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| **COMMUNITY COLLEGE OF PHILADELPHIA** | | | | |
| Course Development Template | | | | |
| 1. Course Designation | AH 116 | | | |
| 1. Course Title | Therapeutic Communication (formerly Interpersonal Skills in the Health Care Setting) | | | |
| 1. Abbreviated Course Title for Banner | Therapeutic Communication | | | |
| 1. Division | Math, Science and Health Careers | | | |
| 1. Department | Allied Health | | | |
| 1. Course Description | This course introduces students to communication theories and includes verbal and non-verbal techniques, active listening and conflict resolution as related to empathetic communication skills in areas of substance abuse, death and dying, lifespan dilemmas and culture. Students will apply their interpersonal communication skills and demonstrate professionalism in the use of case studies, role playing, and oral presentation. | | | |
| 1. Prerequisites/Corequisites | None | | | |
| 1. Placement | ENGL 101 ready | | | |
| 1. Hours and Credits | 3-0-3 | | | |
| 1. Class size (maximum) | 36 | | | |
| 1. Programs where this course appears | Diagnostic Medical Imaging  Health Care Studies  Health Service Management  Medical Assistant PC  Medical Laboratory Technician  Patient Services PC  Psychology | | | |
| 1. Faculty Developer(s) | Jocelyn Lewis | | | |
| 1. Facilitator (s) | Cindy Giddle | | | |
| 1. Recommended Starting Semester | Fall 2021 | | | |
| 1. Course Revision or New Course? | Course Revision | | | |
| 1. If this is a **course revision**, indicate which are being revised | Prerequisite(s) and/or placement | | Course Title | Course Description |
| Credit Hours | CLOs and/or Methods of Assessment | | |
| 1. Course Attributes | OCCE: Oral Communication/Creative Expression | | | |
| 1. **Today’s Date** | February 10, 2021 | | | |

**A. Rationale**

This course revision includes changes to the course’s title, CLOs, and general education designation.

CLO #6, “Create a professional resume” has been omitted. Since the implementation of Guided Pathways, AH 101 has included the development of Learning Plans and a portfolio with a cover letter and resume, with the guidance of guest speakers from Career Services and Counseling. AH 101 precedes AH 116 in the Health Service Management curriculum and, although not a prerequisite, has usually been taken by students who enroll in AH 116; they also are approaching the end of their academic tenure, and many have already secured relevant employment, therefore developing a resume is not a useful CLO for AH 116.

Additionally, the original course title of “Interpersonal Skills in the Health Care Setting” specifies the workplace for applying the learned skills and may discourage students outside of Allied Health from taking AH 116. The information presented, texts and resources used, and applicability of the content may be relevant for any individual seeking to learn how to engage appropriately in an empathetic manner. This course with the updated outcomes and change in title may be appropriate for other programs in which therapeutic communication is desirable, such as BHHS and Communication Studies. This revision also updates the course by adding assessment methods, which weren’t included in the previous document

AH 116 meets the definition of the Essential Skill of **Oral Communication/Creative Expression** becausestudents examine a range of issues and problems, such as substance abuse and mental health disorders, as they relate to community and culture and use verbal and non-verbal methods, including discussion boards, simulated interactions, and oral presentation, to communicate effectively with culturally and developmentally diverse audiences and adhere to professional standards.

**B. Course Learning Outcomes and Methods of Assessment**

Current Course Learning Outcomes:

Describe the major components of effective communication in a health care setting

Identify common barriers to communication and demonstrate methods to overcome them

Identify community resources and how they enhance the services provided by a medical facility.

Describe the developmental stages of the life cycle and communication techniques to use to ensure successful understanding of the information transmitted.

