WINONA STATE UNIVERSITY
REQUIRED CHECKLIST FOR ALL CURRICULAR PROPOSALS

Course or Program: CMST385: Health Communication

This checklist enables A2C2 representatives to endorse that their departments have accurately followed the Process for Accomplishing Curricular Change. For each course or program proposal submitted to A2C2, this checklist must be completed, signed by the submitting department's A2C2 representative, and included with the proposal when forwarded for approval. Peer review of proposals is also strongly advised, e.g., departments should discuss and vote on the proposals as submitted to A2C2, rather than on just the ideas proposed or drafts of proposals.

If a proposal fails to follow or complete any aspect of the process, the Course and Program Proposal Subcommittee will postpone consideration of the proposal and return it to the department's A2C2 representative for completion and resubmission. Resubmitted proposals have the same status as newly submitted proposals.

Note: This form need not be completed for notifications.

1. The appropriate forms and the “Approval Form” have been completed in full for this proposal. All necessary or relevant descriptions, rationales, and notifications have been provided.
   ___X___ Completed

2a. The “Financial and Staffing Data Sheet” has been completed and is enclosed in this proposal, if applicable.
   ___X___ Completed ________ NA

2b. For departments that have claimed that “existing staff” would be teaching the course proposed, an explanation has been enclosed in this proposal as to how existing staff will do this, e.g., what enrollment limits can be accommodated by existing staff. If no such explanation is enclosed, the department's representative is prepared to address A2C2's questions on this matter.
   ___X___ Completed ________ NA

3. Arrangements have been made so that a department representative knowledgeable of this proposal will be attending both the Course and Program Proposal Subcommittee meeting and the full A2C2 meeting at which this proposal is considered.
   ___X___ Completed
   Name and office phone number of proposal's representative: ___ Tammy Swenson Lepper #5246

4. Reasonable attempts have been made to notify and reach agreements with all university units affected by this proposal. Units still opposing a proposal must submit their objections in writing before or during the Course and Program Proposal Subcommittee meeting at which this proposal is considered.
   ________ Completed  ____X____ NA

5. The course name and number is listed for each prerequisite involved in this proposal.
   ___X____ Completed ________NA

6. In this proposal for a new or revised program (major, minor, concentration, etc.), the list of prerequisites provided includes all the prerequisites of any proposed prerequisites. All such prerequisites of prerequisites are included in the total credit hour calculations.
   ________ Completed  ____X____ NA

7. In this proposal for a new or revised program, the following information for each required or elective course is provided:
   a. The course name and number.
   b. A brief course description.
   c. A brief statement explaining why the program should include the course.
   ________ Completed  ____X____ NA

8. This course or program revision proposal:
   a. Clearly identifies each proposed change.
   b. Displays the current requirements next to the proposed new requirements, for clear, easy comparison.
   ________ Completed  ____X____ NA

9. This course proposal provides publication dates for all works listed as course textbooks or references using a standard form of citation. Accessibility of the cited publications for use in this proposed course has been confirmed.
   ___X____ Completed  ________NA

____________________________  ____________________
Department's A2C2 Representative or Alternate  Date

[Revised 9-05]
WINONA STATE UNIVERSITY
PROPOSAL FOR GENERAL EDUCATION PROGRAM COURSES

Department __CMST________________________________________________ Date ____1/27/12____________________

Course No. __CMST385_________ __Course Name__ Health Communication ___________ __3_________ __Credits

Prerequisites ____CMST191: Introduction to Public Speaking____________________________

GEP Goal Area(s):*

CORE GOAL AREAS
_____ Goal 1: Communication
_____ Goal 3: Natural Science
_____ Goal 4: Mathematics/Logical Reasoning
_____ Goal 5: History and the Social and Behavioral Sciences
_____ Goal 6: The Humanities and Fine Arts

THEME GOAL AREAS
_____ Goal 7: Human Diversity
_____ Goal 8: Global Perspective
_____ Goal 9: Ethical and Civic Responsibility
_____ Goal 10: People and the Environment * Courses may be submitted for up to two Goal Areas.

Additional Requirement Categories:

__X__ Intensive:

1. Writing

__X__ 2. Oral Communication

3. a. Mathematics/Statistics

b. Critical Analysis

_____ Physical Development and Wellness

Provide information as specified in the previous directions.

Attach a General Education Program Approval Form.

