

**Contra Costa Community College District
PROPOSED NEW COURSE**

Date: 18-Mar-13 **College:** Contra Costa College

Course: MEDIC 224

Course Title: Communication Skills for the Healthcare Professional

Units 3 **Lecture** 54 **Lab** _____

Hours:

By Arrangement _____ **Activity** _____

Grade Code: LG **Top Code:** 1208.00 **SAM#** C

Pre-requisites: Medic 150 - Medical Terminology I or challenge exam/equivalent course

Co-requisites: _____

Advisories _____

Course description:

This course offers an opportunity to learn and apply in daily life and work the principles of effective interpersonal communication. Content is based on psychological, social, cultural and linguistic factors that affect normal person-to-person interaction. Special attention is given to the application of effective communication skills in the workplace as a professional in the healthcare field.

Reason for change:

New course proposal - program major change

Recommended by:

Curriculum Committee

Yes

No

To be offered as:

18-week course

Other (specify)

Short-term course

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q street
Sacramento, Ca 95811-6549
(916) 445-8752
<http://www.cccco.edu>



05/09/2013

Admin, CONTRACOSTA
CI Reader
CONTRACOSTA
2600 Mission Bell Dr., San Pablo CA 94806

Dear Colleague:

The California Community Colleges Chancellor's Office Academic Affairs Division has reviewed and approved the following course:

CURRICULUM INVENTORY RECORD

College: 311
Credit Status: Credit
Course Title: Communication Skills for the Healthcare Professional
Department Number: MEDIC-224
Course Control Number: CCC000543738
TOP Code: 120800

This action was taken in compliance with California Education Code section 70901 and California Code of Regulations, Title 5, Subchapter 2. Approval by the Chancellor.

For questions regarding this letter, please submit your written inquiry to curriculum@cccoco.edu.

Sincerely,

Academic Affairs Division
California Community Colleges Chancellor's Office



CCC CURRICULUM INVENTORY
Program or Course Proposal
SIGNATURE PAGE
Substantial Change

CURRICULUM & INSTRUCTIONAL ADMINISTRATION:

The program(s) and/or course(s) has/have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of the California Code of Regulations, Title 5.

<u>3/18/13</u> Date	<u>Kenyetta Tribble</u> Name	<u><i>Kenyetta Tribble</i></u> Signature, Curriculum Committee Chair
<u>3/18/13</u> Date	<u>Donna Floyd</u> Name	<u><i>Donna Floyd</i></u> Signature, Vice President of Instruction
<u>3/18/13</u> Date	<u>Dr. Denise Noldon</u> Name	<u><i>Denise F. Noldon</i></u> Signature, President

DISTRICT (check one):

On 4/24/13 (date), the governing board of the Contra Costa Community College District approved the program and/or course proposal(s) attached to this request.

The governing board has delegated to me the authority to approve program and/or course proposal(s), and I have approved the proposal(s) attached to this request.

<u>4/24/13</u> Date	<u>Helen Benjamin</u> Name	<u><i>Helen Benjamin</i></u> Signature, Superintendent/Chancellor
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CAREER TECHNICAL EDUCATION (CTE) PROGRAMS ONLY:

The program(s) fulfill(s) the requirements of employers in the occupation, provide students with appropriate occupational competencies, and meet any relevant professional or licensing standards.

_____ Date	_____ Name	_____ Signature, Regional Consortium Chair
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Dept. & Course number: Medic 224

Course Title: Communication Skills for the Healthcare Professional

Course Description: (limit to 39 characters)

This course offers an opportunity to learn and apply in daily life and work the principles of effective interpersonal communication. Content is based on psychological, social, cultural and linguistic factors that affect normal person-to-person interaction. Special attention is given to the application of effective communication skills in the workplace as a professional in the healthcare field.

Repeatability Yes [] No [x] How many times? []

Title V credit status: Degree credit [x] Non-degree credit []

Weeks: 18 Hours per term: Lect. 54 Lab [] Arranged [] Activity [] Units 3

**Calculate ALL courses as if for full 18 week semester.

Open entry/open exit: Yes [] No [x] Grade Option: LG [x] SC [] P/NP []

Materials Fee: []

Prerequisite(s) Medic 150: Medical Terminology I
Challenge: A "C" or better on a challenge exam or equivalent course taken

Corequisite(s): None
Challenge: []

Advisory None

AA /AS DEGREE REQUIREMENTS

General Education

- A. [] Language & Rationality [] 1. English Composition [] 2. Oral Communication & Critical Thinking
B. [] Natural Science w/ Lab
C. [] Arts and Humanities
D. [] Social Sciences
E. [] Intentionally Left Blank
F. [] American Institutions
G. [] Health Education
H. [] Physical Education Activity
I. [] Mathematics Proficiency
J. [] Cultural Pluralism
K. [] Information Competency
L. [x] Program Major
M. [] Elective Only

Recommend Transfer to a 4-year institution. Yes: [x] Continue with Transfer Information
No: [] Continue with Course Expectation Information

TRANSFER INFORMATION

Recommend transfer to CSU system as an elective only: TCSU No.