Discuss how one's culture influences behavior, attitude, and treatment to illnesses,

Create a professional resume

**Proposed Course Learning Outcomes and Methods of Assessment**

| **Course Learning Outcome**  Upon successful completion of the course, students will be able to: | **Method of Assessment** |
| --- | --- |
| 1. Describe the major components of effective communication in a health care setting. | Homework assignments, written exams |
| 1. Analyze and recognize common barriers in communication. | Discussion board; electronic assignments (McGraw Hill Practice/Practice Medical Office), written exams |
| 1. Identify community resources and explain how they enhance the services provided by a medical facility. | Writing assignments, final project, written exams |
| 1. Apply appropriate communication skills, considering the developmental stages of the life cycle to ensure successful understanding. | Homework assignments, final project, electronic assignments (MH Practice/Practice Medical Office) |
| 1. Analyze how culture influences behavior, attitude and treatment for illnesses among diverse cultural groups. | Writing assignments  Electronic assignments (MH Practice/Practice Medical Office)  Final project |
| 1. Demonstrate professionalism in the use of case studies, examples, and oral presentations. | Electronic assignments (MH Practice/Practice Medical Office) |

**C. Grading**

Demonstration of competencies is essential. Evaluation will be based on the following:

The weight of these assessments can vary from instructor to instructor.

|  |  |
| --- | --- |
| Written Examinations (2) | 25% |
| Final Project/Formal Presentation\* | 15% |
| Electronic Assignments (MH Practice/Practice Medical Office) | 20% |
| Writing Assignments | 15% |
| Homework | 15% |
| Discussion Board | 10% |

\*Students must complete the project. Failure to do so results in automatic failure of the course.

|  |  |
| --- | --- |
| 92-100 | A |
| 84-91 | B |
| 75-83 | C |
| 70-74 | D |
| 69 and below | F |

This course uses the Allied Health grading scale:

**D. Planned Sequence of Topics**

Below is a sample weekly sequence:The list of topics is mandatory for all instructors, who may modify the sequence but not the content.

| **Week** | **Lecture** | **Assignments** |
| --- | --- | --- |
| 1 | Introductions  Course Outline  MH Practice  Mind Tap | Syllabus Assignment |
| 2 | Therapeutic Communication | Homework |
| 3 | Multicultural Therapeutic Communication | Homework  Discussion board |
| 4 | Therapeutic Communication in Complementary Medicine | Electronic Assignment (MH Practice) |
| 5 | The Helping Interview and Appendix B | Final Project Assigned  Discussion board |
| 6 | The Therapeutic Response Across the Lifespan and Appendix A | Electronic Assignment (MH Practice) |
| 7 | The Therapeutic Response to Stressed, Anxious and Fearful Clients | Homework |
| 8 | Watch *SICKO*  Review Writing Assignment | Exam |
| 9 | The Therapeutic Response to Angry, Aggressive and Abused or Abusive Clients | Electronic Assignment (MH Practice) |
| 10 | The Therapeutic Response to Depressed and/or Suicidal Clients | Writing Assignment  Homework |
| 11 | The Therapeutic Response to Clients with Substance-Related and Addiction Disorders | Homework |
| 12 | The Therapeutic Response to Clients with Life-Altering Illness, The Therapeutic Response to Clients Experiencing Loss, Grief, Dying and Death | Electronic Assignment (MH Practice)  Discussion board |
| 13 | **Exam** | |
| 14 | Watch *The Music Within* | Writing Assignment |
| 15 | **Final Project/Presentation Reviews** | Final Project |

**E. Student Learning Activities and Assignments**

This course is designed as a flipped classroom experience. Students are expected to read each chapter as assigned, review the power point as an outline of the chapter’s major points and complete a homework assignment.

Each **homework** **assignment** is based in MindTap, a Cengage product that is a web based application. This program allows the student to read the eBook and then answer multiple choice and true/false style questions like those addressed on the later exams. Students are given multiple attempts to maximize their score. This tool refers a student back to the text if a question is answered incorrectly. [These assignments address CLO #1 & #4.]

