

MBA546
Health Communication



COURSE SYLLABUS

I. MBA 546 Advanced Health Communication

II. 4 Credits

III. MBA program elective, fully online

IV. Prerequisites

Admission into the MBA program is required.

V. Course Professor

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Title: Doctor

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VI. Course Description

Explores communication in healthcare organizations. The course will use both a theoretical and applied approach to topics key to healthcare administrators, including communicating with patients and families, emotions (such as stress) in the workplace, new technology in healthcare organizations, crisis communication, and ethics.

VII. Course Rationale

The MBA program seeks to enhance critical thinking and analytical skills among students, as well as develop innovative thought and ethics. This course will help students analyze and apply learning to problems specific to the healthcare administration field (e.g., working with patients, balancing communication and efficiency). Students will also learn about healthcare ethics, particularly as it affects communication and interactions regarding patient health.

VIII. Course Objectives

Course Learning Objective	PLO	Assessment Tools
• Evaluate best practices in communicating	1,2,5	Discussion boards, quizzes,

with patients and families		presentation
<ul style="list-style-type: none"> Identify challenges inherent to healthcare organizations, such as ethics, stress, burnout, and changing technology, and apply understanding by creating plans to address such challenges 	1,2,6	Discussion boards, quizzes, presentation, case study paper sample case, final paper
<ul style="list-style-type: none"> Apply communication skills (orally and in writing) by creating messages for a variety of stakeholders 	1	Discussion boards, presentation, case study paper sample case, final paper
<ul style="list-style-type: none"> Analyze a specific healthcare organization's practices and apply knowledge to make recommendations to improve those practices 	1, 2, 5, 6	Discussion boards, presentation, case study paper sample case, final paper

Relevant Program Learning Outcomes Referenced Above:

1. Communicate effectively, orally and in writing.
2. Apply critical thinking and leadership skills to solving problems and conflict resolution.
5. Develop a framework to evaluate ethical issues and legal issues in the conduct of business activities.
6. Assess the impact of decision regarding the selection and implementation of key information systems and emerging technologies.

IX. Materials

All course materials will be available on Moodle.

X. Course Outline and Expectations

Participation/Attendance

For online courses, non-participation means the failure to login for any group assignments (i.e., chats, etc.), tests, or weekly assignments. Excessive absences are the same as for classes that meet one time per week.

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The [SOU Cares Report](#) allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns,

harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited." Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's [Code of Student Conduct](#). In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact the [confidential advisor](#), or use Southern Oregon University's [Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form](#).

SOU Academic Support/Disability Resources

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include information regarding Academic Support and Disability Resources on course

syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. See the [Disability Resources webpage](#) for more information or to schedule an appointment. If you are already working with Disability Resources, make sure to request your accommodations for this course as quickly as possible to ensure that you have the best possible access.

Course Communication Policy

All student communication to faculty should be done through Moodle and email. For general questions about course items and resources, use the “Course Q&A” forum, found at the top of your course page. For questions regarding late assignments, grades or other personal matters, email the instructor through Moodle's Quickmail or SOU email. You may expect a response to any inquiries by the end of the following business day. You may expect feedback on routine course assignments within 72 hours and major projects within one week.

One hour per week, your instructor will offer an optional time when you can meet “live” online to discuss course content.

Course Communication Guidelines (Netiquette)

Netiquette is a set of rules for behaving properly online. Much of our communication in this course will take place in forums and through email. Here are some guidelines for online communication in this course:

- Be sensitive to different cultural and linguistic backgrounds, as well as different political and religious beliefs.
- Use good judgment when composing your responses. Swearing and profanity should be avoided. Also consider that slang terms can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses. This is considered

“shouting” on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.

- Be respectful of others’ views and opinions. Avoid “flaming” (publicly attacking or insulting) others.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message. Be aware that terms that are familiar in your line of work may be incomprehensible jargon to others.
- Use good grammar and spelling, and avoid using text messaging shortcuts.
- In emails, always identify yourself and what class and section you are in. It is a good practice to put your course and section in the subject line. This helps your instructor identify course related emails.