Recommend for Major In:

Recommend for CSU General Education Breadth Requirements

Area A: Communication & Critical Thinking

A1. Oral Communication

A2. Written Communication

A3. Critical Thinking

Area B: Natural Science

B1. Physical Science

B2. Life Science

B3. Lab Activity

B4. Math/Quantitative Reasoning

Area D: Social & Behavioral Sciences

D1. Anthropology & Archeology

D2. Economics

D3. Ethnic Studies

D4. Gender Studies

D5. Geography

D6. History

D7. Inter-discipline & Social/Behavioral Sciences

D8. Political Science & Government

D9. Psychology

D10. Sociology & Administration of Justice

Area C: Arts & Humanities

C1. Applied Arts

C2. Humanities

Area E: Life-Long Understanding & Self-Development

U. S. History, Constitution & American Ideals

Recommend transfer to UC state-wide system

Recommend for Major In:

Recommend transfer to UC Berkeley

Recommend for Major In:

Recommend for UC Letters & Sciences:

Area 1: Essential Skills

Area 2: Course Breadth

Recommend transfer to UC Davis

Recommend for Major In:

Recommend for IGETC

Area 1A: English Composition

Area 1B: Critical Thinking - English Composition

Area 1C: Oral Communication

Area 2: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts & Humanities

Area 4: Social & Behavioral Sciences

Area 5: Physical & Biological Sciences

Area 6: Language other than English (UC only)

Area 7: U.S. History, Constitution & American Ideals

Area 8: Critical Thinking-English Composition Interim Courses (CSU GE Cert List/UC Transfer Core Curriculum)

Request CAN articulation

COURSE EXPECTATIONS INFORMATION

Textbook reading level: 15.7 (attach readability analysis)

Assignments: List estimated average number of hours per week (2 hrs. of work outside of class per unit of lecture)

Weekly reading assignments:	3
Weekly writing assignments:	2.5
Weekly math problems:	
Weekly lab or software application assignments:	
Other performance assignments:	0.5

Student assessment: Course must require use of critical thinking, college-level concepts & college-level learning skills. It must also require essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration. If Degree Credit, at least ONE of the first three items must be included. If Essay is not included, explain.

- | | |
|---|---|
| <input type="checkbox"/> 1. Essay
<input type="checkbox"/> 2. Computation Skills
<input checked="" type="checkbox"/> 3. Non-computational Problem Solving | <input checked="" type="checkbox"/> 4. Skill Demonstration
<input checked="" type="checkbox"/> 5. Objective Examinations
<input type="checkbox"/> 6. Other (describe) |
|---|---|

Please attach the following items for new courses:

1. Outline [Follow approved format]
2. Sample syllabus
3. Sample test
4. Sample assignment
5. Course-level SLO
6. Reading Level Analysis Summary (Choose either A or B below)
 - A. A computerized reading analysis.

or

 - B. A reading analysis justification statement that includes the following:
 1. Author name
 2. Title of textbook
 3. Year the book was published
 4. Author's credential and educational background
 5. Universities where the text is currently being used
 6. Statement from publisher verifying the readability as college level.
7. Justification for offering the course
8. Departmental Goals Justification Statement
9. Cultural Pluralism Statement (AA/AS Degree requirement/ CSU/UC transfer courses only)
10. Pre/Co-requisite/Advisory Validation Form, if applicable.
11. Justification and Documentation if deviation from Carnegie Guidelines
12. **PRE/CO-REQUISITE CHALLENGE PROCESS**
13. Data disk containing a copy of the course outline, or by email attachment.

CONTRA COSTA COLLEGE

Course-Level

Student Learning Outcomes with Assessment Methods and Criteria

Department/Course Number: Health & Human Services /Medic 224

Date: 7/12/12

Course Title: Communication Skills for the Healthcare Professional

Is this course required for completion of a degree, major(s), or certificate program(s)? Yes No
 If yes, which degree/major(s)/certificate program(s)?

Degree: AA AS

Major(s):

Medical Assisting and Office Technician

Certificate of Achievement? Yes No
 Certificate of Achievement? Yes No
 Certificate of Achievement? Yes No

Certificate(s) of Accomplishment:

Does this course satisfy a GE requirement(s)? Yes No

If yes, which requirement(s)?

