



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Workforce Development

COURSE: DLA 1206 Communication in Healthcare

Date: Spring 2020

Credit Hours: 1

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

Delivery Method: **Lecture** **1 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

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

CATALOG DESCRIPTION:

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.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciation for diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

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.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.1, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10
Second Goal	
To communicate successfully, both orally and in writing, to a variety of audiences.	8.1, 8.2, 8.3, 8.4, 8.5, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7

Third Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society.	1.1, 7.2, 8.3

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

INSTRUCTIONAL MATERIALS:

Effective Communication for Health Care Professionals, 2nd Edition, 2020
YouTube
Evolve Student Resources

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 0-59

OTHER REFERENCES

Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																																			
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment				
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D										
Demonstrate a basic understanding of communicating in healthcare			X	X		X		X	X			X	X	X	X					X	X		X	X					X	X						X
Demonstrate a basic understanding of gathering patient information			X	X		X		X	X			X	X	X	X					X	X		X	X					X	X						X
Demonstrate a basic understanding for educating patients			X	X		X		X	X			X	X	X	X					X	X		X	X					X	X						X
Demonstrate a basic understanding of communicating with diverse patient groups			X	X		X		X	X			X	X	X	X					X	X		X	X					X	X						X
Demonstrate a basic understanding of communicating through barriers			X	X		X		X	X			X	X	X	X					X	X		X	X					X	X						X

Demonstrate a basic understanding of communicating through illnesses and disorders			X	X		X						X	X	X	X				X	X	X	X	X		X	X				X
Demonstrate a basic understanding of communicating through the grief process			X	X		X						X	X	X	X				X	X	X	X	X		X	X				X
Demonstrate a basic understanding of documenting patient care			X	X		X						X	X	X	X	X			X	X	X	X	X		X	X				X
Demonstrate a basic understanding of communicating the job you want			X	X		X						X	X	X	X	X			X	X	X	X	X		X	X				X