Course Description

Prepares students for future health care management roles across a variety of disciplines. Emphasizes the practical aspects of key theoretical concepts through case studies, examples, and exercises based on real-world health care scenarios.

Course Textbook


Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Summarize the history of medicine and of health unit coordination.
2. Describe all aspects of the profession of health unit coordinating.
4. Summarize the functioning of the health care team and its members.
5. Describe all aspects of patient care delivery systems—case management, methods of delivery, and goals.
6. Analyze various work environments of the health unit coordinator—workstations, responsibilities, and organizational skills.
7. Discuss the functioning of both ancillary departments and support services.
8. Describe the roles of health care facility administrative positions and differentiate the various styles of leadership.
9. Describe the purpose and functioning of health and safety issues in health care facilities—regulatory agencies, committees, training, rules, emergencies, and infection control.
10. Summarize confidentiality issues and patient rights and responsibilities for health care facilities.
11. Explain the importance of patient care records—ownership, legibility, legal aspects, admission, transfer, and discharge.
12. Assess the vital role that effective communication skills play in efficient working relations of the health care team and in providing excellent patient care.
13. Discuss the value of appropriate orientation and training of health care team personnel.
14. Describe the significance of applying critical thinking skills, effective time management, and appropriate decision making techniques to problem solving in today’s health care facility.
15. Discuss the effect cultural diversity can have on health care team work and on the delivery of patient care.

Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

Course Structure

1. **Unit Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
2. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses lesson material.
3. **Reading Assignments:** Each unit contains Reading Assignments from one or more chapters from the textbook. Suggested Readings are provided in the unit study guides to aid students in their course of study.
4. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study.

5. **Unit Quiz:** This course contains a Unit Quiz, to be completed at the end of Unit V.

6. **Unit Assessments:** This course contains seven Unit Assessments, one to be completed at the end of Units I-IV and VI-VIII. Assessments are composed of multiple-choice questions and/or written response questions.

7. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I, II, IV, V and VI. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each of the Assignments. Specific information about accessing these rubrics is provided below.

8. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.

9. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

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**CSU Online Library**

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on “CSU Online Library.” You can also access the CSU Online Library from the “My Library” button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail (library@columbiasouthern.edu) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library’s chat reference service, Ask a Librarian, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

**Unit Assignments**

**Unit I Reflection Paper**

It is important to recognize health care as a professional field. This activity begins the examination process by having you research jobs within the field and identifying the competencies necessary to apply for those jobs. As you create this list, reflect on your current skills and talents and gauge where you feel your competency levels are currently and what competencies you would like to develop.

By completing this activity, you will:

- Identify and analyze three competencies required within the field of health care.
- Compare and contrast the competencies within the field to your own knowledge, skills, and abilities and identify one goal you would like to set for yourself.

Based on your research, write at least a 300 word reflection with the following information:

- Discuss why being recognized as a profession is of value to the health unit coordinating field.
- List three common competencies for health care unit coordinators (or related profession) based on the job descriptions you researched.
- What differences did you observe in competencies by organization type? Did you observe any differences?
- What learning goal would you like to set for yourself during this course/month/year based on the skillsets and requirements observed in in the job postings you researched and why?
- Feel free to include any other information you find helpful or important, remember to be creative.
Your assignment must:

- Be at least 300 words.
- Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format.
- Include a cover page containing the title of the assignment (Unit I, Reflection), the student's name, the professor's name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

Use your own words, and include citations and references as needed to avoid plagiarism.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit II Reflection Paper

It's important to recognize the different professions that could be a part of a health care team. This activity begins the examination process by having you research jobs within the field and identifying the competencies necessary to apply for those jobs. As you create this list, reflect on your current skills and talents and gauge where you feel your competency levels are currently and what competencies you would like to develop.

By completing this activity, you will:

- Define health care team.
- Identify one clinical profession that could be a part of health care team.
- Identify one nonclinical profession that could be part of a health care team.

