# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] please read these.

**N.B. DO NOT USE HIGHLIGHT, where choices are given within categories, please DELETE those THAT DO NOT APPLY TO YOUR PROPOSAL. Do not delete numbered categories.**

**ALL numbers in section (A) to be completed, including the impact ones (#5-7), put “none” if that is the case.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **MEDI 308 Professional behavior in medical imaging** | | | |  |
| [Replacing](#Ifapplicable) |  | | | |
| A.2. [Proposal type](#type) | **Course: creation** | | | |
| A.3. [Originator](#Originator) | **Eric Hall** | [Home department](#home_dept) | **Biology/Health Sciences** | | |
| A.4. [Context and Rationale](#Rationale) | **With the revisions to the Medical Imaging program, we are adding a course which emphasizes the role of proper behavior and communication skills for a medical imaging professional. This course will replace COMM 338 in the concentrations, and will include specific simulation of clinical environments to ensure that students are properly prepared to practice their chosen modality in any medical facility.** | | | | |
| A.5. [Student impact](#student_impact) | **Exposure to specific situations that might arise in the health care environment** | | | | |
| A.6. [Impact on other programs](#impact) | **N/A** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | **LSMI faculty teach this class** | | | |
| [*Library*:](#library) | **None** | | | |
| [*Technology*](#technology) | **None** | | | |
| [*Facilities*](#facilities): | **This course may require a 60 capacity classroom** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and **delete any catalog pages not relevant for this proposal**. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate single file along with this form. | | | | | |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Do not delete numbered categories, just leave blank if they do not apply. Delete this whole page if the proposal does not include a new or revised course. Always fill in b. 1 and B. 3 for context.**

|  | Old ([for revisions only](#Revisions)) ONLY include information that is being revised, otherwise leave blank. | New Examples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title) |  | **MEDI 308** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title) |  | **Professional Behavior in Medical Imaging** |
| B.4. [Course description](#description) |  | Through role play and scenarios, students will learn and practice verbal and nonverbal communication skills necessary for the healthcare environment. |
| B.5. [Prerequisite(s)](#prereqs) |  | **Acceptance into a Medical Imaging Clinical program** |
| B.6. [Offered](#Offered) |  | **Fall** |
| B.7. [Contact hours](#contacthours) |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  | |
| B.10. [Grading system](#grading) |  | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture** |
| B.12.[Categories](#required) |  | **Required for major** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)  N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO |**  **category:** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Exams | Presentations | Papers |**  **Class Work** |
| B.16 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **25-60** |
| B.17. [Redundancy statement](#competing) |  | **N/A** |
| B. 18. Other changes, if any |  | |

| B.19**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured**](#measured)**?** |
| --- | --- | --- |
| Learn patient-centered, clinically effective care for all patients regardless of age, gender, disability, special needs, ethnicity, or culture. Integrate the use of appropriate and effective written, oral, and nonverbal communication with patients, the public and members of the health care team in the clinical setting.  The student will:   * Differentiate between culture and diversity. * Explain how a person’s cultural beliefs toward illness and health affect his or her health status. * Identify correct methods for determining the correct patient for a given procedure. * Explain specific aspects of an imaging procedures to the patient. * Explain the importance of effective communication. * Describe the elements of the communication process. * Describe the proper nonverbal communication skills for the healthcare professional. * Identify practices for effective verbal communication with patients and other healthcare professionals. * Describe the interpersonal skills that are essential for the healthcare professional. * Describe strategies to adapt communication skills with a patient’s unique needs. * Understand and implement the patient interviewing guidelines. * Develop skills that lead to “pinpointing” of the chief complaint. * Discuss the strategies that contribute to effective patient instruction. * Discuss the differences between telecommunication, facsimile, and email and face-to-face communication. * Illustrate correct sentence grammar and effective paragraph basics. |  | All objectives will be met through examinations and in-class assignments, role play, and presentations. |

| B.20. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE. Proposals that ignore this request will be returned for revision.** |
| --- |
| 1. Communication and the quality of care    1. Definition    2. Five steps of communication process 2. Nonverbal communication    1. Functions and types of nonverbal communication    2. Proper interpretation of nonverbal communication: Congruency with verbal communication skills    3. Proper nonverbal communication skills for the healthcare professional 3. Verbal communication    1. Purposed of clear language for effective verbal communications skills with patient    2. Developing skills for listening and paraphrasing what the patient says    3. Providing empathy and understanding to the patient    4. Questioning the patient 4. Professional communication and behavior    1. Essential interpersonal skills for the healthcare professional    2. Effective therapeutic communication    3. Roadblocks to therapeutic communication    4. Communication with other members of the healthcare team    5. HIPAA 5. Modifying communication to a patient’s unique needs    1. Chronic illness    2. Terminal illness    3. Intellectual disabilities    4. Mental health disorders 6. Adapting communication to a patient’s ability to understand    1. Language barriers    2. Visual impairment    3. Deafness and hearing loss    4. Advanced age    5. Dementia 7. Cultural sensitivity    1. Multicultural and ethnically diverse society    2. Disparities in treatment and access to health care    3. Communication – verbal and non-verbal    4. Interpreter 8. Interviewing techniques    1. Types of questions    2. The healthcare professional interview vs. the patient-centered interview    3. Guidelines    4. Chief complaint or present illness    5. Interviewing children and adolescents    6. Legal restrictions and ethical considerations 9. Patient education    1. Strategies and resources for patient instruction    2. Practices to avoid during a teaching session 10. Electronic communication     1. Telecommunication     2. Facsimile     3. Email 11. Fundamental writing skills     1. Parts of speech     2. Punctuation     3. Sentence grammar     4. Paragraph basics     5. APA styles     6. Electronic health records |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) and a printed signature copy of this whole form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Eric Hall | Program Director of Medical Imaging | e-mail confirmation to curriculum@ric.edu | 4/1/2020 |
| Eric Roberts | Chair of Biology | e-mail confirmation to curriculum@ric.edu | 4/1/2020 |
| Earl Simson | Dean of Arts and Sciences | e-mail confirmation to curriculum@ric.edu | 4/6/2020 |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Claire Creamer | Chair of Nursing | e-mail confirmation to curriculum@ric.edu | 4/9/2020 |
| Debra Servello | Dean of SON |  | 4/2/2020 |
| Anthony Galvez | Chair COMM | e-mail confirmation to curriculum@ric.edu | 4/1/2020 |