XI. Technology Requirements

Computer/Technology Requirements

Online students will need regular access to a personal computer that runs on a broadband Internet connection.

Moodle Learning Management System

Students are provided with Moodle guides and online ticketing service when a Moodle issue arises. Submit a ticket at <https://support.sou.edu> or call (541) 552-6900 for assistance.

XII. Grading and Evaluation

Final Grade Calculation

Assessments	Percentages
Discussion Board Participation	20%
Presentation	10%
Case Study Paper Sample Case	20%
Case Study Paper	30%
Quizzes	20%
Total Percentage For Course	100%

[Blanket statement on when assignments/assessments are due should go here.]

Grading

In determining the final course grade, the following scale is used:

A	93 - 100%	C+	77 - 79%
A-	90 - 92%	C	73 - 76%
B+	87 - 89%	C-	70 - 72%
B	83 - 86%	D	60 - 69%
B-	80 - 82%	F	below 60%

[Faculty can augment this area as necessary to accommodate their grading criteria. Faculty should also use this area to convey when students can expect feedback on their assignments and assessments.]

Discussion Forum

Please post any questions you have about this class to the Course Q&A forum on Moodle. Chances are, someone else has the same question and can benefit from the answer. Also, when questions are posted in the Q&A forum, students can help each other out. If the instructor cannot respond right away, maybe another student can.

In addition to the Q&A forum, weekly graded discussions will be posted. You must respond to the question posted by the instructor by 11 PM Pacific time Thursday of each week and reply to at least two others before 11 PM Pacific time Sunday of each week.

Assignments

If you do not understand an assignment, please post a question to the Course Q&A forum on Moodle.

Discussion Board Participation

Each week, all students will participate in discussion questions posed in the Moodle forums.

Presentation

Students will choose a week from 2-6 in which to present, based on their schedule and topic interest. Students will create a presentation based on the week's topic and readings.

Case Study Paper Sample Case

As you work on your final case study paper, you will submit a sample section (including a

case) to the instructor. This allows you to receive valuable feedback in advance of submitting the full paper, and parts of this assignment can be used in the final case study paper.

Case Study Paper

For this paper, you have the option to choose a personal (i.e., experienced at your healthcare organization) case or use another organization's case on a topic related to the course (e.g., challenges in practitioner-patient communication). You will describe the case, and then apply concepts you have learned in course readings and resources, as well as external research, to discuss how the organization and relevant stakeholders could improve, with a particular focus on the role of communication.

Quizzes/Exams

There will be two quizzes; the first is in Week 4 (covering material from weeks 2-4) and the second in Week 7 (covering material from weeks 5-7). Quizzes will be taken on Moodle.

Rubrics

Grading rubrics will be provided for each assignment on the guidelines for the individual assignment, available on Moodle. Rubrics provide a general idea of how assignments will be graded, and will be returned with comments with graded work such as papers.

Late Work Policy

Except for exceptional circumstances, late work will be accepted only within 72 hours (three days) of the stated due date. For late work that is accepted, a penalty of 20% will be applied—20% of the total possible points will be taken off the top of the score earned (resulting in a 20 point deduction for a 100-point item or 1 point deduction for a 5-point item, for instance). Missing work will be recorded as zero.

XIII. Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

XIV. Course Topics

WEEK	TOPIC
Week 1	Introducing Health Communication; Class Introductions

Week 2	Communicating with Patients
Week 3	Communicating with Other Internal and External Stakeholders
Week 4	Emotion, Stress, and Burnout in Healthcare Organizations
Week 5	New Communication Technology in Healthcare
Week 6	Ethics in Healthcare Organizations
Week 7	Crisis Communication

XV. Additional Course Information

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive events that result in changes to the syllabus.