



Dr: okay, And how many years have you ben smoking=
 Pt: =oh god. ((turns head away from doc))
 (1.3) ((1 hand gestural marker of approximation))
 Forty
 (0.5)
 dr: okay= ((turning head toward chart))
 pt: =no: ((rapidly turning head toward wife))
 (1.2)
 pt: [(that) would be]
 w: [(nuh uh)]
 pt: that'd be a little too much.
 (0.3)
let's say thirty.
 (0.2)
 Dr: thirty,
 okay.
 (1.0)

Communication in Health Care - Sect. 1

Prof. Timothy Halkowski

Office Hours: M 3.30-4.30pm, W 10-11am, & by appt., (in-person, email or Zoom)

tim.halkowski@uwsp.edu

Class: Th 3.30 - 4.45pm in-person;
and via zoom asynchronous

☎ 715.346.4870 (office)

Classroom: SCI A 113

Office: Sci B143

<https://www.uwsp.edu/health/Pages/facultystaff/thalkowski.aspx>

Welcome to HS 310 - Communication in Health Care!

In this course we will -

- Explore some key aspects of health communication, including eliciting information from the patient as well as giving information and advice to the patient;
- Analyze the mechanics of provider-patient interaction by examining real examples of patient encounters;
- Give special attention to the patient's perspective regarding their illness or disease; &
- Conclude the semester with a focus on tele-medicine & tele-rehab.

There are three fundamental points about health communication that we need to explore in this course:

- Health communication is not merely 'the transmission of information.' It is also the actions accomplished by both parties, through which e.g., a therapeutic alliance is built and sustained.
- Health communication is shaped by 'practical epistemics' - i.e., what 'knowledge displays' each party does, and what they assume about each other's knowledge.
- The production of each piece of health communication, and its reception/understanding, is shaped by the interactional sequences (e.g., sections of the encounter) it is nested in.

I'll be available for **'office hours'** in person, or via email, phone, or Zoom chat. Feel free to reach out to me, and we'll set up a time to talk.

We'll have regular **quizzes and assignments**, via our Canvas course website.

- At the conclusion of the course you will be able to -
- Describe key features of health communication;
 - Apply key interactional concepts to data segments;
 - Analyze data segments for key interactional features; and,
 - Evaluate examples of health communication.

REQUIRED TEXTS:

1. *A Leg To Stand On.* Oliver Sacks.
2. The remainder of the **REQUIRED READINGS** will be available on the **course Canvas website**.

COURSE REQUIREMENTS

You will demonstrate your understanding of the core topics of the course via:

- discussion of assigned readings;
- short in-class & take home assignments;
- a midterm exam; and,
- a final exam.

In class & take home assignments:	40%
Midterm exam:	30%
<u>Final exam:</u>	<u>30%</u>
Course grade:	100%

A standard grading scale will be used to assign final course letter grades.

94 -100 = A	74 - 76 = C
90 - 93 = A-	70 - 73 = C-
87 - 89 = B+	67 - 69 = D+
84 - 86 = B	60 - 66 = D
80 - 83 = B-	< 60 = F
77 - 79 = C+	



COURSE POLICIES

Because they may interfere with the navigational systems of your professor, all cell phones need to be turned off & securely stowed.

Late assignments will generally not be accepted, unless you can document the reason in an acceptable manner.

The University has strict policies regarding **Academic Integrity**. It is your responsibility to read, understand, and abide by those policies (on the University web site).

Those who attend class tend to do better on assignments, exams, & course papers. Borderline grades at the end of the semester will be affected by your participation in the class discussions.

Office Hours: Please make use of office hours. Students who use office hours to discuss difficult aspects of classes tend to manage those problems and succeed. Students who wait until a problem has snowballed usually have too big a mountain to climb at the end of the semester, and sometimes end up having to dropping a class.

<u>Date</u>	<u>Topic/s</u>	<u>Readings</u>	<u>Assignments</u>
Sept 8	Intro to the class	Transcription symbols index	
Sept 15	Structures of health comm 1	Maynard & Heritage 2006 Intro to CA	Data analysis #1
Sept 22	Structures of health comm 2	Heritage Clayman 2010 dimensions of inst talk	Data analysis #2
Sept 29	Pt presentations of illness	Halkowski 2006	Data analysis #3
Oct 6	Taking the Hx	Heritage / Boyd 2006 O. Sacks Chapt 1	Data analysis #4
Oct 13	Answering more than the question	Stivers & Heritage 2001 O. Sacks chapt 2	Data analysis #5
Oct 20	Data analysis exercise	t.b.a.	
Oct 27	Midterm exam distributed 10/24		Midterm exam due 10/31, noon
Nov 3	Pain	Hilbert 1984 O. Sacks chapt 3	Data analysis #6
Nov 10	Weighing and epistemics	Pillet Shore 2006 O. Sacks chapt 4	Data analysis #7
Nov 17	Communicating about Dx	Perakyla 2006	Data analysis #8
Nov 24 Thanksgiving	Bad news	Maynard 1996, Maynard & Frankel 2006	
Dec 1	Bad news	Maynard 1996, Maynard & Frankel 2006	Data analysis #9
Dec 8	Negotiating Rx	Stivers 2002 O. Sacks chapt 5	Data analysis #10
Dec 15	<i>tba</i>	<i>tba</i> O. Sacks chapt 6	Final exam distributed
Dec 19	Take home Final exam due	Noon, 12/19/22	



Health Protection when on campus

- Please monitor your own health each day. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service.
- As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please keep these same healthy practices in mind outside the classroom.

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

Disability and Accommodations

In accordance with federal law and UW System policies, UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the Disability and Assistive Technology Center to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. DATC contact info: datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

FERPA

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear educational need to know may also have

to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.



Lecture materials and recordings for Professor Halkowski's HS 310 course are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

