**University of Florida**
**College of Public Health & Health Professions Syllabus**

**HSC3661: Therapeutic Communication (2 hours) & RCS4415L: Therapeutic Communication Lab (1 hour)**

Semester: Fall 2022  
Delivery Format: On campus Blended learning  
UF eLearning in Canvas

**Instructor Name:** Lindsey Telg, MOT, OTR/L  
Room Number: HPNP 2170  
Phone Number: 352-273-6146 (Office)  
Email Address: ltelg@ufl.edu  
Office Hours: Fridays – 1:00pm-3:00pm  
Preferred Course Communications: **E-Mail** *(do not utilize Canvas messaging to contact the instructor; you will not receive a timely reply using this format)*

**Teaching Assistants:**

Name: Maria Gonzalez  
Email: maria.gonzalez@ufl.edu  
Primary Responsibilities: Grading

Name: Brooke Abzug  
Email: babzug@ufl.edu  
Primary Responsibilities: Lab content creation, TA for Monday 2:30pm section

**PREREQUISITES**  
Students must be enrolled in the Bachelor of Health Science Program

**PURPOSE AND OUTCOMES**

**Course and Lab Overview**  
Through lecture, discussion, and role-playing in large and small groups, students learn appropriate verbal and nonverbal behavior to be used with patients, families, the health care team, and the greater community.

**Relation to Program Outcomes**  
This course satisfies the Academic Learning Compact, Outcome #7, which states “Demonstrate effective basic communication skills for health professionals.” Throughout this course, communication skills will be introduced, reinforced, and assessed.

**Course Objectives and/or Goals**  
During this course, students will develop a basic understanding of how effective communication impacts patient-provider rapport, treatment adherence, treatment outcomes, and overall satisfaction with service.

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

1. Describe features of effective communication within health care settings used in healthcare and public health environments with patients, consumers, families, and the greater community.
2. Characterize communication strategies for working with diverse populations.
3. Discuss the impacts of effective communication upon patient-provider rapport, treatment adherence, treatment outcomes, and overall satisfaction with service.
4. Identify and describe their communication style, strengths and weaknesses.
5. Choose and apply verbal and nonverbal communication skills necessary for effective communication in healthcare and public health environments with patients, consumers, families, and the greater community.
6. Give examples of different strategies to help people and/or communities initiate behavior change.

**INSTRUCTIONAL METHODS**
A combination of prerecorded and live lecture, face-to-face and Canvas-based discussion, reflective writing, and role-playing in large and small groups characterize the instructional methods for this course.

**Blended Learning**

*What is blended learning and why is it important?*
A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

In this course, the learning is split into 3 different phases*:

1. Approximately 1 hour of pre-work that is online in the Canvas course site.
2. Approximately 40 minutes of live lecture time during which I recap key points and highlight major themes.
3. Approximately 40 minutes of lab activity where you will practice applying what you have learned.

*There will be a flow among the 3 phases where some weeks any given component might be shorter or longer.

*What is expected of you?*
You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

**COURSE MATERIALS AND TECHNOLOGY**

**Required Textbook**
There is no required textbook.

**Required Equipment**

*Computer*
Computer, tablet, or smartphone with high-speed internet access.