Additionally, students will complete eight (8) modules of **electronic assignments** throughout the course. These are broken into four assignments with 2 modules assigned at a time. These modules are included in a web-based application program known as MH Practice/Practice Medical Office by McGraw Hill. This component of the course focuses on soft skills in communication. Students complete the modules in a game style format web based interactions focused on checking in and out of a customer at a service counter, office operations in telephone etiquette, privacy, and confidentiality of student records. [These assignments address CLO #2, #4, & #6]

The **exams** are designed as multiple choice and true/false questions and the questions address all CLOs [#1-#6].

There are multiple opportunities for students to engage in dialogue with one another. Through **discussion boards** students can respond to faculty led topics related to current affairs and relevant to the CLOs. [CLO #4, #5 & #6]

To ensure that students have an opportunity to practice the important employment skill of writing, there are at least two (2) **writing assignments** in this course. Those assignments can be film reviews of Michael Moore’s *Sicko* and Ron Livingston’s *The Music Within*. These films are resources that are recommended by McGraw Hill as supplements to the course. *Sicko* is a documentary that reflects how health care is delivered around the world as a comparative analysis to the US system. *The Music Within* is the real-life story of how the Americans with Disabilities Act was conceived and adopted into law by President Bush. Additionally, there are several YouTube videos available; OER and current affairs articles/supplemental readings can be used to enhance learning as well. [CLO #3]

The **final project** is a required aspect of this course. Students choose a major topic in health care and deliver a **formal presentation** regarding the background, incidence, demographics, and public and private perspectives on how the topic is addressed in the US health care system. The presentation is delivered in person or via Padlet if the course is taught online. [CLO #1, #3, #6]

**F. Required and Optional Course Materials**

Tamparo, C., *Therapeutic Communication for Health Care Professionals.*

Cengage Learning. 2016. ISBN 978130585655

Included as first day access in CANVAS are the eBook and access for MindTap and MH Practice/Practice Medical Office.

In selecting text(s) and/or supplemental resources, an instructor should look for material that is less than five years old. Such resources should embrace culturally appropriate and empathetic communication skills. Resources should address communication tenets amongst topics such as culturally diverse groups, abuse across the lifespan, substance abuse, mental health disorders, life altering incidents and empathetic discussions with diverse groups, including but not limited to LGBTQIA+

**G. Resources Needed for This Course**

This course should be taught in a student tech computer classroom.

# Appendix

**Sample Exam**

 \_\_\_\_\_1. Which of the following is not an example of a boundary issue in the health fields?

1. Property lines for the staff parking lot.
2. Patients wishing to meet a health professional for a drink after work.
3. Health professionals wishing to hire a client as a carpenter.
4. A male therapist meeting a female client after hours to discuss intimate sexual problems when no other staff is around.

 \_\_\_\_\_2. Solutions to patient problems generally work better if they come from the patient. 

1. True
2. False

 \_\_\_\_\_3. A medical school that only produces students who excel in scientific knowledge needs to be concerned with:

1. Nothing. Its students will always do well.
2. Interpersonal skills.
3. The human side of the patient.
4. Both B and C answers are correct.

\_\_\_\_\_4. Pavlov's described conditioned reflex was that the dogs salivated when they saw food coming. 

1. True
2. False

\_\_\_\_\_5. Work stress in the modern workplace often leads to psychological diseases, such as panic disorders from conflict or physical disease such as carpal tunnel syndrome from computer use. 

1. True
2. False

 \_\_\_\_\_6. The distant relative syndrome is:

1. A reaction based on guilt.
2. An indication that this relative is actually a patient.
3. Common in geriatric care.
4. All of the above answers are correct.

 \_\_\_\_\_7. Burn patients who have fully recovered in terms of physical abilities always face life with a renewed joy. 

1. True
2. False

\_\_\_\_\_8. As anger is predictable with the dying, patients should be: 

1. Cautioned not to over-react to their feelings.
2. Supported rather than criticized when they have an angry episode.
3. Given medications to repress their anger.
4. Taught behavior modification techniques to control their anger.