- | | | |
|--|---|--|
| <input type="checkbox"/> A. Language & Rationality | <input type="checkbox"/> English Composition | <input checked="" type="checkbox"/> Oral Communication & Critical Thinking |
| <input type="checkbox"/> B. Natural Science w/ Lab | <input type="checkbox"/> H. Physical Education Activity | |
| <input type="checkbox"/> C. Arts and Humanities | <input type="checkbox"/> I. Mathematics Proficiency | |
| <input type="checkbox"/> D. Social Sciences | <input type="checkbox"/> J. Computer Literacy | |
| <input type="checkbox"/> F. American Institutions | <input type="checkbox"/> K. Cultural Pluralism | |
| <input type="checkbox"/> G. Health Education | <input type="checkbox"/> L. Information Competency | |

	Intended Outcome	Assessment Method	Assessment Criteria
1.	Students will be able to identify elements of effective interpersonal communication.	Students will answer embedded questions in written quizzes. A scantron scanner will be used to assess the results for each of the relevant questions.	At least 75% of the students will answer correctly at least 70% of the relevant questions.
2.	Students will demonstrate the ability to communicate effectively with students posing as anxious/fearful and angry clients encountered in the healthcare field.	Students will be assessed by direct observation of their communication skills.	At least 75% of the students will perform with competence at least 75% of the communication skills involved.

You may have more (or fewer) than five outcomes. Attach separate pages as needed.

Please print this page out as a separate form

Maximum Class Size:

College Vice-President Signature:

Date:

(Signature must be received before the course approval process begins)

For Administrative Purposes Only:

This course can be offered:
Semester/Year

This course should be published in: (Check one and note Fiscal Year/Year)

Summer/Fall Catalog Spring Catalog Addendum
Fiscal Year Year

Credit Credit Degree Applicable (DA) Credit Non-Degree (NDA)
(If Non-Credit desired, contact Dean)
Repeatability 0 1 2 3

Transfer to: CSU UC IGETC Not applicable

Dept. Code/Name: T.O.P. Code: Crossover course 1/ 2:

ESL Class: Yes No DSPS: Yes No Coop Work Experience: Yes No

Class Code	SAM Code	Remediation Level
<input type="checkbox"/> A Liberal Arts & Sciences	<input type="checkbox"/> A Apprenticeship	<input type="checkbox"/> ES Elementary and Secondary Basic Skills
<input type="checkbox"/> B Developmental Preparatory	<input type="checkbox"/> B Advanced Occupational	<input type="checkbox"/> P Pre-collegiate Basic Skills
<input type="checkbox"/> C Adult/Secondary Basic Education	<input checked="" type="checkbox"/> C Clearly Occupational	<input type="checkbox"/> B Basic Skills
<input type="checkbox"/> D Personal Development/Survival	<input type="checkbox"/> D Possibly Occupational	<input checked="" type="checkbox"/> NBS Not Basic Skills
<input type="checkbox"/> E For Substantially Handicapped	<input type="checkbox"/> E* Non-Occupational	
<input type="checkbox"/> F Parenting/Family Support	<input type="checkbox"/> F Transfer, Non-Occupational	
<input type="checkbox"/> G Community/Civic Development	<input type="checkbox"/> *Additional criteria needed	
<input type="checkbox"/> H General and Cultural	<input type="checkbox"/> 1 One level below transfer	
<input checked="" type="checkbox"/> I Occupational Educational	<input type="checkbox"/> 2 Two levels below transfer	
	<input type="checkbox"/> 3 Three levels below transfer	
	<input type="checkbox"/> 3+ Four levels below transfer	

SIGNATURES

Faculty originator: Date:

Library Services: Date:

Department Chair: Date:

DIC Chair: Date:

Division Dean: Admin. Info. complete Date:

CIC Chair: Date:

Sr. Dean of Instruction: Date:

Distribution: Instruction Office (original), Articulation Office, Admissions and Records Office, Faculty Originator, Department Chair, and Division Office

Please print this page out as a separate form

Form Revised 10/08



Contra Costa College Course Outline

Department & Number	Medic 224	Number of Weeks per term	18
Course Title	Communication Skills for the Healthcare Professional	Lecture Hours per term	54
Prerequisite	Medic 150	Lab Hours per term	
Co-requisite		*HBA per term	
Prerequisite or concurrently		Activity Hours per term	
Challenge Policy	A "C" or better on a challenge exam or equivalent course taken	Units	3
Advisory			

***HOURS BY ARRANGEMENT:** Hours per term.

ACTIVITIES: (Please provide a list of the activities students will perform in order to satisfy the HBA requirement):

COURSE DESCRIPTION

This course offers an opportunity to learn and apply in daily life and work the principles of effective interpersonal communication. Content is based on psychological, social, cultural and linguistic factors that affect normal person-to-person interaction. Special attention is given to the application of effective communication skills in the workplace as a professional in the healthcare field.