Department Contact Person for this Proposal:

__Tammy Swenson Lepper ___________________________ _#5246________ _tswensonlepper@winona.edu_______

Name (please print) Phone e-mail address

[Revised 9-6-11]
1. Course outline of the major topics and subtopics (minimum of two-level outline).

I. Defining health communication and establishing the context for the study of health communication
   A. Definition of health communication
   B. Health industry
      1. History of medicine and healthcare
      2. Current events
      3. Healthcare reform options

II. Interpersonal communication in health contexts
   A. Patient-caregiver communication
   B. Caregivers’ perspectives
   C. Patients’ perspectives
   D. Social support

III. Effects of culture on communication in health settings
   A. Diversity among patients and caregivers
   B. Cultural conceptions of health and illness

IV. Organizational communication in health contexts
   A. Communication issues in healthcare organizations
   B. Communication skills related to leadership and teams in health settings
   C. Culture and diversity in healthcare organizations

V. Crisis communication management in health organizations
   A. Definition of health crisis communication
   B. Crisis communication management plans

VI. Ethical Issues in health communication; issues will include, but are not limited to,
   A. HIPAA
   B. Informed consent
   C. Privacy

VII. Health in the media
   A. Media images about health
   B. Influence of media images on communication

VIII. Health promotion
   A. Definition
   B. Key steps in a health promotion campaign, including
      1. Planning a campaign
      2. Implementing a campaign
      3. Assessing a campaign
Assignments: (Presentations are highlighted)

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<tr>
<td></td>
<td>16 individual minitests @ 10 points each (Drop 3)</td>
<td>130</td>
<td>16 group minitests @ 10 points each (Drop 3)</td>
<td>65</td>
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<td></td>
<td>Exams (2 @ 100 points each)</td>
<td>200</td>
<td>Debate on Managed Care</td>
<td>75</td>
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<td></td>
<td>Academic Integrity Exercise</td>
<td>20</td>
<td>Health Communication Team Project:</td>
<td>280</td>
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<td></td>
<td>Research Presentation, broken down as follows</td>
<td>125</td>
<td>Idea form (5)</td>
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<td></td>
<td>− Peer Coaching on Expert Sources – 10 points</td>
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<td>Overview Presentation (30)</td>
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<td>− Expert Sources – 15 points</td>
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<td>Goals, Objectives, Action Plan Presentation (45)</td>
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<td>− Peer Coaching on Mini-Research Outline – 15 points</td>
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<td>Final Presentation (100)</td>
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<td>− Mini-Research Report Presentation – 85 points</td>
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<td>Group Portfolio (100)</td>
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<td>Reflection Paper</td>
<td>25</td>
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<td>In Class Assignments/Participation (Tentative):</td>
<td>50</td>
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**Total Class Points: 970**

**Speaking and Research Assignment Descriptions and General Guidelines for Students:**

**Managed Care Debate**

During the managed care debate, each team will choose a perspective on managed care and argue why that one is the best way to manage health care costs.

**Mini-Research Presentation on a Health Communication Issue**

Choose a topic in health communication that interests you and pertains to your team project and investigate it further. Your goal is to synthesize current research about this topic. Your presentation must be based on at least three trustworthy, primary research reports. (You may use additional sources as well, but be careful not to generalize from data in news reports, isolated incidents, case studies, and so on.) This assignment includes the following components:

− Peer Coaching on Expert Sources – 10 points
− Expert Sources – 15 points
− Peer Coaching on Mini-Research Outline – 15 points
− Mini-Research Report Presentation – 85 points

**Oral Components of Health Communication Project**

1) Project Overview (8-10 min)

As a team, write and present a brief presentation that describes your project by the deadline. Anyone who hears this should have a clear idea of what your project involves, who you are working within the community, and why you chose this project. For the final presentation, you will amend this overview to include what you have accomplished.

2) Goals, Objectives, and Action Plan Presentation (12-16 min)
As a team, determine your goals, objectives, and action plan. (See Exercise 4 and Grading Criteria form.) See guidelines below for all team presentations.

3) Team Project Final Oral Presentation (20-25 min)

Each team will create a 20-25 minute presentation describing your project. The objective is to help the class learn from your experiences.

