Effective communication skills are vital in the health professions. This course is designed to help students master the art of written and verbal professional communication. Students are strongly encouraged to take this course early in their degree programs, as the lessons learned provide a cornerstone for academic and professional success. A broad range of topics are explored including communication styles, cultural awareness, communication through social media, writing as a process, and effective professional presentations. Because health professionals frequently communicate health-related research and best practices with clients and the public, the essential skill of writing to persuade, while communicating important health practices, is also explored.

This is a writing-enriched (WE) course. Students in WE courses write frequently, create multiple drafts of assignments, receive rich feedback from instructors, and share feedback with their classmates. The purpose of a WE course is to simultaneously allow students to master course content while practicing and acquiring writing skills necessary for success in careers and other college courses, including the capstone.

Prerequisite(s)
None

Module 1: Communication Styles and Effective Communication in Health Care

Module 2: The Writing Process – Part 1
The Creative Process
Prewriting
Writing

Module 3: The Writing Process – Part 2
Finalizing
Revising and Editing

Module 4: APA (American Psychological Association) Style
Plagiarism
Citations and Formatting

Module 5: Planning and Writing Business Communications
Method and Tone of Communication
Knowing Your Audience
Goals and Objectives

Module 6: Electronic Communications
Module 7: Letters, Reports and Executive Summaries

Module 8: Meeting Management
Planning Logistics
Group Dynamics
Facilitation Skills

Module 9: Preparing Professional Presentations – Part 1
Types of Presentations
Organizing the Content

Module 10: Preparing Professional Presentations – Part 2
Preparing Oral Presentations
Delivering Your Presentation
Handouts and Slides

Module 11: Networking and Social Media
Networking Opportunities and Strategies
Benefits of Social Media

Module 12: Listening and Non-Verbal Communication
Improving Listening skills
Mastering Non-verbal Communication Skills

Module 13: Communication with Prospective Employers- Part 1
Improving Listening skills
Mastering Non-verbal Communication Skills

Module 14: Communication with Prospective Employers- Part 2

Module 15: Professional Presence to Communicating in the Health Professions
What Professional Presence is
How You Get Professional Presence

Outcomes

Upon completion of this course, students should be able to:

1. Examine professional communication issues and expectations in the health care arena.
2. Select the appropriate communication type and form for health care related communications.
3. Describe the key components of meeting management.
4. Develop professional written and oral presentations.
5. Produce various forms of professional communication including e-mails, memos, executive summaries, and reports for diverse audiences.
6. Describe the key components of the writing process.
7. Appropriately cite and reference information using the APA Style of Writing.

Deliverables
Click [here](https://my.excelsior.edu/web/syllabus-library/8-week-term-schedule) to view the 8 week Term Schedules.

Click [here](https://my.excelsior.edu/web/syllabus-library/15-week-term-schedule) to view the 15 week Term Schedules.

**Course Schedule**

Weeks start on Monday, 12:01 AM ET (Eastern Time) and end on Sunday, 11:59 PM ET, US (United States).

Unless otherwise noted, all assigned items are due at the end of the module (by 11:59PM, Sunday).

<table>
<thead>
<tr>
<th>Week</th>
<th>Module &amp; Title</th>
<th>Reading</th>
<th>Assignments</th>
<th>Online Discussions</th>
<th>Course Outcomes Related to this Module</th>
</tr>
</thead>
</table>
| 1    | Module 1: Communication Styles and Effective Communication | • Module Notes.  
• Guffey & Loewy Text: Chapter 1, pp (pages) 2-10 & 14-22  
• Maximum Advantage. (n.d. (no date)) Effective Communication Rules.  
• Maximum Advantage. (n.d.) Four Styles of Communication.  
| 2    | Module 2: the Writing Process Part 1 | • Module Notes.  
• Guffey Text: Chapter 2 and 3  
• Excelsior Library HSC310 Writing Enriched Research Guide  
• Purdue Online Writing Lab (OWL) – Review the Entire Writing Process | M2A1: Practice with Research for Writing Assignments – Cross-Cultural Communication | 1 |
<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>References</th>
</tr>
</thead>
</table>
- Guffey Text: Chapter 4  
- Revising Rhetorically. Fountainhead Press.  
- The Writing Center. (n.d.) Revising drafts. University of North Carolina at Chapel Hill.  
- Six Minute Scholar- How to revise an essay.  
- Purdue Online Writing Lab (OWL) – revising and Editing the Writing Process |
- Avoiding Plagiarism (n.d.) in Excelsior College Online Writing Lab (OWL)  
- Citing Sources “APA section only” (n.d.) in Excelsior Library |
|        | M4A1: Finding, Evaluating, and Citing Sources | - M4D1: Plagiarism: What is it and how do I avoid it? |