For technical support for this class, please contact the UF Help Desk at:
- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- https://helpdesk.ufl.edu/
DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Preparatory Quizzes</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29 or 8/30</td>
<td>Introduction to the Course</td>
<td>Syllabus Quiz</td>
<td>Writing Prompt: Person-Centered Therapy Sun, 9/11 by 11:59pm</td>
</tr>
<tr>
<td>2</td>
<td>Asynchronous (due to Labor Day)</td>
<td>Basic Psychology</td>
<td>Quiz 1</td>
<td>Writing Prompt: Person-Centered Therapy Sun, 9/11 by 11:59pm</td>
</tr>
<tr>
<td>3</td>
<td>9/12 or 9/13</td>
<td>The Nature of Therapeutic Communication</td>
<td>Quiz 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/19 or 9/20</td>
<td>Body Language and Nonverbal Communication</td>
<td>Quiz 3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/26 or 9/27</td>
<td>Basic Skills in Verbal Communication</td>
<td>Quiz 4</td>
<td>Writing Prompt: Communication Reflection Sun, 10/2 by 11:59pm</td>
</tr>
<tr>
<td>6</td>
<td>10/3 or 10/4</td>
<td>Mental Health and Adaptive Disorders</td>
<td>Quiz 5</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/10 or 10/11</td>
<td>Death and Dying</td>
<td>Quiz 6</td>
<td>Writing Prompt: Kubler-Ross Model Sun, 10/16 by 11:59pm</td>
</tr>
<tr>
<td>8</td>
<td>10/19</td>
<td>First Exam</td>
<td></td>
<td>5:00pm – 7:00pm; HPNP Auditorium</td>
</tr>
<tr>
<td>9</td>
<td>10/24 or 10/25</td>
<td>Self disclosure, advisement, Developmental Issues: Early Childhood/Adolescence</td>
<td>Quiz 7</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10/31 or 11/1</td>
<td>Confrontation - Developmental Issues: Senescence</td>
<td>Quiz 8</td>
<td>Writing Prompt: Critical Recommendations Sun, 11/6 by 11:59pm</td>
</tr>
<tr>
<td>11</td>
<td>11/7 or 11/8</td>
<td>Addiction</td>
<td>Quiz 9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/14 or 11/15</td>
<td>Motivational Interviewing</td>
<td>Quiz 10</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/21 or 11/22</td>
<td>Interdisciplinary Communication</td>
<td>Quiz 11</td>
<td>Infographic Tue, 11/22 by 11:59pm</td>
</tr>
<tr>
<td>14</td>
<td>11/28 or 11/29</td>
<td>Multicultural Issues</td>
<td>Quiz 12</td>
<td>Writing Prompt: Final Reflections Sun 12/4, by 11:59pm</td>
</tr>
<tr>
<td>15</td>
<td>12/6</td>
<td>Second Exam</td>
<td></td>
<td>5:30pm-7:30pm; HPNP Auditorium</td>
</tr>
</tbody>
</table>

ADDITIONAL ACADEMIC RESOURCES

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
• **Teaching Center**: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
• **Writing Studio**: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
• Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
• On-Line Students Complaints: View the Distance Learning Student Complaint Process.

---

**ACADEMIC REQUIREMENTS AND GRADING** for HSC3661 Component

**Assignments**

*Quizzes (20%, 20 points, 2 points/quiz)* - Following each lecture, students will complete a 5-question quiz through Canvas (12 quizzes total). Students will have until Friday, 11:59pm, of the same week to complete the quiz.
  - Your lowest two quiz grades will be dropped from your overall grade.

*Writing Prompts (25%, 25 points, 5 points/writing prompt)* - Writing prompts are meant to allow students to connect to outside literature and clinical practices, as well as reflect on their experience practicing therapeutic communications in lab.
  - There will be five graded writing prompts.
  - Students will be provided a prompt and are required to address the entirety of the prompt thoughtfully and comprehensively.
  - Prompts should be written in APA format (12-pt font, double-spaced, Times New Roman, and in-text citations if applicable).

**Exams**

- **First Exam (20%, 20 points)** - Materials covered from Week 1 to Week 7.
- **Second Exam (20%, 20 points)** - Materials covered from Week 9 to Week 14.

**Therapeutic Communication Infographic Assignment (10%, 10 points)** - For this assignment, you will be developing an infographic to comprehensively illustrate a therapeutic communication concept, strategy, or skill.
  - You can choose to focus on one characteristic of therapeutic communication such as empathy, paraphrasing, reflecting, non-verbal communication cues, etc. or create a holistic infographic that presents the goals, benefits, and practices of therapeutic communication.
  - You will also need to choose the audience you are targeting for your infographic.
  - A rubric will be provided via Canvas with outlined expectations and project details.

