best practices for documenting patient care.
9. Demonstrate a basic understanding of communicating to get the job you want
  - 9.1. Describe the components of a resume.
  - 9.2. List 10 key action words that can strengthen a resume.
  - 9.3. Describe eight practical tips for writing your resume.
  - 9.4. State 10 commonly asked interview questions and give possible personal responses.
  - 9.5. Describe five practical tips for surviving a job interview.
  - 9.6. Explain the purpose for writing a thank-you letter.
  - 9.7. Write a resume, cover letter, and thank-you letter.