<table>
<thead>
<tr>
<th>Module</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>3M3D1</td>
<td>Way Too Many Technical Errors</td>
</tr>
<tr>
<td>4M4A1</td>
<td>Finding, Evaluating, and Citing Sources</td>
</tr>
<tr>
<td>4M4D1</td>
<td>Plagiarism: What is it and how do I avoid it?</td>
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<th>Page</th>
<th>References</th>
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<tbody>
<tr>
<td>5,7</td>
<td>M3D1: Way Too Many Technical Errors</td>
</tr>
<tr>
<td>2,5,6</td>
<td>M4D1: Plagiarism: What is it and how do I avoid it?</td>
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</tbody>
</table>
| Module 5: Planning and Writing Business Documents | Module Notes.  
Guffey Text: Chapter 2, p. 38-44, Analyzing Your Purpose and Anticipating the Audience  
Guffey Text: Chapter 6, p. 156-164, 171-175, Positive Messages  
Guffey Text: Chapter 7, Negative Messages  
Guffey Text: Chapter 8, p. 226-233, Persuasive Messages  
Pichler, C. B. (2010, April 06). Effective patient communication: Enhancing learning styles and language yields better outcomes. *The ASHA Leader*. | M5D1: Opportunities for Professional Writing 1,2,5,6 |
| --- | --- | --- |
| Module 6: Electronic Communications | Module Notes.  
Guffey Text: Chapter 5, pp. 120-130 (Electronic Messages).  
WeComply, a Thomson Reuters Business (2012, June 6). Emails: Before You Hit "Send". | M6A1: Persuasive Scholarship Essay 1,2,5  
M6D1: Email Communications 1,2,5 |
| 7 | Module 7: Letter, Reports and Summaries | • Module Notes.  
• Module Notes, Letters, Reports, and Summaries  
• Guffey Text: Chapter 9, (Informal Reports)  
• Guffey Text: Chapter 10, pp. 299-308 & 325-339 (Proposals and Formal Reports)  
• University of Maryland University College. (n.d.) Writing Executive Summaries.  
• Unilearning. (2000). Good and poor examples of executive summaries. | • M7D1: A Wellness Committee Report | 1,2,5 |
|---|---|---|---|---|
| 8 | Module 8: Meeting Management | • Module Notes.  
• Guffey Text: Chapter 11, pp. 364-375 ("Becoming a Team Player in Professional Teams").  
• Guffey Text: Chapter 9, pp. 278-279 ("Minutes of Meetings").  
• Management Shortcuts. (2013, March 27). Effective Virtual Meetings. [Video File, 02:27 min.]  
• Billy Hughes. (2012, August 14.) World’s worst sales meeting... [Video File, 08:25 minutes.] | • M8A1: Preparing an Executive Summary  
• M8D1: Essential Elements for Productive Meetings | 1,2,5,6 |
<table>
<thead>
<tr>
<th>9</th>
<th>Module 9: Preparing Professional Presentations Part 1</th>
</tr>
</thead>
</table>
| | • Module Notes.  
  • M9P1 Peer Support Forum: Presentation Outlines  
  • Ponsomwang, Alisa. (2013, November 4). 10 Tips to becoming a better presenter. [Video File, 01:36 minutes.]  
  • University of Bedfordshire. (2012, January 6). Delivering a bad presentation - Spot the mistakes. [Video File, 04:50 minutes.] |
|  | • M9D1: Delivering a Bad Presentation - Spot the Mistakes  
  • M9P1: Peer Support Forum – Presentation Outlines | 1, 2, 3, 5 |
<table>
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<tr>
<th>10</th>
<th>Module 10: Preparing Professional Presentations – Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Module Notes.</td>
</tr>
<tr>
<td></td>
<td>• Levit, A. (2010). How to give a great presentation. <em>Forbes</em>.</td>
</tr>
<tr>
<td></td>
<td>• Creating Effective PowerPoint Presentations (including the 2 videos) – Excelsior Online Writing Lab (OWL). Wienofilms. (2011, May). How to give an awesome PowerPoint presentation. [Video File, 02:52 minutes.]</td>
</tr>
<tr>
<td></td>
<td>• Davison, J. (Nov. 2008). PowerPoint basics. [Video File, 10:16 minutes.]</td>
</tr>
<tr>
<td></td>
<td>• PowerPoint Do’s and Don’ts. (n.d.) University of Pennsylvania.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>1,4</th>
<th>M10A1: Creating an Effective Written and Oral Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• M10D1: The Do’s and Don’ts of PowerPoint</td>
</tr>
</tbody>
</table>

