



COURSE OUTLINE: HCA111 - COM FOR HLTHCRE PROF

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Approved: Sherri Smith, Chair, Natural Environment, Business, Design and Culinary

Course Code: Title	HCA111: COMMUNICATION: HEALTHCARE PROFESSIONALS
Program Number: Name	2186: HEALTH CARE ADMIN
Department:	BUSINESS/ACCOUNTING PROGRAMS
Semesters/Terms:	20F, 21W
Course Description:	This course provides students with the resources and skills to communicate in an effective, professional manner in a health care setting, both internally and externally to the organization. Students will apply best practices in communication in both oral and written formats. Students are expected to use a variety of resources, technologies, and social media to interact with stakeholders.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	2186 - HEALTH CARE ADMIN
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Address the needs of a diverse patient population using best practices to ensure progressive and positive processes within a health care facility.
	VLO 2 Achieve positive outcomes using core concepts of quality, patient safety, patient & Family centred care.
	VLO 3 utilize progressive, professional leadership concepts while working within an interprofessional health care team.
	VLO 4 Communicate effectively and appropriately with patients, families, and members both in the health care and administrative teams to maintain a wholly interactive environment.
	VLO 6 Utilize health care technology and informatics for the benefit of the patients and support of the institution.
	Essential Employability Skills (EES) addressed in this course:
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.

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- EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
- EES 11 Take responsibility for ones own actions, decisions, and consequences.

Course Evaluation:

Passing Grade: 50%, D

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

Books and Required Resources:

Communicating for Results: A Canadian Students Guide by Carolyn Meyer
 Publisher: Oxford University Press Edition: 5th Edition
 ISBN: 9780199036127
 2020, eText ISBN: 9780199036226

Course Outcomes and Learning Objectives:

Course Outcome 1	Learning Objectives for Course Outcome 1
Student will assess the basics of effective communication and factors a leader must consider.	1.1 Identify the link between effective business communication and personal career success. 1.2 Understand professionalism and professional boundaries. 1.3 Recognize key changes and trends in the workplace, especially those influenced by technology. 1.4 Identify the goals of ethical business communication standards to avoid ethical lapses. 1.5 Identify workplace privacy issues and apply strategies to safeguard personal information. 1.6 Identify communication barriers and apply strategies for overcoming them while exploring the impact of location, physical space, and non-verbal communication. Effectively and appropriately role model body language conducive to encouraging communication in an environment of respect and safety. 1.7 Identify core competencies for interpersonal communication. 1.8 Describe how a leader might foster open, effective, and respectful communication within the teams they lead and support.
Course Outcome 2	Learning Objectives for Course Outcome 2
Student will evaluate approaches to communicate with a variety of healthcare stakeholders.	2.1 Plan a message according to its purpose, scope, audience, medium or channel, design and content. 2.2 Organize business documents by creating informal and formal outlines. 2.3 Debate the most effective ways and message types for which to use the following media for communicating with teams: small group conversation, formal team meetings, team huddles, social media, blogs, intranet, electronic newsletters, email, PowerPoint presentations, posters, and town halls. 2.4 Describe the pitfalls related to using each of the above methods when communicating with various healthcare teams, as well as preventive or mitigating actions. 2.5 Discover strategies for formatting and writing memos and

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	<p>email for specific purposes and learn how proper e-mail etiquette can maximize readability and reader-responsiveness to your messages.</p> <p>2.6 Provide specific examples of communications healthcare leaders might have to prepare and deliver to the following groups: teams they lead, peers, senior team members, external partners, funders, MOHLTC.</p>
Course Outcome 3	Learning Objectives for Course Outcome 3
<p>Student will be introduced to strategies for motivating receivers of your messages to change their attitudes beliefs, or behaviors or to take action to the benefits presented.</p>	<p>3.1 Identify the need for persuasive communication.</p> <p>3.2 Gain support for new ideas in persuasive memos.</p> <p>3.3 Use the indirect writing plan to persuade, applying persuasive appeals.</p>
Course Outcome 4	Learning Objectives for Course Outcome 4
<p>Student will develop skills to becoming competent and comfortable delivering short, prepared and impromptu presentations for a variety of purposes and to a variety of audiences.</p>	<p>4.1 Gain insight into planning and preparing presentations, profiling an audience, and delivering speeches that range from impromptu to formal.</p> <p>4.2 Understand the purpose of using visual aids, their advantages and disadvantages, and will review several different types of presentation aids.</p> <p>4.3 Prepare for presentations and briefings by analyzing the occasion and profiling their audience, gathering material, selecting content, and strategically structuring their presentation.</p> <p>4.4 Incorporate visuals and multimedia aids, which could include flip charts, handouts, overhead transparencies, and PowerPoint or Prezi slides.</p> <p>4.5 Identify four methods of delivery for a presentation, oral presentations, meetings, telephone conversations and interactions with the media.</p> <p>4.6 Prepare for effective public-speaking and apply strategies to increase confidence.</p>
Course Outcome 5	Learning Objectives for Course Outcome 5
<p>Student will discover how to approach difficult conversations and feedback with internal and external key stakeholders.</p>	<p>5.1 Discover how to approach difficult conversations and feedback with team members at all organizational levels.</p> <p>5.2 Define the term difficult conversation.</p> <p>5.3 Analyze the role your communication approach played in situations in which you've had difficult conversations.</p> <p>5.4 Discover what effective communicators do prior to a difficult conversation, to foster a positive outcome for all involved.</p> <p>5.5 List ways to mitigate or address confrontational reactions to difficult conversation.</p> <p>5.6 Analyze what leaders should consider in terms of timing, proximity to event of concern, and location when planning a difficult conversation.</p> <p>5.7 Describe the characteristics of respectful and effective feedback.</p>