COURSE OBJECTIVES

At the completion of the course the student will be able to:

	Identify aspects of the interpersonal communication process and the causes of breakdown in communication
	Explain the effect of self-concept on communication
	Identify and practice techniques of good listening
	Explain the role of nonverbal communication in interpersonal relationships
	Apply methods of effective communication across the life span
	Apply methods of effective multicultural communication
	Demonstrate the ability to conduct a helping interview for problem resolution
	Apply methods of effective communication to stressed, anxious, fearful, angry, depressed clients, as well as those with life-altering illness, grief, and substance use disorders
	Create a project on a communication skill vital to the student

COURSE CONTENT: (In detail; attach additional information as needed and include percentage breakdown)

13.3	%	Introduction to the study of communication: influences, self-awareness, professional application, the communication cycle, verbal/nonverbal communication, listening skills
13.3	%	Effective multicultural communication: barriers, cultural diversity and communication
13.3	%	The helping interview: components of the interview, identification of the problem, questioning techniques, roadblocks to communication, problem resolution
6.7	%	Effective interpersonal communication across the life span: infants, children, adolescents, adults, elder adults

13.3	%	Effective interpersonal communication and stressed/anxious clients
13.3	%	Effective interpersonal communication and fearful, angry or aggressive clients
6.7	%	Effective interpersonal communication and depressed clients
6.7	%	Effective interpersonal communication and clients with life-altering illness
6.7	%	Effective interpersonal communication and clients experiencing loss, grief, dying, and death
6.7	%	Effective interpersonal communication and clients with substance use disorders

METHODS OF INSTRUCTION

Lecture/discussion, power-point presentations, role-plays and group exercises, readings, giving and hearing oral presentations, audio-visual resources
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INSTRUCTIONAL MATERIALS

Textbook Title:	Therapeutic Communications for Health Care
Author:	Tamparo & Lindh
Publisher:	Delmar Cengage Learning
Edition/Date:	3 rd ed, 2008

NOTE: To be UC transferable, the text must be dated within the last 5 years OR a statement of justification for a text beyond the last 5 years must be included.

COURSE EXPECTATIONS (Use applicable expectations)

Outside of Class Weekly Assignments	Hours per week
Weekly Reading Assignments	3
Weekly Writing Assignments	2.5
Weekly Math Problems	
Lab or Software Application Assignments	
Other Performance Assignments	.5

STUDENT EVALUATION: (Show percentage breakdown for evaluation instruments)

30	%	Exams
20	%	Home assignments and participation
10	%	Oral Report
40	%	Final Exam

GRADING POLICY (Choose LG, CR/NC, or SC)

<input checked="" type="checkbox"/> Letter Grade 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F	<input type="checkbox"/> Pass / No Pass 70% and above = Pass Below 70% = No Pass	<input type="checkbox"/> Student Choice 90% - 100% = A 80% - 89% = B 70% - 79% = C 60% - 69% = D Below 60% = F Or 70% and above=Pass Below 70% = No Pass
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Prepared by: Julie Shieh-Cook

Date: 6/28/12

SYLLABUS

Medic 224– Communication Skills for the Healthcare Professional Letter grade, 3.0 units

Instructor: Julie Shieh-Cook
Office Location: LA16
Office Hours: Mon, online at jshieh@contracosta.edu (9am-10am),
Wed (12:30-1:30pm), Thurs (12-1:30pm), Fri (12:30-1:30pm)
Phone: (510) 235-7800, ext. 4415
Email address: jshieh@contracosta.edu

Pre/Co-requisites: Medic 150

Course Description:

This course offers an opportunity to learn and apply in daily life and work the principles of effective interpersonal communication. Content is based on psychological, social, cultural and linguistic factors that affect normal person-to-person interaction. Special attention is given to the application of effective communication skills in the workplace as a professional in the healthcare field.

Student Learning Outcomes (SLOs):

By the end of this course, students will be able to:

1. Identify elements of effective interpersonal communication
2. Demonstrate the ability to communicate effectively with students posing as anxious/fearful and angry clients encountered in the healthcare field.

