# Course Outline of Record Report

**10/11/2021**

## HCRSC130 : Communication in Healthcare

### General Information

| | |
|---|---|
| **Author:** | - |
| **Course Code (CB01) :** | HCRSC130 |
| **Course Title (CB02) :** | Communication in Healthcare |
| **Department:** | Allied Health |
| **Proposal Start:** | Fall 2013 |
| **TOP Code (CB03) :** | (1208.00) Medical Assisting |
| **SAM Code (CB09) :** | Clearly Occupational |
| **Distance Education Approved:** | Yes |
| **Course Control Number (CB00) :** | CCC000532306 |
| **Curriculum Committee Approval Date:** | 05/04/2012 |
| **Board of Trustees Approval Date:** | 06/14/2012 |
| **External Review Approval Date:** | 12/31/1969 |
| **Course Description:** | This course is designed to prepare the student to recognize human behaviors and communicate effectively with clients and other healthcare providers in the workplace. Topics include verbal, nonverbal communication techniques, listening skills, therapeutic communication skills and communicating with other healthcare providers. This course meets the competency standards for CAAHEP and CCBMA certification. |
| **Submission Type:** | New Course |
| **Author:** | No value |

### Faculty Minimum Qualifications

| | |
|---|---|
| **Master Discipline Preferred:** | No value |
| **Alternate Master Discipline Preferred:** | No value |
| **Bachelors or Associates Discipline Preferred:** | • Health Care Ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy) |
| **Additional Bachelors or Associates Discipline Preferred:** | No value |

### Course Development Options

**Basic Skills Status (CB08)**

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

**Course Special Class Status (CB13)**

Course is not a special class.

**Allowed Number of Retakes**

0

**Grade Options**

• Letter Grade Methods

**Course Prior To College Level (CB21)**

Not applicable.

| Rationale For Credit By Exam/Challenge | Retake Policy Description | ☐ Allow Students To Audit Course |
|---|---|---|
| No value | Type:\|Non-Repeatable Credit | |

**Course Support Course Status (CB26)**

No value

## Associated Programs

☑ Course is part of a program (CB24)

| Associated Program | Award Type | Active |
|---|---|---|
| CC HCRS Administrative Medical Assisting | Certificate of Achievement | Spring 2018 |
| CC HCRS Clinical Medical Assisting- | Certificate of Achievement | Spring 2018 |
| CC HCRS Medical Assisting | A.S. Degree Major | Spring 2018 |
| Medical Coding | Certificate of Achievement | Fall 2020 |
| Medical Billing | Certificate of Achievement | Fall 2020 |

## Transferability & Gen. Ed. Options

**Course General Education Status (CB25)**

No value

| Transferability | Transferability Status |
|---|---|
| Transferable to CSU only | Approved |

## Units and Hours:

### Summary

| | |
|---|---|
| **Minimum Credit Units (CB07)** | 2 |
| **Maximum Credit Units (CB06)** | 2 |
| **Total Course In-Class (Contact) Hours** | 36 |

| Total Course Out-of-Class Hours | 72 |
|---|---|
| **Total Student Learning Hours** | 108 |
| **Faculty Load** | 0 |

## Credit / Non-Credit Options

**Course Credit Status (CB04)**

Credit - Degree Applicable

**Course Non Credit Category (CB22)**

Credit Course.

**Non-Credit Characteristic**

No Value

**Course Classification Status (CB11)**

Credit Course.

☐ Variable Credit Course

**Funding Agency Category (CB23)**

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

## Weekly Student Hours

|  | In Class | Out of Classs |
|---|---|---|
| Lecture Hours | 2 | 4 |
| Laboratory Hours | 0 | 0 |
| Activity Hours | 0 | 0 |

## Course Student Hours

| **Course Duration (Weeks)** | 18 |
|---|---|
| **Hours per unit divisor** | 0 |
| **Course In-Class (Contact) Hours** | |
| Lecture | 0 |
| Laboratory | 0 |
| Activity | 0 |
| **Total** | 36 |
| **Course Out-of-Class Hours** | |
| Lecture | 0 |
| Laboratory | 0 |
| Activity | 0 |
| **Total** | 72 |

## Time Commitment Notes for Students

No value

## Faculty Load

**Extra Duties:** 0

**Faculty Load:** 0

## Units and Hours: - Weekly Specialty Hours

| Activity Name | Type | In Class | Out of Class |
|---|---|---|---|

| No Value | No Value | No Value | No Value |

## Pre-requisites, Co-requisites, Anti-requisites and Advisories

No Value

## Entrance Skills

| Entrance Skills | Description |
|---|---|
| No value | No value |

## Limitations on Enrollment

| Limitations on Enrollment | Description |
|---|---|
| Writing - 1 Level Prior to Transfer | In HCRS C130 students are expected to write summaries of journal articles and assigned readings. ENG C070 skills prepare the students to succeed in HCRS C130 by ensuring they are able to write short essays and communications that are free from major spelling and grammatical errors. |
| Reading - 1 Level Prior to Transfer | Reading Level I skills prepare the students to succeed in HCRS C130 by ensuring they have the skills to read college textbooks, journal articles, and assigned readings. Student should be able to make connections between regulations, theory, and health care practice. |