 \_\_\_\_\_9. Two-year-olds are negative because they want to get back at their parents. 

1. True
2. False

\_\_\_\_\_10. Health professionals working with young children who have chronic illness must include: 

1. The extended family.
2. Considerations of parental expectations/values.
3. Respect for the child's cognitive, physical, and emotional uniqueness.
4. All of the above answers are correct.

\_\_\_\_\_11. The Terrible Twos actually signify:

1. Future eating disorders.
2. The child's need for control and self-direction.
3. Errors in parenting.
4. Future mental health issues.

\_\_\_\_\_12. Retirees: 

1. Have money and time and generally enjoy their golden years.
2. Have the highest divorce rate because they cannot deal with each other 24 hours per day.
3. May experience loss when leaving their jobs just as though they had lost a family.
4. Have no mental health issues that are unique to this population.

\_\_\_\_\_13. Which of the following is NOT true of dementia? 

1. Patients are disoriented.
2. Patients use confabulation to cover up their confusion.
3. With early detection dementia can be fully reversed.
4. It is often accompanied by paranoia, agitation, and depression.

\_\_\_\_\_14. Of Americans over the age of 12 years, the most frequently used drug, excluding alcohol, was cocaine. 

1. True
2. False

\_\_\_\_\_15. The largest preventable cause of death in the United States is amphetamine overdose. 

1. True
2. False

\_\_\_\_\_16. Diagnosing alcoholism is: 

1. Difficult because denial is so much a part of the disease.
2. Easy because the person with alcoholism wants help.
3. Characterized by marital problems, legal problems (especially DUI/DWI), and employment problems.
4. Both A and C answers are correct.

\_\_\_\_\_17. Which of the following is typically NOT a physical effect related to alcoholism? 

1. Remarkably clear skin
2. Pneumonia
3. Cirrhosis
4. A red face and neck

\_\_\_\_\_18. Which of the following is NOT a typical treatment model used with alcoholism? 

1. Motivational Interviewing
2. Medication
3. Individual and group therapy
4. All of the above answers ARE typical treatments

\_\_\_\_\_19. If a person smokes cigarettes and then develops lung cancer, it could be said that his/her illness was most likely due to hereditary factors. 

1. True
2. False

\_\_\_\_\_20. The following factors are ALL included as health risk factors: family size, smoking, use of caffeine, and attitude toward health. 

1. True
2. False

\_\_\_\_\_21. BMI stands for Body and Metabolic Issues. 

1. True
2. False

\_\_\_\_\_22. The genetic counselor must: 

1. Understand the risks carried in client's genes.
2. Must be sensitive when counseling as clients may have strong values which conflict with science and not all "risks" turn out alike.
3. Focus primarily on "older" potential parents to overcome the risks they are likely up against.
4. Both A and B answers are correct.

\_\_\_\_\_23. The Federal Government: 

1. Has a "watch-dog" role for keeping the environment safe.
2. Has used toxic materials especially on foreign soils and exposed U.S. soldiers.
3. Has NO role in environmental issues as this is the purview of the individual states.
4. Both A and B answers are correct.

\_\_\_\_\_24. The child of alcoholics: 

1. Need not worry about heritability as alcoholism skips a generation.
2. Would wisely be counseled to limit his/her drinking and to know the risk signs to watch out for.
3. Tends to be very sociable and out-going.
4. Both B and C answers are correct.

\_\_\_\_\_25. Which of the following best describes a good coping strategy for stress? 

1. Calling in sick if the boss has been too tough to work with.
2. Getting up very early and jogging before going to work and facing a difficult boss.
3. Planning to meet friends at a bar right after work so you can let the alcohol relax you.
4. Bringing your favorite pastry to work for lunch to soothe you while things are tense.

\_\_\_\_\_26. Although we learn about team work, an area of conflict in most institutions is turf battles. 