Objectives:

1. Identify aspects of the interpersonal communication process and the causes of breakdown in communication
2. Explain the effect of self-concept on communication
3. Identify and practice techniques of good listening
4. Explain the role of nonverbal communication in interpersonal relationships
5. Apply methods of effective communication across the life span
6. Apply methods of effective multicultural communication
7. Demonstrate the ability to conduct a helping interview for problem resolution
8. Apply methods of effective communication to stressed, anxious, fearful, angry, and depressed clients, as well as those with life-altering illness
9. Create a project on a communication skill vital to the student
10. Write and present an oral report

Required Text: Purchased at CCC bookstore or online

Text: Therapeutic Communications for Health Care, 3rd ed., 2008
Author: Tamparo & Lindh
Publisher: Delmar, Cengage Learning

Important Dates:

Last Date to Add: 08/30/12
First Date to Drop: 08/17/12
Last Date to Drop with no 'W': 08/31/12
Last Date to Drop with 'W': 11/16/12
Last Date to Drop with Refund: 08/30/12
Census Date: 09/04/12
Last Date to Request P/NP: 09/14/12

Class/College Policies -Exams, Assignments, Attendance and Make-ups:

The quizzes and examinations will be essay, short answer, multiple choice or skills demonstration and will be developed from the text, handouts, lectures, role plays and class discussion. No late homework or make-up exams will be given, except for emergencies with documentation. If documentation for an absence is provided, and prior arrangements have been made with the instructor, late homework and make-up exams will be accepted, but can be docked a certain number of points (at the discretion of the instructor). Late work and make-up exams must be completed and submitted within the week it was due. **Prior to an impending absence, please contact me by email (ishieh@contracosta.edu) or phone (510.235.7800, x4415) to set up an appointment to make up an exam or turn in late homework.**

Because regular attendance is important for successful completion of the class, students are expected to attend all classes. After 6 semester hours have been missed, the student can be dropped from the class.

Grading Policy:

Each student's grade will be determined by the following ratings:

1. Assignments/Participation (20%)
2. Exams (30%)
3. Oral Report (10%)
3. Final Exam (40%)

Scale: A 100-90
 B 89-80
 C 79-70
 D 69-60
 F 59 and below
 I Incomplete (given when part of the course is not completed due to extreme circumstances. Must be made up within the next full semester the course is offered.)

Academic Honesty Policy:

Students are expected to perform honestly and ethically in completing homework and class assignments. Behaviors that are dishonest and unethical include plagiarism, cheating, fabrication, aiding and abetting dishonesty, and forgery, alteration, or misuse. The entire Academic Dishonesty Policy can be found in the Contra Costa College Catalog and on the Contra Costa College Web site at www.contracosta.edu.

Student Code of Conduct:

The Student Code of Conduct is guided by the California Education Code. The Contra Costa Community College District upholds expectations regarding student standards of behavior, both academic and non-academic, which may result in disciplinary actions. A copy of the Student Code of Conduct can be found in the Contra Costa College Catalog, the Dean of Students Office, and the Contra Costa College Web site at www.contracosta.edu.

DSPS Statement (approved by the ASC 11/19/01):

The Rehabilitation Act of 1973, Section 504, requires Contra Costa College to make all programs accessible to qualified individuals with learning, physical, or psychological disabilities. Students who would like to receive accommodations for their learning, physical, or psychological disabilities should contact the Disabled Students Programs & Services (DSPS) office (SSC-109) and schedule an appointment. (510) 235-7800 ext. 7220.

College Resources:**Counseling:**

<http://www.contracosta.edu/student-services/counseling/Shared%20Documents/default.aspx>;

Library: <http://www.contracosta.edu/lor/library/Shared%20Documents/default.aspx>;

Tutoring in the College Skills Center (CSC):

<http://www.contracosta.edu/lor/onlinetutor/Shared%20Documents/default.aspx>;

Advocate Online: www.accentadvocate.com;

Speech lab in AA 113C (contact Sherry Diestler)

Tentative Class Schedule: (Schedule may be modified according to class progress)

Date	Content	Homework
8/13	Introductions, syllabus Introduction to effective communication	Read Ch. 1 Complete HW: pp.
8/20	Discuss homework Chapter 1- Therapeutic Communication	Read Ch. 1 Complete HW: pp. Study for Exam (Ch. 1)
8/27	Discuss homework Exam (Ch. 1) Chapter 2-Multicultural Therapeutic Communication	Read Ch. 2 Complete HW: pp.
9/3	Discuss homework Chapter 2-Multicultural Therapeutic Communication	Read Ch. 2 Complete HW: pp. Study for Exam (Ch. 2)
9/10	Discuss homework Exam (Ch. 2) Chapter 3-The Helping Interview	Read Ch. 3 Complete HW: pp.
9/17	Discuss homework Chapter 3-The Helping Interview	Read Ch. 3 Complete HW: pp. Study for Exam (Ch. 3)
9/24	XXXXXXXXXXXXXXXXXX	NATIVE AMERICAN DAY
10/1	Discuss homework Exam (Ch. 3) Chapter 4-The Therapeutic Response Across the Life Span	Read Ch. 4 Complete HW: pp.
10/8	Discuss homework Chapter 7- The Therapeutic Response to Depressed and/or Suicidal Clients	Read Ch. 7 Complete HW: pp. Study for Exam (Ch. 4, 7)
10/15	Discuss homework Exam (Ch. 4, 7)	Read Ch. 5 Complete HW: pp.