**In-Class Lab Activities (10%, 10 points total)**

These activities consist of lab sheets that are completed during in-class activities throughout the semester. When a lab sheet is assigned, you will find it in Canvas for the corresponding week and should download the document to your computer or print it. Lab sheets should be completed in class to document your engagement in the class activity and are uploaded to Canvas at the end of the day.

**Grading**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points or % of final grade (% must sum to 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quizzes</strong></td>
<td>As posted in Canvas</td>
<td>20% - 20 Points (2 points each)</td>
</tr>
<tr>
<td><strong>Writing Prompts</strong></td>
<td>As posted in Canvas</td>
<td>25% - 25 points (5 points each)</td>
</tr>
</tbody>
</table>
### In-Class Lab Sheets
- **Due Date:** Same day as lab
- **Points:** 10% - 10 points (1 point each)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points or % of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Week 8</td>
<td>20% - 20 Points</td>
</tr>
<tr>
<td>TC Infographic Assignment</td>
<td>Week 13</td>
<td>10% - 10 points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Week 15</td>
<td>20% - 25 Points</td>
</tr>
</tbody>
</table>

### ACADEMIC REQUIREMENTS AND GRADING for RCS4415L Component

**Assignments**

**Professionalism (100%, 100 points)** - Professionalism encompasses attendance, active participation, professional courtesy to classmates and instructor, proper preparation, etc.
- Students are expected to attend all in-person classes.
- While attendance is required, students are allowed one free absence before being penalized.
- For every absence after the free one, you will lose 4 points toward your professionalism grade.
- Professionalism will also be evaluated on the premise that students come prepared to class, engage with and participate in discussions, mock interviews, and therapeutic communication activities; are on task during class activities; and provide constructive and appropriate feedback to classmates.

### Grading

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date</th>
<th>Points or % of final grade (% must sum to 100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Throughout semester</td>
<td>100% of grade (one excused absence; each additional unexcused absence results in a reduction of 4 points from the total grade)</td>
</tr>
</tbody>
</table>

### POINT SYSTEM USED (i.e., how do course points translate into letter grades).

<table>
<thead>
<tr>
<th>Percentage Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>70-76</td>
<td>C</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60</td>
<td>E</td>
</tr>
</tbody>
</table>

More information on UF grading policy may be found at: [the Graduate Catalog](#) or [the Undergraduate Catalog](#)

### POLICIES

**Exam Policy**

**Policy Related to Make up Exams or Other Work**
Consistent with College policy, students are allowed to make up work only if missed as a result of illness, other unanticipated circumstances warranting a medical excuse, or with instructor permission. You must notify the instructor in advance if you will miss a quiz/exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness. For more information, please review the UF Attendance Policy at https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (http://helpdesk.ufl.edu/) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Excused absences must be consistent with university policies in the Graduate Catalog (https://catalog.ufl.edu/graduate/regulations/#text). Additional information can be found here: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

1. Students should arrive on time to class. If it is necessary to arrive late due to an unavoidable circumstance, students should enter the classroom in the least disruptive manner possible.
2. Students may utilize necessary technology (laptops/tablets) to facilitate engagement in the course materials. Students should not use technology to access websites or material unrelated to the course content.
3. Phones should be silenced or set to vibrate during class.

Communication Guidelines

Student should reach out to the instructor via email. It is important to note that the instructor teaches multiple courses and interacts with well over 300 students. For this reason, Canvas is not a reliable method of reaching out to the professor. Emails sent to the instructor will receive a reply within 48 hours. Students are expected to utilize professional behaviors when contacting the instructor or interacting with peers. Helpful guidelines for communication with your instructor and with peers can be found at the following website: https://www.unr.edu/writing-speaking-center/student-resources/writing-speaking-resources/email-etiquette-for-students

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:
“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom
Guests of Students policy in its entirety. Link to full policy: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

Online Faculty Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. On line and in person assistance is available.

- U Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu/

- Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

**INCLUSIVE LEARNING ENVIRONMENT**
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

**INSTRUCTOR POSITIONALITY STATEMENT**
I strive to objectively teach information related to the course content as it relates to the provision healthcare services and personal, lived experiences, including to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status. I value all experiences and seek to create an open environment for discourse.