Course Description

Equips students with the knowledge of the traits and professional standards that are required to be a successful member of the healthcare industry. Topics discussed include work ethic, professional traits, teamwork, cultural competence, communication, morals, and career development.

Course Textbook


Course Learning Outcomes

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

1. Determine the skills and knowledge a health care professional should possess.
2. Recommend ways that a health care professional can help improve the health care industry.
3. Dissect the qualities possessed by professionals and their importance in the health care environment.
4. Perceive how ethics, morals, and dishonest behaviors can impact others in the workplace.
5. Propose methods of improving teamwork and communication with colleagues.
6. Examine methods of working with and caring for various types of people.
7. Discover the impact that personal skills have on professionalism and success in the workplace.
8. Assess the importance of the practicum experience.
9. Construct a strategy to search for and apply for jobs matching your qualifications and preferences.
10. Formulate a plan for advancing in your chosen career path.

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 unit material.
3. Reading Assignments: Each unit contains Reading Assignments from one or more chapters from the textbook. Chapter presentations are provided in each unit study guide as Suggested Reading to aid students in their course of study.
4. Learning Activities (Non-Graded): These non-graded Learning Activities are provided in each unit to aid students in their course of study.
5. Key Terms: Key Terms are intended to guide students in their course of study. Students should pay particular attention to Key Terms as they represent important concepts within the unit material and reading.
6. Discussion Boards: Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
7. Unit Assessments: This course contains eight Unit Assessments, one to be completed at the end of each unit. Assessments are composed of multiple-choice and written response questions.
8. Unit Assignments: Students are required to submit for grading Unit Assignments in Units V, VI, and VII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with the Unit V, VI, and VII Assignments. Specific information about accessing these rubrics is provided below.
9. **Final Exam (Proctored):** Students are to complete a Final Exam in Unit VIII. All Final Exams are proctored—see below for additional information. You are permitted four (4) hours to complete this exam in the presence of your approved proctor. This is an open book exam. Only course textbooks and a calculator, if necessary, are allowed when taking proctored exams. The Final Exam is composed of written response questions.

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

11. **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.

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**Unit Assignments**

**Unit V Article Critique**

In this unit, we discussed the importance of learning to work effectively with diverse groups of people. In order to excel as a health care professional, it is important that you learn to respect and embrace the differences, rather than being afraid of them. For this assignment, choose a peer-reviewed article about cultural differences that you may encounter in the workplace to critique. Use the databases within the CSU Online Library, or use another source that contains peer-reviewed articles. The purpose of this assignment is for you to practice reviewing and critiquing articles that contribute to the industry. The authors of these articles are researchers and professionals who have shared or experimented with ideas that demonstrate potential to improve the industry. As a professional in the industry, it is in your best interest to review the literature and trends. This provides you with the opportunity to read about what was successful and how it was accomplished. Plus, it allows you to analyze what was unsuccessful, how you can improve it, or at least how you can avoid repeating the mistakes of others. Use these skills to contribute to research papers and other scholarly writings. If you have not already, you will hopefully contribute to the industry by publishing an article and sharing it with your community of peers.

As you read the article you choose for this assignment, consider the following questions:

- How could the topic of this article apply to your personal or professional life?
- How could it apply to an organization you have observed?

The article you choose must meet the following requirements:

- Be peer reviewed
- Relate to the concepts within this course
- Be at least 10 pages in length

The writing you submit must meet the following requirements:

- Be at least two pages in length
- Identify the main topic/question
- Identify the author’s intended audience
- Critique the article and share your thoughts—what appears to be valid and invalid?
- Do you agree with the author’s assertions? Why, or why not?
- Explain cultural competence and why it is important for health care professionals for page two
- Discuss how the health care industry can improve how well its professionals relate to one another, as well as the patients they serve.

Format your Article Critique using APA style. 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 VI PowerPoint Presentation**

For this assignment, imagine that you are a medical office manager at a local physician's practice and that you have noticed some of your employees have become a bit lax in how they present their personal images to the patients. You decide to hold a meeting with all of the employees to discuss this issue. Develop a PowerPoint presentation (or create a PDF document if you do not have access to the PowerPoint software) consisting of 7-10 slides to share at this meeting. Be sure to include a properly formatted title slide and reference slide or slides. Remember that the title slide and reference slides are not included in the 7-10 slides required for the content. In the presentation, discuss the following three topics:

1. The impression people make on others based on appearance, grooming, posture, and grammar usage
2. The importance of personal image in patient care
3. Methods employees can use to improve their own personal images

Be as creative as possible with this. Try to grab your audience right from the start and hold their attention throughout your presentation. Use pictures and/or graphics or other forms of multimedia to illustrate your points. All sources used, including the textbook and any multimedia, must be referenced; paraphrased and quoted material must have accompanying citations. In addition to your textbook, you must use at least one peer-reviewed source and one reputable Web source. Any references or citations used should be in APA style.