8 of 15
| Module 11: Networking and Social Media | Module Notes.  
Guffey Text: Chapter 5, pp. 130-139 (Using Podcasts, Blogs, and Wikis for Business and Negotiating Social and Professional Networking Sites).  
Akron Children’s Hospital. (2012, September 26). The healthcare social media revolution. [Video File, 01:48 minutes]  
<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Resources</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 12     | 12: Listening and Non-Verbal Communication | - Module Notes.  
- More for Small business Resources. (n.d.) Active listening is an effective listening skill and strategy.  
- Skills You Need. (n.d.) Listening skills.  
- Malen, L. (2013, February 3). Active listening: Do you really HEAR others. [Video file, 02:52 minutes.]  
| 13     | 13: Communication with Prospective Employers- Part 1 | - Module Notes.  
- Guffey Text: Chapter 13, (The Job Search, Resumes, and Cover Letters)  
- Gunner Pulliam, M. (n.d.). Quick tips to refine your resume. Excelsior College Career Center  
- Candidcareer.com. Resume tips. [Video File, 3 minutes.] | M13D1: Making a Good First Impression |
<table>
<thead>
<tr>
<th>Module 14: Communication with Prospective Employers- Part 2</th>
<th>M14A1: Preparing a Professional Resume</th>
<th>M14D1: Communicating and Preparing for a Job Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Module Notes.</td>
<td></td>
<td>1,2,5,7</td>
</tr>
<tr>
<td>• Guffey Text: Chapter 14. (Interviewing and Following Up)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• National Association of Colleges and Employers. (2013). Interview essentials; Job Choices; NACE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CandidCareer.Com. (n.d.) How to ace your face to face. [Video File, 4:30 minutes.]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• CandidCareer.Com. (n.d.) The biggest interview mistakes [Video File, 3:20 minutes.]</td>
<td></td>
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</tr>
</tbody>
</table>
| Module 15: Professional Presence to Communicating in the Health Professions | Module Notes.  
Guffey Text: Chapter 1, pp. 5-9 (Communication Skills: Your Ticket to Success)  
Guffey Text: Chapter 11, pp. 352-364 (Embracing Professionalism, Business Etiquette, and Ethical Behavior)  
CandidCareer.Com. (n.d.) Professionalism. [Video File, 3 minutes.]  

The course schedule

**Evaluation**

**Grade Ranges**

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=below 60%

Breakdown

<table>
<thead>
<tr>
<th>Activity/Assessment</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Peer Forum</td>
<td>5%</td>
</tr>
<tr>
<td>Five Writing Activities</td>
<td>30%</td>
</tr>
<tr>
<td>Effective Writing and Oral Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Social Media Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Resume</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Criteria

COURSE REQUIREMENTS

Course Activities:

Discussion Participation - 30%

The course discussions serve as a way to gauge your understanding of the module topic as well as to facilitate an open discussion with fellow students and your instructor. You are responsible for participating in each discussion which will be graded on discussion content, quality, and frequency of discussion posts. Any missed discussions will be taken into consideration when calculating grades. Please see your discussion rubric to understand what is expected of you.