Your presentation should describe your learning journey during the team project. Present information that will help the audience appreciate:

− How and why you chose the project you did
− What your main goals were
− Who you met in the community
− How you designed and conducted the project
− Your most important victories and disappointments
− Which goals and objectives you met and did not meet
− The main lessons you learned during the project
− How the terms and theories of this course apply to your experience
− Anything else that would interest and inform the audience

*You should be clear and honest.* The object of this project is to learn and to make a difference. You will be evaluated on how willing you are to analyze your victories and disappointments. In other words, don’t just say what you think the instructor wants to hear. We all learn more when you’re willing to be introspective, analytical, and straightforward.

Presentation Guidelines

*Your presentations should involve everyone in the team.* Speaking before an audience is an important skill, as is organizing and designing a presentation. Include every team member in each stage of the process. (Team members who are not present will not receive credit for the presentation.)

*You should use some form of supplementary aid to make your points clear.* This might include the use of PowerPoint, flip charts, videotapes, photographs, or any other format you find useful and engaging. You will be evaluated on how well your supplementary aids clarify your points without becoming distracting.

You should stay within the time limit.

Because the team presentations are designed for the benefit of the class, members of the audience will affect the team presentation grades. Class members will complete an *Audience Evaluation form* for all oral presentations. Audience responses will be included in the final grade for each group and individual presentation.
<table>
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<tr>
<th>Oral Intensive Outcomes:</th>
<th>How Met in Course:</th>
<th>Assessment Plan</th>
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<tbody>
<tr>
<td>1. Earn significant course credit through extemporaneous oral presentations;</td>
<td>In this course, as described in the sample syllabus, students earn 35% of their grade from oral presentations. Other graded assignments help students build their presentations so that they have appropriate evidence.</td>
<td>Multiple speaking assignments; grading rubric includes an evaluation of the extemporaneous nature of the presentation.</td>
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<td>2. Understand the features and types of speaking in their disciplines;</td>
<td>The presentation grading criteria lay out the expectations for professional speaking in our discipline, including the difference between a debate and an informative presentation.</td>
<td>Multiple speaking assignments. The presentation grading criteria forms evaluate students' use of these skills.</td>
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<td>3. Adapt their speaking to field-specific audiences;</td>
<td>Students are expected to conduct a review of appropriate scholarly literature and incorporate that into their presentations, making their presentations effective for an audience from the field of Communication Studies. This culminates in a research presentation.</td>
<td>Multiple speaking assignments that include research. Critique sheets for presentations include an evaluation of evidence.</td>
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<td>4. Receive appropriate feedback from teachers and peers, including suggestions for improvement;</td>
<td>During each formal presentation (excluding the debate), each group and individual is evaluated by a peer and receives written feedback about their oral communication skills. Each student also receives feedback about his/her performance from the instructor.</td>
<td>Peer evaluations of presentations will be given to students after their presentations.</td>
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<td>5. Make use of the technologies used for research and speaking in their fields; and</td>
<td>This course includes a set of small assignments (Peer coaching on expert sources, evaluation of expert sources by the instructor) designed to ensure that students can find scholarly sources. The grading rubrics for the speaking assignments require that students integrate appropriate presentational aids into all presentations.</td>
<td>Students will be given research assignments and they will be evaluated on their use of evidence during their presentations.</td>
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<tr>
<td>6. Learn the conventions of evidence, format, usage, and documentation in their fields.</td>
<td>The grading rubric for the presentations and the presentation outlines includes a section where students are evaluated on how well they cite their sources and use evidence.</td>
<td>Speaking assignments.</td>
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## General Education Program Approval Form

Routing form for General Education Program Course approval.  

| Course | CMST385: Health Communication |

### Department Approval

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<tr>
<th>Department Chair</th>
<th>Date</th>
<th>e-mail address</th>
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### Dean’s Recommendation

| Yes | No* |

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<th>Dean of College</th>
<th>Date</th>
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*If the dean does not approve the proposal, a written rationale shall be provided to the General Education Program Subcommittee.

### GEPS Recommendation

| Approved | Disapproved |

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<th>General Education Program Director</th>
<th>Date</th>
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### A2C2 Recommendation

| Approved | Disapproved |

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<th>Chair of A2C2</th>
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### Faculty Senate Recommendation

| Approved | Disapproved |

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<th>President of Faculty Senate</th>
<th>Date</th>
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### Academic Vice President Recommendation

| Approved | Disapproved |

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<th>Academic Vice President</th>
<th>Date</th>
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### Decision of President

| Approved | Disapproved |

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<th>President</th>
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Please forward to Registrar.

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Please notify department chair via e-mail that curricular change has been recorded.

[Revised 7-13-11]