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

**Unit VII Scholarly Activity**

On pages 169-171 of your textbook, you will find seven "What If? Scenarios." Read through each scenario, and write about how you would handle each one.

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) Discussion Board, (2) Assessment (Written Response), and (3) 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 Discussion Board rubric can be found within Unit I’s Discussion Board submission instructions.

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 Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.

**Final Examination Guidelines**

Final Exams are to be administered to students by an approved Proctor. CSU approves two, flexible proctoring options: a standard Proctor, who is chosen by the student and approved by the university, or Remote Proctor Now (RP Now), an on-demand, third-party testing service that proctors examinations for a small fee.

Students choosing RP Now must have an operational webcam/video with audio, a high-speed Internet connection, and the appropriate system rights required to download and install software.

To review the complete Examination Proctor Policy, including a list of acceptable Proctors, Proctor responsibilities, Proctor approval procedures, and the Proctor Agreement Form, go to the myCSU Student Portal from the link below.

[http://mycsu.columbiasouthern.edu](http://mycsu.columbiasouthern.edu)

You are permitted four (4) hours to complete this exam in the presence of your approved Proctor. This is an open book exam. Only course textbooks, writing utensils, and a calculator, if necessary, are allowed when taking proctored exams. Other materials are not permitted unless specified in the examination instructions and only the sources identified in the instructions may be used as source material.

**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.

[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 e-mail your professor. Responses to your post will be addressed or e-mailed 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

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<tr>
<td>Unit Assessments (8 @ 4%)</td>
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<td>Unit V Article Critique</td>
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<td>Unit VI PowerPoint Presentation</td>
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<td>Unit VII Scholarly Activity</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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.
By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

### Unit I  Your Role as a Health Care Professional

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

**Read:**
- **Introduction:** Introduction
- **Chapter 1:** The Health Care Industry and Your Role
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**

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### Unit II  Work Ethics and Performance

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

**Read:**
- **Chapter 2:** Your Work Ethic and Performance
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)
- **Proctor Approval Form**

**Notes/Goals:**

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### Unit III  Personal Traits of the Health Care Professional

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

**Read:**
- **Chapter 3:** Personal Traits of the Health Care Professional
- **Suggested Reading:** See Study Guide

**Discuss:**
- **Discussion Board Response:** Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- **Assessment** by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**
### BHA 3202, Standards for Health Care Staff

#### Course Schedule

<table>
<thead>
<tr>
<th>Unit IV</th>
<th>Relationships, Teamwork, and Communication Skills</th>
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</table>
| **Review:** | - Unit Study Guide  
- **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | - Chapter 4: Relationships, Teamwork, and Communication Skills  
- **Suggested Reading:** See Study Guide |
| **Discuss:** | - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | - Assessment by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**

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<thead>
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<th>Unit V</th>
<th>Cultural Competence and Patient Care</th>
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| **Review:** | - Unit Study Guide  
- **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | - Chapter 5: Cultural Competence and Patient Care  
- **Suggested Reading:** See Study Guide |
| **Discuss:** | - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | - Assessment by Tuesday, 11:59 p.m. (Central Time)  
- Article Critique by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**

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<thead>
<tr>
<th>Unit VI</th>
<th>Professionalism and Your Personal Life</th>
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| **Review:** | - Unit Study Guide  
- **Learning Activities (Non-Graded):** See Study Guide |
| **Read:** | - Chapter 6: Professionalism and Your Personal Life  
- **Suggested Reading:** See Study Guide |
| **Discuss:** | - Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)  
- **Discussion Board Comment:** Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time) |
| **Submit:** | - Analysis by Tuesday, 11:59 p.m. (Central Time)  
- PowerPoint Presentation by Tuesday, 11:59 p.m. (Central Time) |

**Notes/Goals:**
## Unit VII
### The Practicum Experience

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

**Read:**
- Chapter 7: The Practicum Experience
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Scholarly Activity by Tuesday, 11:59 p.m. (Central Time)
- Request to take Final Exam

**Notes/Goals:**

## Unit VIII
### Employment, Leadership, and Career Development

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

**Read:**
- Chapter 8: Employment, Leadership, and Career Development
- Suggested Reading: See Study Guide

**Discuss:**
- Discussion Board Response: Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time)
- Discussion Board Comment: Comment on another student’s Discussion Board response by Tuesday, 11:59 p.m. (Central Time)

**Submit:**
- Assessment by Tuesday, 11:59 p.m. (Central Time)
- Final Exam by Tuesday, 11:59 p.m. (Central Time)

**Notes/Goals:**