By registering for a web-based course, you have made a commitment to participate regularly with your instructor and other students in online discussions. You will be expected to use online course tools (Discussions and Chat rooms) to interact with your peers and work collaboratively to improve your understanding of underlying course ideas and issues.

To lessen the risk of losing your work, do not write major discussions directly into a discussion posting. Instead, compose and check your work in other software (such as Microsoft Word) and then use the Create Message button and copy and paste your text into the new posting.

APA Quiz - 5%

In Module 4 you will complete a quiz on the APA 6 style.

Three Short Writing Activities - 30%
This course includes three short writing activities to assess your mastery of written communication. In Module 3 you will submit a reflective essay that demonstrates your mastery of the writing process. In Module 6 you will compose a targeted professional letter and/or email message. In Module 8 you will write an Executive Summary based upon a health-related report or white paper that will be provided to you. Please see each assignment’s rubric for specific information on your expectations and how your work will be evaluated.

Voice-Over Presentation - 15%

In this assignment you will begin in Module 9 and complete in Module 10, you will develop a written and oral presentation using PowerPoint or another presentation software. The entire presentation will be 4 - 6 minutes long. You will be graded on both your visual presentation and your verbal delivery of the presentation. Please review the HSC310 Voice-Over Presentation Rubric for more information on the expectations for your presentation and how your work will be evaluated.

Social Media Research Paper - 15%

The research paper for this course will focus on use of social media to address health or health care issues. Beginning in Module 11 and finishing in Module 12, you will select a social media strategy, research this strategy and critique the effectiveness of using social media for the issue you are focusing on. The paper will be 4-6 pages. Use of Smarthinking, Excelsior’s free tutoring service, is required. Please see the HSC310 Social Media Research Paper Rubric for more information on how your paper will be evaluated.

Professional Resume- 5%

In this activity, you will focus on your professional career communications by writing your professional resume and submitting to a Smarthinking tutor for feedback. After incorporating the resume tutor’s feedback, you will then submit your resume in Module 14. Note that use of Smarthinking, Excelsior’s free tutoring service, is required. Please see the HSC310 Resume Rubric for more information on how your paper will be evaluated.

Course Policies

Late Assignment Policy

Prior authorization from your faculty is required for late submissions. The first late submission may be accepted without penalty, with prior approval. The second submission may be subject to grade deduction of 5 points. Any subsequent assignments submitted late will receive a grade of zero. Extenuating circumstances will be considered.

Late Exam/Quiz Policy

All quizzes and exams must be completed by the end of its designated module (Sunday at 11:59 PM EST). Plan ahead and use your time wisely. Be sure to begin your exam with enough time to complete it before the due date and time. You are responsible for submitting your attempt on time.

Written Assignments

The most current APA (American Psychological Association) guidelines must be adhered to for formatting in-text citations and the reference list. Specific written assignments may require adherence to additional APA formatting guidelines.

Discussions

Thoughts that you obtain from other sources and share in your discussion posts must include reference information.

Institutional Policies

COURSE PARTICIPATION:

Weekly course participation is required. Please see the Student Participation Policy (https://info.excelsior.edu/student-policies/student-participation-policy-for-online-courses/) for more details.
Instructor Participation

Your instructor will:

- Post a welcome message during the first 24 hours of the course.
- Schedule real time office hours through the chat room and/or by individual appointment.
- Communicate with you through the Blackboard communication tools, including internal course messaging.
- Respond to student communications within two business days.
- Log into the course to review and participate at least three different days a week in 15-week courses, or four different days a week in 8-week courses.
- Provide you with formative feedback midway through the course based on work submitted to that point.
- Grade all formative assignments within seven calendar days of each assignment due date in 15-week courses and within four calendar days of each assignment due date in 8-week courses, and grade summative work within five calendar days after the end of the term.

POLICIES:

You are responsible for being familiar with all the policies that are related to your activity in this course. Complete information on Excelsior College policies can be found in the Course Information area or by visiting the Excelsior College Policies page (http://www.excelsior.edu/policies).

All student work in this course may be submitted to plagiarism detection software. The reports from this software may be used as evidence in support of disciplinary actions. Please see the policy on Academic Honesty (https://info.excelsior.edu/student-policies/academic-honesty/) for more details.