1. True
2. False

\_\_\_\_\_27. Because it is so difficult to get another busy health professional on the phone, it is currently considered appropriate to refer a patient and let them convey the reason for the referral once they are at their appointment. This is known as the "responsible patient" movement. 

1. True
2. False

\_\_\_\_\_28. The physician's office has a choice of many different software packages to use for client records. The problem is that one may not interface well with another and some do not function well with accounting to trigger a bill. 

1. True
2. False

\_\_\_\_\_29. Patients may be referred: 

1. For their own benefit.
2. For financial reasons.
3. For the professional's psychological well-being.
4. All of the above answers are possible reasons.

\_\_\_\_\_30. The more diverse a team is, the more: 

1. Friction will occur.
2. Confused will be the process.
3. Perspectives will be gained.
4. Limited will be its scope.

\_\_\_\_\_31. Privacy of electronic records is a major concern as technology has advanced. The body most concerned with regulating this is: 

1. EHR
2. HIPAA
3. ERA
4. NRA

\_\_\_\_\_32. Ethics are codes of moral behavior. 

1. True
2. False

\_\_\_\_\_33. The Tuskegee Experiments were groups of airmen during the World War II who were poorly treated. 

1. True
2. False

\_\_\_\_\_34. Once a subject has legally agreed to participate in a medical research project they cannot withdraw. 

1. True
2. False

\_\_\_\_\_35. A researcher is conducting an experiment with laboratory mice. No arrangement is made to feed them over the weekend as this will not influence the experiment, and she reasons that mice make it on their own all the time, anyway. She is correct about wild mice, so therefore this would not be a violation of a standard of care. 

1. True
2. False

\_\_\_\_\_36. A Catholic woman who believes that life begins at conception has gone to a fertility clinic. She now has 6 embryos that could be implanted into her uterus. The doctor advises against this, but she argues that it is unethical, according to her religion, to discard the other "lives." She convinces the doctor to implant all 6 embryos. There is no ethical concern for the doctor since the patient insisted based upon religious convictions. 

1. True
2. False

\_\_\_\_\_37. HIPAA's protection of privacy rights is not a concern if all members of an office have equal access to the same patient information. 

1. True
2. False

\_\_\_\_\_38. A physician suspects that she is forgetting too many things on a regular basis and, in fact, her mother died with advanced Alzheimer's disease. She starts prescribing memory enhancing drugs for herself, but does not mention the problem to her partners. Patients don't seem to notice and she believes she is safe for a while. What is the physician's correct course of action? 

1. She is fine until there is a critical incident with a patient and that could be years away.
2. She must seek consultation to determine her competence to continue her practice.
3. She is wise to say nothing as there is so much stigma against people with this disease.
4. If she is asking herself if something is wrong, she is obviously too well to worry about this.

\_\_\_\_\_39. The patients' right to know their diagnosis, their right to confidentiality, and their right to be treated with dignity correspond with 

1. Legal documents signed as they enter a hospital.
2. The ethical principles adhered to by health professionals.
3. The U.S. Constitution.
4. None of the above answers are correct.

\_\_\_\_\_40. Abuse is the willful infliction of physical or mental pain through acts of omission. 

1. True
2. False

\_\_\_\_\_41. Restraint is the limitation of physical or verbal activity by chemical restraint (sedating drugs) or physical restraints (tying patient down). 

1. True
2. False

\_\_\_\_\_42. The liberated minor is a child who, because of circumstances, becomes his or her own agent before reaching the age of majority. An emancipated minor is one who marries before the age of 18. 

1. True
2. False

\_\_\_\_\_43. Which of the following is correct? 

1. The AMA controls all allied health accreditation.
2. The AMA used to control all allied health accreditation.
3. The AMA controls no allied health accreditation.
4. None of the above answers are correct.

\_\_\_\_\_44. States have reciprocity in licensure, and this prevents bad eggs from moving from state to state. 

