

9-2013

## AHRC 101.01: Communication and Management

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**The University of Montana – Missoula College  
Respiratory Care Program**

**COURSE NUMBER AND TITLE:** *AHRC 101 COMMUNICATION AND MANAGEMENT*

**DATE REVISED:** Summer 2013

**SEMESTER CREDITS:** 1

**CONTACT HOURS:** 1hours per week / 15 hours per semester

**PREREQUISITE:** Acceptance into the Respiratory Care program.

**CLASS MEETS:** Friday 0910hrs – 1000hrs, Room GH02

**FACULTY:** Nick Arthur

[nicholas.arthur@umontana.edu](mailto:nicholas.arthur@umontana.edu)

243-7836 (office)

Office: GH 4

Office Hours: M, W, F, 1200hrs – 1400 hrs and by Appointment

**RELATIONSHIP TO PROGRAM:**

Respiratory Care graduates are constantly in need of superior communication skills and a solid foundation in Ethical practices in order to provide patient care of the highest quality. The RCP must share information with patients, families, and fellow caregivers in a concise, legal, effective, and compassionate manner. The RCP must also have an understanding of how healthcare is funded as well as potential barriers to access to Healthcare. .

**COURSE DESCRIPTION:**

Students will learn about current health care financing. In addition, student will learn about the evolution and basis of both Ethical and legally appropriate provision of patient care and sharing of patient information. HIPAA regulations will be discussed. We will explore the exchange of information between diverse populations and the students' role as sender, receiver, interpreter, as well as potential barriers to successful communication. .

**STUDENT PERFORMANCE OUTCOMES:**

1. Discuss the current health care reimbursement system.
2. Develop an understanding of patient rights and RCP responsibilities regarding privacy, ethical treatment, and respect.
3. Describe how respiratory therapists can positively impact financial bottom line while providing optimal patient care.
4. Determine effective strategies for gathering and sharing information during patient interaction.
5. Describe approaches for effective and appropriate exchange of information within the health care setting.
6. Identify the role of the RCP in patient and family education
7. Gain skills necessary to send and receive information within and between diverse populations
8. Describe the role of, and impact on, the RCP in end of life care as it pertains to non-clinical issues
9. Discuss rationale and requirements for correct charting procedures and shift reporting
10. Describe and identify various forms of Advanced Directives
11. Identify and understand the responsibilities of the RCP regarding patient privacy and protected Health Information (HIPAA training)

**METHODS OF INSTRUCTION:** Lecture, reference reading, assignments, and group discussion.

**GUEST LECTURE:** Samantha Schmehl Hines from the Mansfield Library will be giving a presentation to the class. She will be discussing scholarly research and the resources available through the Mansfield Library. The lecture will be of tremendous value not only for completion of your assigned research paper but also for future scholarly and professional endeavors. Topics will include:

- a. Peer reviewed Journals and Publications
- b. Periodicals and Abstracts
- c. Searchable on-line Data Bases
- d. Citation formats



## STUDENT ASSESSMENT METHODS AND GRADING PROCEDURES:

*Specific dates for exams will depend upon our progress through the course material and will be announced well in advance.* Regular attendance will be essential to success in the course as **open class discussion will be a major learning component**

**Unit Exams (2ea): 40%**

**Presentation: 40%**

**Assignments/Participation: 20%**  
**(Approximate Breakdown)**

### GRADING SCALE:

A =	4.0	95-100%	C =	2.00	74-76%
A- =	3.67	90-95%	C- =	1.67	70-73%
B+ =	3.33	87-89%	D+ =	1.33	67-69%
B =	3.00	84-86%	D =	1.00	64-66%
B- =	2.67	80-83%	D- =	.667	60-63%
C+ =	2.33	77-79%	F =	0.00	

Students in the Respiratory Care Program **must have a "B-" (80% or greater) final grade in order to progress** within the program. Test questions will be based on unit objectives. Unit objectives are to be used as study guides.

### METHODS TO IMPROVE COURSE:

Student evaluations and respiratory faculty assessment of course content.