	Chapter 5-The Therapeutic Response to Stressed and Anxious Clients	
10/22	Discuss homework Chapter 5-The Therapeutic Response to Stressed and Anxious Clients	Read Ch. 5 Complete HW: pp. Study for Exam (Ch. 5)
10/29	Discuss homework Exam (Ch. 5) Chapter 6-The Therapeutic Response to Fearful, Angry, Aggressive, Abused, or Abusive Clients	Read Ch. 6 Complete HW: pp.
11/5	Discuss homework Chapter 6-The Therapeutic Response to Fearful, Angry, Aggressive, Abused, or Abusive Clients	Read Ch. 6 Complete HW: pp. Study for Exam (Ch. 6)
11/12	Discuss homework Exam (Ch. 6) Chapter 9-The Therapeutic Response to Clients with Life-Altering Illness	Read Ch. 9 Complete HW: pp.
11/19	Discuss homework Chapter 10-The Therapeutic Response to Clients Experiencing Loss, Grief, Dying and Death	Read Ch. 10 Complete HW: pp. Study for Exam (Ch. 9, 10)
11/26	XXXXXXXXXXXXXXXXXX	THANKSGIVING HOLIDAY
12/3	Discuss homework Exam (Ch. 9, 10) Chapter 8-The Therapeutic Response to Clients with Substance Use Disorders	Read Ch. 8 Complete HW: pp.
12/10	Discuss homework Oral Presentation	Project Due Study for Final Exam
12/13	Final Exam	Winter Break!

Sample Test for Medic 224: Communication Skills for the Healthcare Professional

Medic 224 Written and Skills Exam

Multiple Choice:

1. Identify the statement that is untrue.
 - a. Physical fear is usually long in duration
 - b. Panic fear is intense and may be immobilizing.
 - c. Fear is an emotion aroused by uncertainty or threat.
 - d. Fear is often denied and hidden, and can cause somatic symptoms.
2. Panic attacks
 - a. may cause dyspea, sweating, and vertigo, and interfere with daily activities.
 - b. may be treated with medication and behavior therapy.
 - c. rarely last more than 15 minutes.
 - d. a and b above are correct.
3. Abuse
 - a. may be emotional, physical, or violent.
 - b. comes mostly from strangers.
 - c. is a way to gain power and control over others.
 - d. is often identified in four phases.
4. The three phases of violence are
 - a. the calm phase, the trigger phase, and the crisis phase.
 - b. the tension phase, the crisis phase, and the calm phase.
 - c. the trigger phase, the verbal phase, and the unpredictable phase.
 - d. the trigger phase, the tension phase, and the violent phase.
5. Intimate partner violence (IPV) refers to physical, sexual, or emotional abuse from
 - a. a parent or former parent.
 - b. a spouse or former spouse.
 - c. a current or former partner or dating partner.
 - d. b and c above.
6. Elder abuse
 - a. is defined as harm or neglect inflicted upon someone 55 years of age or older.
 - b. most likely occurs in the home, in a nursing home, or in a long-term care facility.
 - c. is better reported than child abuse.
 - d. a, b, and c above.
7. Rape is
 - a. not a sexual act.
 - b. an act of violence.
 - c. forcible sexual intercourse with an unwilling partner.
 - d. a, b, and above.

Short Answer: *Briefly describe your feelings and an effective response to the following situations:*

1. Sharon, a coworker, remarks to you, "Why do you always insist on making such a mess in the appointment schedule?"

You feel _____.

You respond _____.

2. You must tell the client who is smoking in the lobby that he cannot smoke in the hospital. How will you explain that policy?

You feel _____.

You respond _____.

Short Essay: Case Study

You are medical assistant sitting with a certified nursing assistant coworker at break time in the lounge. Your morning has been particularly frustrating, but you are surprised when your colleague blurts out, "I can handle the dementia people most of the time, but when they get mean, I get mean right back!"

1. What do you say? What do you do?

2. Identify any suggestions you might make to help your colleague.

Role-play the following scenario with another student to demonstrate effective communication skills:

The doctor angrily thrusts a medical chart under your nose and says, "Where are the lab slips that should have been in here a week ago?"