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	<p>5.8 Role model an effective difficult conversation or feedback as a leader providing this to a team member, supervisor, or peer.</p> <p>5.9 Describe ways to support staff in effectively having difficult conversations with their leader, their peers, their patients and families.</p>
Course Outcome 6	Learning Objectives for Course Outcome 6
<p>Student will describe leaders and healthcare organizations role in disclosing adverse events / create an environment conducive to receiving difficult feedback from patients and their families.</p>	<p>6.1 Create an environment conducive to receiving difficult feedback from patients and their families.</p> <p>6.2 Reflect upon healthcare situations which could engender difficult feedback or conversations from patients or their families.</p> <p>6.3 Explore at minimum the following areas to discover current recommendations and obligations relating to enabling, soliciting and acting on patient/family feedback: Examples could include Health Quality Ontario, Ontario Ministry of Health and Long Term Care, your Local Integration Health Network, other.</p> <p>6.4 Identify ways in which healthcare organizations in Ontario are enabling and soliciting patient and family feedback.</p> <p>6.5 Discover the roles leaders play in creating a culture which ensures patient and family feedback is received and effectively followed up.</p> <p>6.6 Define the term adverse event`, using current legislation, literature and up-to-date organizational policy.</p> <p>6.7 Describe healthcare providers` and organizations` legislative responsibility in relation to adverse event disclosure to patients or their families, and reporting to authorities.</p> <p>6.8 Describe the steps to take in the disclosure of an adverse event, from fact finding through to planning the conversation, and documenting it.</p> <p>6.9 Justify the inclusion of patients and families in quality improvement initiatives which result from adverse events, as a means to foster communication and ensuring the patient`s voice is heard throughout the process.</p>
Course Outcome 7	Learning Objectives for Course Outcome 7
<p>Student will understand relevant legislation and regulations to learn what healthcare leaders must, can and cannot share publicly or with specific agencies.</p>	<p>7.1 Review the current Health Information Privacy Act (PHIPA) portions relating to healthcare and disclosure of information and situations in which exceptions are acceptable.</p> <p>7.2 Review current standard of practice from at least two professional colleges in relation to disclosure of information to the general public, and which information leaders must disclose to colleges. Note: Provincial College of Nurses strongly recommended as one source, as in most healthcare organizations, nurses outnumber other healthcare providers.</p> <p>7.3 Provide specific examples of information healthcare leaders can and cannot disclose publicly, based on PHIPA, professional college, and human resource considerations.</p>
Course Outcome 8	Learning Objectives for Course Outcome 8

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	<p>Student will explore factors leaders must consider in working with the media.</p>	<p>8.1 Debate the role of the media in conveying information relating to healthcare issues. 8.2 Scan the media to identify examples of communication about healthcare organizations and issues that healthcare leaders might typically be involved in addressing. 8.3 Describe factors which might impact media communication accuracy, relevance, and credibility specifically in relation to healthcare. 8.4 Create a list of do`s and don`ts for dealing with the media, based on current best practice, interviews with experts in media relations and leaders experienced in this. 8.5 Describe the support a public relations officer can offer healthcare leaders in delivering desired messages to their communities. 8.6 Create a template containing the essential elements of a media release. 8.7 Draft a media release to share with your class group each of the following: good news story, story that may harm organizational reputation (e.g. patient harm, staff misconduct).</p>
	<p>Course Outcome 9</p>	<p>Learning Objectives for Course Outcome 9</p>
	<p>Student will understand when to utilize informal reports, formal reports and briefing notes to their full potential.</p>	<p>9.1 Identify the characteristics of and effective business report. 9.2 Differentiate between informal and formal reports. 9.3 Organize and describe reports according to their purposes and apply informative headings. 9.4 List reasons and situations for which briefing notes are utilized as a method of communication. 9.5 Define typical target audiences for briefing notes. 9.6 Share currently used briefing note template(s) with class group, touching on the following for each element/section: rationale, typical content, and best sources. 9.7 Draft and present an accurately informed, complete and persuasive briefing note as a healthcare leader.</p>

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments (including written assignments and presentations)	60%
Professional Skills Development	20%
Tests	20%

Date: June 17, 2020

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

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