1. True
2. False
3. Some states have reciprocity but not all, so bad eggs can still move around.
4. None of the above answers are correct.

\_\_\_\_\_45. Negligence is: 

1. A tort
2. Intentional
3. Unrelated to whether there is a professional relationship established
4. None of the above answers are correct

\_\_\_\_\_46. The four D's are: 

1. Despair, denial, denigration, and depression.
2. Duty of care, dereliction of duty, damage, and direct cause.
3. Duty of care, deviation from standard of care, damage, and direct cause.
4. Both B and C answers are correct.

\_\_\_\_\_47. As recently as World War II, the Federal Government separated African American troops from white troops. 

1. True
2. False

\_\_\_\_\_48. Lateness can be a sign of disorganization, passive aggressive behavior, or a cultural matter. 

1. True
2. False

\_\_\_\_\_49. The hijab, burka, and chador are: 

1. Parts of traditional Muslim attire.
2. Parts of traditional Korean attire.
3. Sacred verses of the Koran.
4. Names for different forms of ritualistic surgeries.

\_\_\_\_\_50. The incidence of obesity is highest among African Americans and then next highest among Hispanic Americans. From the following list, which ethnic groups can therefore be predicted to have the two highest incidence of type II diabetes? 

1. Asian Americans and Non-Hispanic Whites.
2. Non-Hispanic Blacks and Hispanic Americans.
3. Cuban Americans and White Americans.
4. There is not enough information from which to draw a conclusion

**Film Review and Analysis Assignment**

Instructions:

* Review the handout for *The Music Within (below)* and the accompanying ADA article.
* In 1-2 paragraphs, provide in your own words a synopsis of the film.
* In a separate paragraph, provide a summary of the ADA article.
* In the next 1-2 pages, address the following questions: Based on the film, *The Music Within* (shown in class) –
  + What's the impact of the ADA?  Discuss where Americans would be without it.
  + How does the ADA impact your life as a student and/or professional in health care?
  + How do we view individuals with disabilities in this country?
  + Imagine you are a hiring manager - what rules must you follow in employing those with disabilities? What areas around campus or within the city have you seen that could benefit from enhanced improvements to become more accessible to those who are handicapped?

This multi-paragraph essay needs to be a carefully drafted, well-thought out response to the above questions.

The rubric below is used and modified for all writing assignments in the course.

| **AH 116 WRITING ASSIGNMENT RUBRIC** | | |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a Learning Outcome. Response is thorough and responds to topic in adequate depth. Questions have been carefully considered. | This area will be used by the assessor to leave comments related to this criterion. | 25.0 pts |
| This criterion is linked to a Learning Outcome. Response is based on research and fact from supporting articles. When necessary, student refers to sources with citations. Data is interpreted correctly. | This area will be used by the assessor to leave comments related to this criterion. | 25.0 pts |
| This criterion is linked to a Learning Outcome. Response is clear and understandable. Answers show comprehension of information presented in readings and videos. | This area will be used by the assessor to leave comments related to this criterion. | 25.0 pts |
| This criterion is linked to a Learning Outcome. Response shows correct grammar and spelling. Language is professional. | This area will be used by the assessor to leave comments related to this criterion. | 25.0 pts |
| Total Points: 100.0 | | |

**Student Handout for *The Music Within***

Most of the events shown in this film actually occurred. Richard Pimentel is one of the people responsible for the passage of the Americans With Disabilities Act in 1990. That law requires restaurants and public facilities to install wheelchair ramps or elevators and requires that the disabled be given reasonable accommodations in employment. The characters of Art and Christine are also based on real people.   
  