Based on your research, write at least a 300 word reflection with the following information:

- What does a health care team mean to you?
- List three common competencies for clinical and nonclinical professions based on the job descriptions you researched.
- What differences did you observe in competencies? By organization type? Did you observe any differences?

Feel free to include any other information you find helpful or important, remember to be creative.

Your assignment must:

- Be a minimum of 300 words.
- Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format.
- Include a cover page containing the title of the assignment (Unit II, Reflection), the student's name, the professor's name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

Use your own words, and include citations and references as needed to avoid plagiarism.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit IV Article Review

The purpose of the Unit IV assignment is for you to develop an understanding of the challenges that face health care administration. Access the CSU Online Library and select an article that focuses on challenges facing health care administration. The article must have been published within the last seven years. After reading the article, write a minimum of 300 words that includes your review of the article.

Your review should include the following:

- Brief summary of the main points or highlights of the article.
- Accurate paraphrase of the article without plagiarizing the author.
• Statement of why the article is significant. Does it fill a void in existing literature? Does it contain breakthrough information? Will it cause others in the field to revise their ideas about the subject? Conversely, is it just a rehash of previously known information?
• Discussion of something you learned from the article and how you will benefit from the information. How will the article help you in your studies or future career? How does the article relate to the course?
• Citation of the article in APA format

Your assignment must:

• Be a minimum of 300 words.
• Be typed, double-spaced, using Times New Roman font (size 12), with one-inch margins on all sides; citations and references must follow APA format.
• Include a cover page containing the title of the assignment (Unit IV, Article Review), the student’s name, the professor’s name, the course title, and the date. The cover page and the reference page are not included in the required assignment page length.

Use your own words, and include citations and references as needed to avoid plagiarism.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit V Project

Create a brochure/pamphlet/newsletter, which can be done in Microsoft Word or a similar software, for all the members of the health care team in your unit about how to maintain a healthy and safe environment.

The project should include the following criteria:

• List each department that interpret and implement the regulations set forth by regulatory agencies as well as a description of each.
• Identify a set of emergency codes for the health care unit. Describe the policies and procedures of each type of code (cardiac arrest, fire, weather, etc.)
• Discuss different types of isolation.
• Identify and explain infection control measures.

Use information from your textbook as well as outside sources. Be as creative as possible by using different colors, fonts, or even graphics. Please be sure to properly cite and reference all sources, including your textbook, to avoid plagiarism.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

Unit VI PowerPoint Presentation

Scenario:

You are the Health Unit Coordinator for a local hospital. Recently, there has been an increase in hew hires; along with an increase in confidentially issues. Your supervisor just announced that there will be an additional training session, specifically on confidentiality. Your supervisor has asked you to prepare a presentation on the Health Insurance Portability and Accountability Act (HIPAA) and how to ensure patient confidentiality.

Your presentation should consist of the following content:

• Explain confidentiality
• Explain the Health Insurance Portability and Accountability Act (HIPAA)
• Identify ways to protect patient confidentiality:
  o Verbally
  o In written form
  o In digital form
• Identify areas of concern that should always be kept in mind to ensure patient confidentiality.
• Identify legal repercussions for not following legal and ethical standards.
• Identify an example or scenario with a provided solution.
Example: Susan is a therapist in the ER of a city hospital, and she has just heard that a fellow employee is pregnant. The other staff members would like to give her a baby shower, but nobody knows when the baby is due or if it is a boy or a girl. Susan has access to the records, and could easily find the answers to both questions.

Should Susan try to get information about the pregnancy and share it with the staff? The answer: Absolutely not. This is clearly an unauthorized use of medical information. Remember that any time patient information is used for purposes other than treatment, payment or operations; it must be authorized by the patient.

- List a set of resources for the employees, in case they would like further information.

Components of the presentation include the following:

- Include a minimum of 10 slides and a maximum of 13 slides; the title page and reference page are not included in the total amount of slides.
- Include between 5 and 6 abbreviated bullets for each slide - approximately 24-point font.
- Title slide: content includes title of assignment, student name, course title and date.
- Include a reference slide. The PowerPoint and reference slide should follow APA format.

