Boise State University  
Foundational Studies Program Course Application Form  
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: RESPCARE 355 Professional Communication in Health Care

Type of Foundational Studies Course – (Choose One):

[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)

  Includes Lab: [ ] Yes [ ] No

[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):

[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. RESPCARE 355 satisfies 3 credits of the Foundational Studies Program's Communication in the Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 1. Write effectively in multiple contexts for a variety of audiences
ULO 2. Communicate effectively in speech, both as a speaker and listener

RESPCARE 355: Professional Communication in Health Care is designed to integrate course content with the opportunity to develop communication skills important in Health Care. This course helps to achieve the goals of the Foundational Studies Program by focusing on the following course learning outcomes.

After successful completion of this course, you will be able to:

- Locate, evaluate and synthesize information from a variety of sources in order to:
  - Conduct an in-depth review of current topics and materials in preparation for a case-based presentation that covers etiology, clinical manifestations, diagnoses and management of a respiratory or cardiopulmonary disease
  - Design and conduct a research project using appropriate scientific theory and methodology, analyze as well as discuss the data, and disseminate the results through as abstract or poster.
- Write a paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate web-based information.
- Prepare a professional résumé.
- Use a case-based approach to give an oral presentation that covers the etiology, clinical manifestations, diagnoses and management of a respiratory or cardiopulmonary disease OR present a podium presentation of original research at an professional conference.
- Practice interview skills.

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

RESPCARE 355: Professional Communication in Health Care: This is an online course for practicing health care professionals. Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. PowerPoint presentations used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. Textual descriptions accessible by screen readers will be used, when available, for images used on the course web site. Extra time on tests and other accommodations will be provided to students as needed per the policies of the Disability Resource Center.
Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 1 &amp; 2 Criteria</th>
<th>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 1.1: Write effectively: Purpose</td>
<td>Focuses narrowly on a clear purpose</td>
<td>Produce written document suitable for professional publication or conference.</td>
<td>Produce research abstract OR written case study that is disease-based and suitable for submission to a professional publication.</td>
<td>Provide model research poster or a model case study. Review drafts, provide formative feedback and grade final project based upon the rubric.</td>
</tr>
<tr>
<td>ULO 1.3: Write effectively: Conventions</td>
<td>Uses the text conventions of writing in a field professionally</td>
<td>Produce written document suitable for professional publication or conference.</td>
<td>Produce research abstract OR written case study that is disease-based and suitable for submission to a professional publication.</td>
<td>Provide model research abstract OR disease review paper; discuss Clinical Practice Guidelines and Evidence-Based Medicine.</td>
</tr>
<tr>
<td>ULO 1.4: Write effectively: Sources</td>
<td>Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
<td>Select appropriate journals as authoritative sources and write a review article on specific procedure or protocol.</td>
<td>Produce paper suitable for submission to a professional publication.</td>
<td>Provide methods of discovering and evaluating medical sources; provide a model paper that is suitable for a professional publication.</td>
</tr>
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<tr>
<td>ULO 1.5: Write effectively: Revision</td>
<td>Improves across a series of drafts that are the result of drafting, revising, and editing in response to feedback</td>
<td>Produce written product suitable for a professional publication or conference.</td>
<td>Produce research abstract OR written case study that is disease-based and suitable for submission to a professional publication.</td>
<td>Provide model research abstract and a model case study. Review each draft, provide formative feedback and grade final project based upon the rubric.</td>
</tr>
<tr>
<td>ULO 1.8: Write in multiple contexts: Rhetorical situation</td>
<td>Responds well to the needs of different rhetorical situations</td>
<td>Write a paper that is appropriate for practicing health care professionals.</td>
<td>Produce - page paper for health care professionals on a disease or the treatment of a disease.</td>
<td>Provide models of reviews of disease states and treatments appropriate for health care professionals; discuss Clinical Practice Guidelines and Evidence-Based Medicine.</td>
</tr>
<tr>
<td>ULO 1.11: Write for a variety of audiences</td>
<td>Responds well to the needs of different audiences</td>
<td>Write a paper, in lay terms, that is applicable for providing information to patients and their families.</td>
<td>Produce - page paper for patients and their families providing information on a disease or the treatment of disease.</td>
<td>Present multiple patient information models. Grade them according to the rubric.</td>
</tr>
<tr>
<td>ULO 1.11: Write for a variety of audiences</td>
<td>Addresses professionally the expectations of disciplinary audiences</td>
<td>Produce written product suitable for a professional publication or conference.</td>
<td>Produce research abstract, OR produce a written case study that is disease-based and suitable for submission to a professional publication.</td>
<td>Provide model research abstract and a model case study. Review each draft, provide formative feedback and grade final project based upon the rubric.</td>
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<tr>
<td>ULO 2.1: Communicate effectively as speaker: Message</td>
<td>Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>Give an oral presentation that would be appropriate for a professional audience.</td>
<td>Orally present a research abstract OR a case study that is disease-based</td>
<td>Provide models of oral research abstract presentations.</td>
</tr>
<tr>
<td>ULO 2.3: Communicate effectively as speaker: Organization</td>
<td>Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways</td>
<td>Give an oral presentation that would be appropriate for a professional audience.</td>
<td>Orally present a research abstract OR a case study that is disease-based</td>
<td>Provide models of oral research abstract presentations.</td>
</tr>
<tr>
<td>ULO 2.5: Communicate effectively as speaker: Delivery</td>
<td>Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that the speaker appears prepared, polished, and confident</td>
<td>Give an oral presentation that would be appropriate for the public.</td>
<td>Orally present a summary of a disease OR the treatment of a disease that is appropriate for patients and their families.</td>
<td>Provide models of oral presentations of disease reviews and treatments of disease.</td>
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<tr>
<td>ULO 2.6: Communicate effectively as listener</td>
<td>Responds with critical understanding of oral communication of ideas</td>
<td>Critically listen to an oral presentation and respond to targeted questions with specific answers.</td>
<td>Submit an evaluation form demonstrating critical evaluation of an oral presentation.</td>
<td>Practice listening to oral presentations and critically evaluating the presentations.</td>
</tr>
</tbody>
</table>

5-16-2013

Foundational Studies Program Director Signature  Date