Sample Assignment
Medic 224: Communication Skills for the Healthcare Professional

In-class Exercise 1: *In groups of three, role-play the following scenarios. Take notes on the responses given.*

1. A new mom brings her infant to the pediatrician for this 6-week checkup. Both appear very stressed. What would a therapeutic response to the mom include? What would a therapeutic response to the infant include?
2. Your client and his wife arrive at the ambulatory care office because Alex thinks he is having a heart attack. After seeing the doctor, he is diagnosed with panic anxiety. What would a therapeutic response include to this situation include?
3. Rachael is very upset because the school nurse told her daughter Ty that she had scoliosis. Rachael made an appointment with the chiropractor for a complete examination, including X-rays. What would a therapeutic response to this situation include?

Exercise 2: Case Study

Elizabeth, a 78-year-old woman, has experienced relatively good health for most of her lifetime. A year and a half ago, she suffered a bout of pneumonia, with a very difficult recovery. She continued to “feel sick,” and had no appetite. Weight loss and decreased energy levels ensued. Her primary care physician admitted her to the hospital for further tests, which revealed a diagnosis of Chronic Obstructive Pulmonary Disease (COPD), and pulmonary aspergillosis. She was discharged with a PICC (peripherally inserted central catheter) line and daily administration of antibiotics at the IV therapy center. After three months of IV therapy, the aspergillosis seemed to be gone and Elizabeth felt somewhat healthier.

Houseguests visited Elizabeth during the summer and one of them came down with a cold. With permanent damage from the COPD, a weakened immune system, and the trauma and stress that Elizabeth had just been through, she caught the cold, which developed in another bout of pneumonia. The aspergillosis returned and pulmonary embolism and blood clot were found in her left leg. The PICC line was reinserted and Coumadin prescribed. This treatment meant daily trips to the IV therapy center and a stop at the hospital to have Coumadin levels evaluated.

1. What indicators of stress do you see manifested in this case study?
2. How can Elizabeth better deal with this stress?
3. How can health care professionals help her manage the stress?

Textbook Reading Level Medic 224

Therapeutic Communications for Health Care, Tamparo & Lindh, Delmar Cengage Learning, 3rd ed, 2008

Sample 1: Whether the client chooses hospitalization or hospice care, medications will be involved. These medications may include analgesics for pain, sedatives, for sleep, medications to treat the specific disease, antidepressants, tranquilizers, the administration of oxygen, and the list goes on. Health personnel have been educated as to how and when to administer medication and understand the risks and side effects involved. When the responsibility of administering medications is delegated to family member, the situation can be problematic.

Flesch-Kincaid Grade Level: 15.7

**JUSTIFICATION FOR OFFERING
MEDIC 224: Communication Skills for the Healthcare Professional**

This course will be a required course in the Medical Assisting program leading to the Medical Assisting and Office Technician AS degree and/or Certificate of Achievement. It provides the student with the essential communication skills required of a medical assistant employed in the health care field.

**DEPARTMENTAL GOALS JUSTIFICATION STATEMENT FOR
MEDIC 224: Communication Skills for the Healthcare Professional**

This course fulfills an essential component of the Health and Human Services departmental goals because by advancing the student's knowledge of, and skills involved with effective communication, the student's opportunities for gainful employment are increased, as well as being a successful medical assistant once employed.

CONTRA COSTA COLLEGE
PREREQUISITE/COREQUISITE/ADVISORY
VALIDATION FORM

[Use one validation form per pre/co-requisite, advisory
except when Pre/Co-requisites are linked by "or" statements]

Pre/Co-requisites must have Challenge policies

Course & number:	Medic 224		
Course title:	Communication Skills for the Healthcare Professional		
Pre/co-requisite to be validated:	Medic 150: Medical Terminology I		
Challenge Policy:	Equivalent course taken or successful completion of Medic 150 proficiency or challenge exam		
Advisory:			
Prepared by:	Julie Shieh-Cook	Date:	7/13/12

Content review is required for any prerequisite, corequisite, or advisory to determine whether students who do not meet the specified standard are highly unlikely to receive a satisfactory grade in the course [Title 5, Section 55201 (b) (1)]. This validation is separate from course approval. Additional scrutiny may be required, depending on the type of pre/co-requisite. See the indicated page numbers of the District Model Policy for more information.

Directions: Circle one of the following and attach required justification AND content review documentation.