**ATTENDANCE:** Class attendance is an integral part of this course. Exam dates will be announced. Only legitimate reasons for missing an announced exam will be accepted. Failure to appear for scheduled exams will result in zero points awarded. Expect periodic unannounced quizzes. There is no make-up for missed quizzes. SEE: TEST/QUIZ MAKEUP

## Please refer to your Student Manual for additional Policies and Student Resources.

### ACADEMIC INTEGRITY:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by The University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).

### DISABILITY ACCOMODATION:

Eligible students with disabilities will receive appropriate accommodations in this course when requested in a timely way. Please speak with me after class or in my office. Please be prepared to provide a letter from your DSS Coordinator. For more information, visit the Disabilities Services website at <http://www.umt.edu/dss/> or call 406-243-2243 (voice/text)

**Note: Instructor reserves the right to modify syllabi and assignments as needed based on faculty, student, and/or environmental circumstances.**

**Cell Phones/Pagers:** Due to an increasing number of students, who own and use cell phones and pagers, it has become necessary to institute a policy during class times. As you are aware, these tools are distracting to an entire class. However, some students require them for business, which allows them to further their education. Please follow these guidelines:

If the cell phone/pager is not business or emergency related, please turn it off.

Use the vibrating option on your pager.

Do not listen to the messages in class. Please leave class quietly.

### CELL PHONES AND PAGERS MUST BE TURNED OFF DURING EXAM AND CLASS PRESENTATIONS.

**SEATING:** Many classrooms have chairs to accommodate persons with disabilities. These chairs will display the international disability symbol and are assigned to a particular student. Please refrain from using these chairs or making adjustments to them unless the chair is assigned to you. If you think you may have the need for a specific chair, please contact Disability Student Services. Thank you for your cooperation.

**TEST/QUIZ MAKEUP:** Make-up exams and lab experiences **will only be given under extreme circumstances** and then only if: a) permission is granted *in advance* by the course instructor, or b) a written excuse is provided by

a medical doctor. **The burden of proof is on the student**, so you must document and prove a justifiable absence. Not following this procedure prior to the exam will automatically result in a zero points awarded for the exam. Missed tests need to be made up within *one week* of the original date given. You are responsible for contacting the Academic Support Center, 243-7826, to schedule the make-up. Failure to do so will result in a **ZERO** grade for the missed test.

The faculty senate guidelines concerning the issuance of incomplete grades will be followed. Attention to critical dates such as P/NP, drop, etc. is the responsibility of the student. Students wishing to drop the class after the drop deadline will need a documented justifiable reason for doing so. Dropping the class for fear of bad grade or to protect a GPA are **not** justifiable reasons. The principles embodied in the **Student Handbook Code** will be adhered to in this course.

Quizzes: Failure to be present for quizzes will result in a zero being recorded and used in computing your average. There will be no make-up opportunities for missed quizzes.

Homework: **It is the expectation that homework will be turned in when due.** If you are not present, it is your responsibility to see that it is in my mailbox by 4:00 p.m. on the due date **or a zero will be recorded and used in computing your average.**

**Student Decorum:** All students are expected to conduct themselves in a professional manner at all times in both the classroom and alternative settings. Respect and courtesy will be shown at all times to peers, faculty, and the general public. **There are no exceptions to this policy at any time or under any circumstances.**

#### **REQUIRED TEXTS:**

**TITLE:** Egan's Fundamentals of Respiratory Care  
**AUTHOR:** Wilkins, et.al.  
**PUBLISHER:** Mosby

## **Unit outlines, Objective, and Readings:**

### **Unit I: Healthcare Reimbursement**

#### **Outline:**

- A. Basic Health Care Delivery Functions
- B. Stakeholders in Health Care Reimbursement
- C. Respiratory Therapist's Role – Balancing Cost and Care
- D. Forces Influencing Health Care Costs
- E. Financing Health Care – A Brief History and Overview
- F. Era of Managed Care
- G. Reimbursement Methodologies
- H. Future of Health Care Funding
- I. Reimbursement and the Respiratory Therapist

#### **Objectives:**

At the end of this unit the student will be able to:

1. Discuss the basics of healthcare delivery in the USA.
2. Identify stakeholders in the system
3. Realize the RCPs role in healthcare delivery and cost containment
4. Identify forces driving health care costs
5. Discuss payment systems for healthcare
6. Discuss the future of healthcare funding

