



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. 2, Hybrid

Prof. Timothy Halkowski

Office Hours: M 2-3, W 3-4 & by appt.

By email, Zoom, or phone

HS 310, s.2 (Hybrid)

Classroom: CCC 321 & Canvas course website

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Office: Sci D124C

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.

Since this is a Hybrid course, we'll be meeting once a week, to discuss reading assignments and work on health communication data analysis. In addition, I'll post **mini-lecture recorded videos** on the Zoom section of our Canvas course website. You'll need to watch those, and read the assigned weekly readings. You are encouraged to ask questions & share thoughts about the articles and assignments in the **discussion** section of our Canvas course site.

I'll be available for **'office hours'** via email, phone, or Zoom chat. Feel free to reach out to me via email or phone, 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 3	Introductions		
Sept 8, 10	Structures of health comm	Heritage Maynard 2006 intro to CA	Data analysis #1
Sept 15, 17	Structures of health comm	Heritage Clayman 2010 dimensions of inst talk	Data analysis #2
Sept 22, 24	Pt presentations of illness	Halkowski 2006	Data analysis #3
Sept 29, Oct 1	Taking the Hx	Heritage / Boyd 2006 O. Sacks Chapt 1	Data analysis #4
Oct 6, 8	Answering more than the question	Stivers & Heritage 2001 O. Sacks chapt 2	Data analysis #5
Oct 13, 15	Pain	Hilbert 1984 O. Sacks chapt 3	Data analysis #6
Oct 20, 22	Summary		Midterm exam Oct 21 (take home)
Oct 27, 29	t.b.a.	t.b.a.	Midterm exam (due Oct 28)
Nov 3, 5	Weighing and epistemics	Pillet Shore 2006	Data analysis #7
Nov 10, 12	Communicating about Dx	Perakyla 2006	Data analysis #8
Nov 17, 19	Bad news	Maynard 1996, Maynard & Frankel 2006	Data analysis #9
Nov 24	t.b.a.	t.b.a.	
Nov 26 Thanksgiving			
Dec 1, 3	Negotiating Rx	Stivers 2002	Data analysis #10
Dec 8, 10	Tele med/tele rehab	Seuren et al., 2020 Wherton et al., 2020	Data analysis #11
Dec 15, 3pm	Take home Final exam due		

Nota Bene: This syllabus schedule is *subject to change*, because, well, 2020 has already been rather 'interesting.'



Health Protection when on campus

Face Coverings: At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that by university policy unless everyone is wearing a face covering, in-person classes cannot take place. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance: **Please monitor your own health each day** using [this screening tool](#). 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 a minimum of 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.