Up to 1974, less than 40 years ago, people could be arrested just for being ugly in public. "Ugly Laws" were enacted in western and mid-western U.S. cities as part of urban reform movements in the late 1800s. They were designed to regulate and sanitize rapidly growing cities by keeping them clear of beggars, some of whom were able-bodied hustlers pretending to be injured or handicapped. The laws were originally intended to get the physically deformed and mentally impaired into the minimally charitable almshouses, end begging by the non-impaired, and placate merchants. Later, classism and racism combined with the feelings of unease in the presence of the disabled to create individual and institutional prejudice against the handicapped. The first ugly law was enacted in San Francisco in 1867. Similar statutes were eventually enacted in other states and then in other countries. The last Ugly Law in the U.S. was repealed in 1974 in Chicago.

Several characters in the film are veterans of the Vietnam war, a war which became very unpopular in the United States. Many people did not welcome soldiers who came home from the war, believing that vets supported the war. Civilians often feared Vietnam vets because they used drugs and suffered from Post-Traumatic Stress Syndrome ("PTSD"). PTSD is an anxiety disorder that many people experience after living through a dangerous or frightening event. For example, soldiers, plane crash survivors, and eyewitnesses to shooting rampages can suffer from PTSD. Nightmares, flashbacks, outbursts of anger, depression, and suicidal thoughts are some of the symptoms of PTSD.  Several of the vets shown in this movie suffer from this condition.   
  
One of the characters in the movie suffers from what is called "early childhood trauma." Recent research findings show that overwhelming adverse experiences early in life such as the loss of one or both parents, or living with an emotionally disturbed or alcoholic parent, may alter the chemical wiring of the developing brain. This is sometimes called early-life trauma, although the trauma referred to is not the extreme violence or risk of injury or death involved in PTSD. Early-life trauma can result in psychological problems later in life, as well as physiological and physical illness such as chronic fatigue syndrome. A 2010 study in collaboration with Emory University concluded that "There is ample evidence . . . that adverse experience early in life, during periods of heightened brain plasticity, permanently programs the development of multiple brain circuits involved in the processing of environmental stimuli and the regulation of behavioral, autonomic, and endocrine responses to stress.”

New treatments, some using drugs and some using psychological therapy, have been developed to treat the effects of early childhood trauma.   
  
A study published in the *Journal of Traumatic Stress* in 2010 cited trauma in childhood as a risk factor for obesity in adulthood. Almost 80 percent of the women in the study had PTSD, depression or both. The women who reported abuse were more likely to experience PTSD and depression, and were also more likely to be overweight in adulthood.  Finally, another effect of early childhood trauma is increased susceptibility to PTSD later in life.   
  
Cerebral palsy ("CP") is a medical condition suffered by one of the characters in the movie. It is defined as "[A] disorder of movement, muscle tone or posture that is caused by injury or abnormal development in the immature brain, most often before birth."  CP is neither progressive nor contagious.   
  
Finally, one of the characters suffers from tinnitus, a ringing, whistling, or whooshing sound inside the ear or head without a corresponding external sound stimulus. The Mayo Clinic’s web page states, "tinnitus affects about 1 in 5 people. Tinnitus isn't a condition itself — it's a symptom of an underlying condition, such as a traumatic injury to the inner ear, age-related hearing loss, ear injury or a circulatory system disorder." Moderate to high level in-ear headphones, heavily amplified music, and noisy industrial environments can also cause both tinnitus and hearing loss. Like many disorders, the syndrome occurs along a continuum. Some people are severely disabled by persistent, invasive ringing. Others notice it only when they read or think about it.

**Final Project/Presentation & Rubric**

**Final Project/Presentation**

This course requires a presentation at the end of the semester.

You are welcome to do this individually or as a group (no more than 3 people in the group). You will have ~3 minutes per person to present your information regarding a hot topic in health care. Each individual or group should select their own topic, complete the research, and deliver to the class a formal presentation.

**You should use PADLET.COM to create a digital poster board presentation.** The background should be free from distractions and noise. The presentation must show your face as a photo of yourself and the listener should be able to clearly hear you speaking.