## Specifications

**Methods of Instruction**

| Methods of Instruction | Written work |
|---|---|
| Rationale | No value |

| Methods of Instruction | Other |
|---|---|
| Rationale | Other Methods: PowerPoint Presentations, videoOther Methods: PowerPoint Presentations, videoCase Study |

| Methods of Instruction | Other |
|---|---|
| Rationale | Other Methods: PowerPoint Presentations, videoOther Methods: PowerPoint Presentations, video |

| Methods of Instruction | Instruction through examination or quizzing |
|---|---|
| **Rationale** | No value |

| Methods of Instruction | Lecture |
|---|---|
| **Rationale** | No value |

| Methods of Instruction | Outside reading |
|---|---|
| **Rationale** | No value |

| Methods of Instruction | Problem Solving |
|---|---|
| **Rationale** | No value |

| Methods of Instruction | Discussion |
|---|---|
| **Rationale** | No value |

| Methods of Instruction | Case Study |
|---|---|
| **Rationale** | No value |

## Assignments

1. Assign a short 3 page paper on communication topics, e.g., describe how the affects of body posture on oral communication.
2. Assigned readings, example: Read Chapter 1 and outline prior to lecture.
3. Discussion of Case Studies Example: Case Study Mary is 23 years old and has been a medical assistant for 6 months. She is currently working in a walk-in clinic in a large urban city. She has interviewed three patients this morning. One patient is a homeless transient male who appears to have some type of mental incapacity; the second is a teenage girl who suspects she might be pregnant; and the third is a well dressed professional male who complains of a sore throat. 1. How will Mary adapt her communication style to communicate with each patient? 2. What types of communication roadblocks will she encounter with each one? 3. What types of communication techniques will she use for each patient?

| Methods of Evaluation | Rationale |
|---|---|
| Tests | Midterm and/or Final, short answer, multiple choice, or true-false:<br>Question Example:<br>The first impression of an office is often the result of<br>A. A phone call<br>B. A insurance referral<br>C. The first visit<br>D. Rumor |
| Participation | Discussions |
| Tests | Chapter Quizzes, short answer, multiple choice, or true-false:<br>Short Answer: Name 3 things that can affect oral communication. |

## Equipment

No Value

## Textbooks

| Author | Title | Publisher | Date | ISBN |
|--------|-------|-----------|------|------|
|  | This is for no textbook option |  |  |  |
|  | No Author. (2000) No Textbook Is Required, , No Publisher |  |  |  |
|  | This is for no textbook option No Author. (2000) No Textbook Is Required, , No Publisher |  |  |  |

## Other Instructional Materials

No Value

## Materials Fee

No

# Learning Outcomes and Objectives

## Course Objectives

No value

## CSLOs

**Compare styles and types of verbal communication.**                    Expected SLO Performance: 70.0

| *ISLOs* Core ISLOs | Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly |
|---|---|

**Analyze nonverbal communication techniques.**                    Expected SLO Performance: 70.0

| *ISLOs* Core ISLOs | Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly |
|---|---|

**Evaluate different types of communication barriers.**                    Expected SLO Performance: 70.0

| *Allied Health* Administrative Medical Assisting Certificate of Achievement | 3. Achieve entry level Administrative Medical Assisting competencies, such as verbal communication, basic banking procedures, and medical insurance which satisfy industry needs. |
|---|---|

| *ISLOs* Core ISLOs | Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly |
|---|---|

## Differentiate between subjective and objective information.

Expected SLO Performance: 70.0

| *ISLOs* Core ISLOs | Students who are completing a program will be able to think critically and creatively and apply reasoning. |
|---|---|
| *Allied Health* Administrative Medical Assisting Certificate of Achievement | 3. Achieve entry level Administrative Medical Assisting competencies, such as verbal communication, basic banking procedures, and medical insurance which satisfy industry needs. |
| | 1. Research online reference materials effectively to stay informed about emerging trends and breakthroughs in healthcare issues related to the medical assistant's administrative role. |

## Recognize elements of fundamental writing skills.

Expected SLO Performance: 70.0

| *ISLOs* Core ISLOs | Students who are completing a program will be able to access, evaluate, and effectively use information. |
|---|---|

## Identify resources and adaptations that are required based on individual needs.

Expected SLO Performance: 70.0

| *ISLOs* Core ISLOs | Students who are completing a program will be prepared to engage in responsible citizenship at various levels. |
|---|---|
| *Allied Health* Administrative Medical Assisting Certificate of Achievement | 4. Identify State of California regulations that govern the healthcare industry for Medical Assistants. |
| | 1. Research online reference materials effectively to stay informed about emerging trends and breakthroughs in healthcare issues related to the medical assistant's administrative role. |

# Outline

## Course Outline

A. Elements of Communication
I. Message
II. Source
III. Sender

B. Understanding Human Behavior
I. Maslow&rsquo:s Hierarchy of Needs
II. Life Span Development

C. Types of Communication
I. Positive Verbal
II. Negative Verbal
III. Nonverbal

D. Improving Communication Skills
I. Listening Skills
II. Interpersonal Skills
III. Therapeutic Communication Skills
IV. Assertiveness Skills
V. Special Circumstances

E. Communicating with Coworkers
I. Positive communication with coworkers
II. Communicating with management

III. Dealing with conflict

F. Written Communication Tools and Community Resources
I. Policy and Procedure Manual
II. Community Resources

G. Stress
I. Causes of stress
II. Reduce stress
III. Prevent Burnout

## Delivery Methods and Distance Education

**Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other**

Face 2 Face
Online
Interactive

**Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?**

No Value

**Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)**

contact_moodle_forums
contact_moodle_message
contact_chat
contact_email
contact_face2face
contact_phone
contact_itv

**Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?**

No Value

**Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.**

s508_itv
s508_moodle
s508_publisher

**Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.**

No Value