



**INSTRUCTIONALLY
RELATED
ACTIVITIES**

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Proposal # 615

Instructionally Related Activities Report Form

SPONSOR: J. JACOB JENKINS

DEPARTMENT: COMMUNICATION

ACTIVITY TITLE: *Campus-Wide Colloquium: Health Disparities at End-of-Life*

DATE (S) OF ACTIVITY: APRIL 14TH, 2014

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity. Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

This campus-wide speaking event, entitled “*Health Disparities at End-of-Life: Media Campaigns and Hospice Care*” featured Dr. Patrick J. Dillon. Dillon is an Assistant Professor of Health Communication at the University of Memphis whose ongoing and award-winning research centers on health disparities at the end-of-life (please see attached CV for more information). Thus, this event focused on the interdisciplinary connections between institutionalized health, health campaigns, policy development, etc. The event was open to all CI students.

In addition to his all-campus lecture in the Broome Library, Dr. Patrick J. Dillon also gave two classroom presentations within Bell Tower, tailoring each of his presentations to compliment current course curriculum. Dr. Dillon spoke to students enrolled in two separate sections of COM 442: *Organizational Communication* (approximately 80 students total) about critical approaches to language and symbolism as it relates to our social construction of healthcare and other health-related issues.

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

This all-campus event related to a wide variety of programs on campus, including Communication, Sociology, Psychology, Nursing, Political Science, and History, to name but a few.

In addition, Dillon’s classroom presentations were tailored specifically to address issues of critical communication within each of the following courses:

COM 442 (S-1): *Organizational Communication* (approx. 40 students)

COM 442 (S-2): *Organizational Communication* (approx. 40 students)



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IN RELATION TO LEARNING OBJECTIVES, DILLON'S PRESENTATIONS ADDRESSED THE FOLLOWING SLO'S:

(1) Students gained an awareness of ongoing health disparities within the United State's current healthcare system.

(2) Students explored the interrelated role of language and symbolism as it relates to our social construction of healthcare and other health-related issues.

(3) Students expanded their learning processes beyond the classroom setting alone.

(4) Students connected their educational experiences with that of relevant, timely, and "real world" issues (e.g., public debates that currently surround The Patient Protection and Affordable Care Act).

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

The strengths of this activity included the theoretical expertise, presentation skills, and fresh voice/perspective that Dr. Dillon brought to CI's campus.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

CI's Students could have benefited from even more time with Dr. Dillon. In hindsight, it would have been nice to schedule more time and opportunities for Dillon to speak with students, in addition to speaking at them. This could have perhaps been accomplished via extended office hours, a time for shared coffee or lunch, etc.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

As aforementioned, CI's Students could have benefited from even more time with Dr. Dillon. For this reason, to improve the activity for next time I will schedule more time and opportunities for Dillon to speak with students, in addition to speaking at them. This could perhaps be accomplished via extended office hours, a time for shared coffee or lunch, etc.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

FROM DR. DILLON'S PRESENTATION I LEARNED A GREAT DEAL ABOUT THE HOSPICE WORLD AND BEST PRACTICES IN RELATION TO HEALTH COMMUNICATION IN AN END-OF-LIFE CONTEXT. FROM A PROCESS PERSPECTIVE, I ALSO LEARNED THE AFOREMENTIONED IMPORTANCE OF SCHEDULING PERSONAL AND/OR "DOWN" TIME FOR THE GUEST PRESENTOR TO MEET AND SPEAK WITH CI'S STUDENTS.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

THE STUDENT RESPONSE TO THIS EVENT WAS OVERWHELMING POSITIVE.



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THIS REALITY WAS NOT ONLY EVIDENCED BY THE TURNOUT AT DR. DILLON'S ALL-CAMPUS EVENT, BUT ALSO BY THE STUDENTS' WRITTEN FEEDBACK FOLLOWING THE EVENT. AS EVIDENCED BY THE ATTACHED PHOTOGRAPHS, APPROXIMATELY 60 STUDENTS ATTENDED DR. DILLON'S ALL-CAMPUS EVENT IN BR 1360. THERE WAS STANDING ROOM ONLY.

IN ADDITION, I COLLECTED APPROXIMATELY 30 SURVEYS FROM STUDENTS, WHICH GRANTED THE PRESENTATION AN OVERALL RATING OF 3.5 ON A SCALE FROM 1-4, WITH 4 = EXCEPTIONAL.

8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

THE TOTAL EXPENSE FOR THIS ACTIVITY WAS \$1550, WHICH COVERED THE \$750 HONORARIA, \$500 FOR AIRFARE FROM MEMPHIS, TN, AND \$250 FOR HOTEL, AND \$50 FOR GAS. FOR A MORE DETAILED BREAKDOWN OF THE ACTIVITY'S EXPENSES, PLEASE SEE THE ATTACHED BUDGET SHEET.

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

Specific names, majors, and grade levels were not captured of students in attendance. However, as evidenced by the attached photos, approximately 55 students were in attendance at the all-campus event in Broome 1360. It was standing room only.

C. IMAGES FROM ACTIVITY:

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!

Please see attached (4 photos total).