The presentation project will be graded and it will be based on amount and quality of information and research, participation and quality of presentation, and group cohesiveness (if you opt to work in a group). By agreeing to work in a group, you understand that your Professor will have no governance over your group as the option exists to work on your own. Feel free to show printed images in your presentation or short video clips about your topic.

The project will be based on the individual or group identifying a major “hot topic” in health care today, informing the class on the issue from a public perspective and private sector/government/insurance perspective. The individual or group should formally discuss the impact that this issue has on people in our society and the impact of how healthcare is being delivered to deal with the topic.

This important project is worth 15% of your final grade and you are expected to work on it outside of class time.

**Grading for Group Project** will be based loosely on these criteria:

1. Amount and quality of information and research
2. Participation and quality of the presentation
3. Group cohesion (including the equitable distribution of tasks and information, and using the peer reviews)

The full scoring rubric is available in CANVAS.

\*\*\*You must present and submit your part of the project during the which are due in CANVAS on the date posted. You must review your peers as assigned in CANVAS. Failure to submit a presentation and/or complete the peer reviews will result in a zero on this assignment and an automatic failure in the course regardless of your grade in the course. \*\*\*

**Grading for Project** will be based on these criteria:

| **Criteria** | **Evaluation** | **PTS** | |
| --- | --- | --- | --- |
| Delivery | |  |  |  |  |  | | --- | --- | --- | --- | --- | | Presenters have good voice inflection and do an outstanding job in the speaking aspect of the presentation  20.0 pts | Presenters have generally good voice inflection and make very few errors in speaking or communication.  12.0 pts | Presenters have some voice inflection and do attempt to communicate clearly, making a few errors in communication.  9.0 pts | Presenters have very few changes in voice, and make some major errors in communication.  6.0 pts | Presenters demonstrate very poor communication skills which interfere with the delivery of information  1.0 pts | | 20.0 pts | |
| Content Coverage | |  |  |  |  |  | | --- | --- | --- | --- | --- | | All aspects of the subject are covered, and all objectives are met effectively  20.0 pts | Most aspects of the subject are covered, and most of the objectives are met.  12.0 pts | Most aspects of the subject are covered, but major objectives are not met.  9.0 pts | Some aspects of the objectives are met, but major objectives are not met.  6.0 pts | Very few aspects of subject are covered and very few objectives are met  1.0 pts | | 20.0 pts | |
| Preparedness | |  |  |  |  |  | | --- | --- | --- | --- | --- | | All aspects of the presentation are well prepared, and presenters demonstrate a complete grasp of subject.  20.0 pts | Most aspects of the presentation are well prepared. Most aspects are completely understood by presenters.  12.0 pts | Most aspects of the presentation are well prepared. Some major aspects are not completely understood by presenters.  9.0 pts | Some aspects of the presentation were not well prepared. Some aspects were not completely understood by presenters.  6.0 pts | Most aspects of presentation were not well prepared or understood.  1.0 pts | | 20.0 pts | |
| Group Coordination | |  |  |  |  |  | | --- | --- | --- | --- | --- | | The group is well coordinated, and all members collaborate and cooperate.  20.0 pts | The group is well coordinated, and all members collaborate and cooperate with some slight errors.  12.0 pts | The group has small errors in coordination or collaboration that delay the presentation.  9.0 pts | The group has more than two delays or has a problem in collaboration or cooperation.  6.0 pts | The group has major delays or problems in working together.  1.0 pts | | 20.0 pts | |
| Presentation | |  |  |  |  |  | | --- | --- | --- | --- | --- | | Presenters effectively use a range of audio/visuals to support the material.  20.0 pts | Audio/Visuals are used to support the material.  12.0 pts | Audio/Visuals used in a limited way to support the material.  9.0 pts | Only one audio/visual used to support the material.  6.0 pts | There are major sources of errors or no use of audio/visual support.  1.0 pts | | 20.0 pts | |
| Total Points: 100.0 | | |