**Reading: Handouts, Video presentation**

## **UNIT II: Healthcare Communication and Record keeping**

### **Outline:**

- A. Communication in Healthcare.
- B. Factors affecting communication.
- C. Achieving/improving quality communication.
- D. Identifying barriers to effective communication.
- E. Recordkeeping-legal aspects and practical documentation

### **Objectives:**

Upon completion of this unit the student will be able to:

1. Understand the relationship between effective communication and patient care.
2. Describe factors that influence communication.
3. Discuss methods to improve the patient interview and assessment process.
4. Articulate the necessary steps to appropriately document activities and procedures/outcomes.
5. Improve communication skills
6. Gain understanding of the patient record, documentation practices, problem oriented medical record (SOAP, SBAR)
7. Describe proper techniques for effective end of shift reporting

**Readings: Egan Ch. 3, Wilkins Ch.1, Handouts**

## **UNIT III: Patient Education**

### **Outline:**

- A. Outcomes According to Time Line
- B. Qualitative Versus Quantitative Outcomes
- C. Patient Education programs
- D. Family and auxiliary caregiver education
- E. Measurement Instruments and Techniques

### **Objectives:**

Upon completion of this unit the student will be able to:

1. Discuss selected outcomes assessment tools – surveys, tests, scales, and questionnaires.
2. Describe education programs (patient, family, general public) in which the RCP may be involved
3. Describe the role of the RCP in development and implementation of programs designed to change patient behaviors
4. Identify the need to educate family members to assist in patient care
5. Recognize cultural, social, and educational barriers to successful education programs.

**Readings: Egan Ch. 49, Handouts.**

## **UNIT IV: Ethics and Legal Issues**

### **Outline:**

- A. Foundations of Ethics
- B. Ethical Theories and Principles.
- C. Legal Issues in Healthcare.
- D. HIPAA
- E. Desires of the Patient and Family regarding ‘end of life’ care.
- F. Advanced Directives

### **Objectives:**

Upon completion of this unit the student will be able to:

1. Describe professional “Codes of Ethics”.
2. Summarize the philosophical foundations of ethics
3. Determine pathways to address issues of ethical breach or conflict.
4. Describe the foundations of ethics in the Healthcare arena.
5. Identify Negligence, Malpractice, Liable, Wrongful Acts, etc.
6. Describe Advanced Directives, Living Wills, and Powers of Attorney.
7. Identify Patient Rights. HIPPA, etc

**Readings: Egan Ch.5, Handouts, Video presentations. HIPAA training video and signoff**

## **UNIT V: Student Presentations**

### **Outline:**

Each student will give a brief presentation on a topic of their choice. Chosen topics should be Healthcare related and may include any presentation tools that are deemed necessary/appropriate. The purpose of this exercise is to gather information and share (communicate) effectively with your peers. The precise topic is less critical than is the successful exchange of information. Each student will conduct independent research on their chosen topic sufficient to make themselves the “expert” in the room. The goal then is to impart that information to the group in such a way that a message is conveyed.

A 2 page write up of your research is to be turned in on the day of your presentation and should use appropriate formatting and citations. What is being asked of you is to provide a synopsis of your research, not a full research paper.

An outline of the criteria to be used for evaluation of your presentation will be provided prior to presentation day(s).

### **Objectives:**

By the end of this unit, students will be capable of communicating information to a diverse group in such a manner as to ensure that an effective and socially appropriate exchange of information has taken place.

## **UNIT VI: Death and Dying**

### **Outline:**

- A. A primarily discussion based examination of issues surrounding care to the terminally ill patient. We will examine strategies for dealing with the emotional needs of patients, families, and those of the Healthcare provider.

### **Objectives:**

Upon completion of this unit the student will be able to:

1. Gain perspective on the difficult nature of end of life care
2. Become aware of the need for sensitivity and compassion as a clinician
3. Identify the impact that provision of end of life care can have on the Respiratory Care practitioner
4. Describe coping strategies and other resources available to the Healthcare team to assist them with managing their involvement with the terminally ill

**Readings: Handouts, Video presentation**