Information about accessing the Blackboard Grading Rubric for this assignment is provided below.

**APA Guidelines**

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU’s Citation Guide by clicking here. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

**Grading Rubrics**

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Assessment (Written Response) and (2) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting “Tools” and then “My Grades.”

Again, it is vitally important for you to become familiar with these rubrics because their application to your Assessments and Assignments is the method by which your instructor assigns all grades.

**Communication Forums**

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.
Once you have completed Unit VIII, you MUST unsubscribe from the forum; otherwise, you will continue to receive e-mail updates from the forum. You will not be able to unsubscribe after your course end date.

Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.

Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit Assessments (7 @ 4%)</td>
<td>28%</td>
</tr>
<tr>
<td>Reflection Paper (2 @ 12%)</td>
<td>24%</td>
</tr>
<tr>
<td>Article Review</td>
<td>12%</td>
</tr>
<tr>
<td>Quiz</td>
<td>12%</td>
</tr>
<tr>
<td>Project</td>
<td>12%</td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.
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<table>
<thead>
<tr>
<th>Unit I</th>
<th>History of Medicine and the Profession of Health Unit Coordinating</th>
</tr>
</thead>
</table>
| Review: | Unit Study Guide  
Learning Activities (Non-Graded): See Study Guide |
| Read:   | Preface  
Chapter 1: History of Medicine and Health Unit Coordination  
Chapter 2: Profession of Health Unit Coordinating |
| Submit: | Assessment  
Reflection Paper |

<table>
<thead>
<tr>
<th>Unit II</th>
<th>The Health Care Team and Its Impact on the Patient Care Delivery System</th>
</tr>
</thead>
</table>
| Review: | Unit Study Guide  
Learning Activities (Non-Graded): See Study Guide |
| Read:   | Chapter 3: Health Care Team  
Chapter 4: Patient Care Delivery Systems |
| Submit: | Assessment  
Reflection Paper |

<table>
<thead>
<tr>
<th>Unit III</th>
<th>Health Unit Department and Ancillary Departments</th>
</tr>
</thead>
</table>
| Review:  | Unit Study Guide  
Learning Activities (Non-Graded): See Study Guide |
| Read:    | Chapter 5: Your Department  
Chapter 6: An Introduction to Ancillary Departments |
| Submit:  | Assessment |

Notes/Goals:
### Unit IV: Support Services and Administration

#### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

#### Read:
- **Chapter 7:** An Introduction to Support Services
- **Chapter 8:** Administration

#### Submit:
- Assessment
- Article Review

### Unit V: Service Management and Environmental Safety

#### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

#### Read:
- **Chapter 9:** Supplies and Service Management
- **Chapter 10:** Healthy Environment and Safety
- Suggested Reading: See Study Guide

#### Submit:
- Quiz
- Project

### Unit VI: Confidentiality, Patient Rights and Responsibilities

#### Review:
- Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

#### Read:
- **Chapter 11:** Confidentiality
- **Chapter 12:** Patient Rights and Responsibilities
- Suggested Reading: See Study Guide

#### Submit:
- Assessment
- PowerPoint Presentation

Notes/Goals:
### Unit VII
**Patient Care Record, Admission, Transfer, and Discharge**

**Review:**
- [ ] Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] Chapter 13: Patient Care Record
- [ ] Chapter 14: Admission, Transfer, and Discharge
- [ ] Chapter 15: Communication Skills
- **Suggested Reading:** See Study Guide

**Submit:**
- [ ] Assessment

**Notes/Goals:**

### Unit VIII
**Orientation, Training, Critical Thinking, Cultural Diversity and Ethics**

**Review:**
- [ ] Unit Study Guide
- **Learning Activities (Non-Graded):** See Study Guide

**Read:**
- [ ] Chapter 17: Orientating and Training Personnel
- [ ] Chapter 18: Critical Thinking
- [ ] Chapter 19: Cultural Diversity and Ethics

**Submit:**
- [ ] Assessment

**Notes/Goals:**