1. This course has no course prerequisites or corequisites.
2. The listed pre/corequisite is advisory only. (page 10)
3. This is a lab course. The primary course, _____, will have the validation evidence.
4. This pre/corequisite is required in order to make the course acceptable for transfer by the UC or CSU systems. Attach documentation (catalog descriptions) from three or more UC/CSU campuses. (page 6)
5. **XX** This course is part of a sequence of courses within and/or across disciplines. Attach a copy of the course outline that includes a list of the specific skills and knowledge that the student must possess to be ready to take the course. (pages 6 & 8)
6. The prerequisite is required for enrollment in a program.
Program name: _____ Program prerequisite(s) must be approved as provided for at least one required course in the program, of which this is one. Attach copy of course outline specifying skills and/or knowledge that student must possess. (Page 8)
7. This prerequisite is required for the health or safety of the students in the course; students who lack this prerequisite might endanger themselves or other students. Attach a copy of the course outline that specifically lists what the student must possess before entering the course. (page 8)
8. This pre/corequisite is required by law or government regulation. Attach a copy of pertinent law or regulation.
9. This pre/corequisite is one of recency or another measure of readiness. Attach both a copy of the course outline listing the specific skills student must possess AND data gathered as directed by the District Model Policy. (pages 8 & 9)
10. This prerequisite involves a limitation on enrollment. This includes auditions for performance courses, honors courses or sections, and blocks of courses or sections created to set up a cohort of students (such as PACE). Attach documentation as directed by pertinent sections of the District Model Policy. (pages 10 & 11)

***** NOTE:** In addition to rigorous content review, an instructor may request a study of the empirical relationship between a prerequisite course (or placement tool) and subsequent student performance in the targeted course. (page 7) The rigor of content review will be established on a college-wide basis in conjunction with District research requirements.

VALIDATION MATRIX FOR PRE/CO-REQUISITES/ADVISORIES COMPARISON

Course Department and Number:	Medic 224
Course Title:	Communication Skills for the Healthcare Professional
Pre/co-requisite:	Medic 150: Medical Terminology
Advisory:	None

List entrance skills/body of knowledge: (Course Content of course being reviewed)

1.	Introduction to the study of communication: influences, self-awareness, professional application, the communication cycle, verbal/nonverbal communication, listening skills
2.	Effective multicultural communication: barriers, cultural diversity and communication
3.	The helping interview: components of the interview, identification of the problem, questioning techniques, roadblocks to communication, problem resolution
4.	Effective interpersonal communication across the life span: infants, children, adolescents, adults, elder adults
5.	Effective interpersonal communication and stressed/anxious clients
6.	Effective interpersonal communication and fearful, angry or aggressive clients
7.	Effective interpersonal communication and depressed clients
8.	Effective interpersonal communication and clients with life-altering illness
9.	Effective interpersonal communication and clients experiencing loss, grief, dying, and death
10.	Effective interpersonal communication and clients with substance use disorders

List exit skills of proposed pre/co-requisite: (Content of pre/co-requisite/advisory)

1.	Introduction to word parts: word roots, suffixes, prefixes, parts of speech and plural formation
2.	Introduction to medical terminology: dermatology, hematology, diagnostic imaging, and surgical suffixes
3.	Introduction to medical terminology: oncology and the central nervous system
4.	Introduction to medical terminology: orthopedics, osteopathy, and body regions
5.	Introduction to medical terminology: pathology, otorhinolaryngology, and prefixes
6.	Introduction to medical terminology: urology and gynecology
7.	Introduction to medical terminology: gastroenterology
8.	Introduction to medical terminology: neurology, psychology, anesthesiology, and vascular terminology
9.	Introduction to medical terminology: anatomic terms
10.	Introduction to medical terminology: surgery, diabetes, immunology, lesions, and prefixes of numbers and direction
11.	Introduction to medical terminology: descriptive prefixes, asepsis, and pharmacology
12.	Introduction to medical terminology: prefixes of location and medication administration

Exit skills of proposed pre/co-requisite/advisory

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
Entrance skills/body of knowledge	1.											
	2.											
	3.	x	x	x	x	x	x	x	x	x	x	x
	4.											
	5.	x	x	x	x	x	x	x	x	x	x	x
	6.	x	x	x	x	x	x	x	x	x	x	x
	7.	x	x	x	x	x	x	x	x	x	x	x
	8.	x	x	x	x	x	x	x	x	x	x	x
	9.	x	x	x	x	x	x	x	x	x	x	x
	10.											

List conclusions below regarding the necessity and appropriateness of the proposed pre-requisite/co-requisite/advisory

As can be seen, a large number of the exit skills attained from Medic 150 should already be acquired upon entry into Medic 224. In conclusion, Medic 150 is an appropriate prerequisite for Medic 224.

Person submitting this form: Julie Shieh-Cook

Date: 7/13/12