Department: PTHA 1325
Course Title: **Communication in Health Care**
Semester: **Spring 2014**

Time: **Tuesdays & Thursdays, 2:00-3:30 pm**

Classroom: **CT 108 & 104**

Instructor: Dr. Mikala Reznik
Email: mreznik@odessa.edu
Office: CT 104A
Phone: office 432.335.6842; **cell** 512.618.1295
Office Hours: Monday   1-4pm

Tuesday   9-11 am

Wednesday   9-11 am

Thursday   9-11 am

Friday   10-11am

Course Description (from Catalog):

Communication theories and principles for optimal delivery of health care. Encompasses psychosocial aspects of health care; verbal, nonverbal and written communication skills; patient-practitioner interaction, including working with diverse patient populations throughout the life span with special emphasis on the geriatric population; and concepts of the practitioner's self-esteem and self-management and their impact on the health care setting.

Required Texts:

1. Patient/Practitioner Interaction, 5th Edition, by Davis; Slack, Inc., 2011

2. Documentation Basics, by Erickson & McKnight; Slack, 2005

3. PTHA 1325 Course Packet for Spring 2014

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Institutional Core Objectives (ICOs):
1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Outcomes for <u>Communication in Health Care</u>
(Source: *Odessa College Catalog of Courses)*

Outcome	ICO
1.0 Identify the process of grieving and its impact on the patient-practitioner relationship	*Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2.0 Communicate appropriately and effectively with other members of the health care team utilizing the medical record 3.0 Communicate appropriately and effectively both verbally and non-verbally	*Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
	Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

	Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
	Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Competencies:

1.0 To demonstrate competency in communicating appropriately and effectively with other members of the health care team utilizing the medical record, the student should be able to:

   1.1 Write legibly

   1.2 *Use correct spelling and proper grammar

   1.3 *Use appropriate terminology, abbreviations and formats

   1.4 Identify the content categories of medical documentation

   1.5 *Sort information into the correct category

   1.6 *Identify pertinent information for inclusion in a progress note, as well as in the initial or interim evaluation and the discharge evaluation/summary as directed by the supervising physical therapist

   1.7 *Organize pertinent information in a concise, logical manner and write appropriate progress notes

   1.8 *Identify information from the medical record that is pertinent to physical therapy

   1.9 *Identify patient status, problems, treatment goals and treatment plans from the physical therapist's initial evaluation

   1.10   *Identify pertinent updated information from the physical therapy progress notes

   1.11   *Describe the medical record's relationship to quality assurance in general and patient care audits specifically

   1.12   *Describe the relationship between proper documentation and third-party reimbursement

   1.13   *Identify legal ramifications of the medical record

2.0 To demonstrate competency in communicating appropriately and effectively both verbally and non-verbally, the student should be able to:

   2.1 *Identify the necessary adjustments in volume and vocabulary for effective communication with patients and their significant others as well as other health care professionals

   2.2 *Organize information for verbal presentation in a concise, logical manner and at a level appropriate to audience abilities

   2.3 *Identify the components of non-verbal communication

   2.4 *Identify the magnitude of non-verbal communication's impact upon the therapeutic relationship

   2.5 *Identify the appropriate levels of listening for health care professionals

   2.6 *Describe and demonstrate active listening skills

   2.7 *Identify blocks to communication.

3.0 To demonstrate competency in interacting effectively and therapeutically with patients and their significant others, the student should be able to:
   3.1 ***Identify concepts related to the practitioner's sense of self-awareness and well-being that impact the patient-practitioner relationship
   3.2 ***Identify and differentiate constructive versus detrimental dependence in the patient-practitioner relationship
   3.3 *Identify and describe physiological, psychological and socioeconomic aspects of generation, age, culture, and presence of disability that impact the provision of physical therapy
   3.4 *Identify and describe methods to enhance relating to various patient categories
   3.5 *Identify and describe methods to enhance patient education
   3.6 *Identify effective methods of managing emotionally laden interactions

4.0 To demonstrate competency in identifying the process of grieving and it's impact on the patient-practitioner relationship, the student should be able to:
   4.1 *Identify and describe the five stages of grief and their components
   4.2 ***Identify methods of relating effectively to patients in each stage of grief
   4.3 Identify past, present and future trends in the sociological context of death and dying

5.0 To demonstrate competency in identifying and resolving ethical conflicts, the student should be able to:
   5.1 *Identify biomedical ethical principles
   5.2 *Identify and describe sources / types of ethical conflicts
   5.3 *Utilize methods for effective ethical conflict resolution

* Indicates integrated, core curriculum skills (math, reading, communication, technological literacy and/or critical thinking)

Odessa College Policies
Academic Policies
Note that the OC Student Handbook states (page 32) that "[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104)."

Scholastic Dishonesty
Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.
      "Cheating on a test" shall include:
- Copying from another student's test paper
- Using test materials not authorized by the person administering the test
- Collaborating with or seeking aid from another student during a test without permission from the test administrator

- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test
- Substituting for another student, or permitting another student to substitute for one's self, to take a test
- Bribing another person to obtain an unadministered test or information about an unadministered test
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements

Special Populations/Disability Services/Learning Assistance
Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433.

Dropping a Course or Withdrawing from College
Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with

instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."**

Learning Resource Center (LRC; Library)
The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian " service provide additional help.

Student Success Center (SCC)
Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/

Student E-mail
Please access your Odessa College Student E-mail, by following the link to either set up or update your account: http://www.odessa.edu/gmail/. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

Technical Support
For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Expectations for Engagement – Face to Face Learning
To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
- provided my contact information at the beginning of the syllabus;
- respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- return classroom activities and homework within one week of the due date and
- provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
- having trouble submitting assignments;
- dealing with a traumatic personal event; and,
- having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and,
- attend class regularly to keep up with assignments and announcements.

Institutional Calendar
Available online at http://www.odessa.edu/college-calendar12-13.pdf

Course Policies

Disclaimer
This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

Original Effort
The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Description of students
Students enrolled in this course are starting their second of five semesters in the PTA Program.

Course prerequisites
Prerequisites: PTHA 1201, PTHA 1405 and PTHA 1413. Corequisites: PTHA 1321 and PTHA 1431.

Course Alignment with Industry Standards
CAPTE accreditation of the PTA program can be found on the PTA Program website
www.odessa.edu/dept/pta

Digital Protocol
Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases
only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time.** Back-up
and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

AVID
This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grading Policy
Please understand that this is a required course for the PTA program in order to prepare you in taking the National Board Exam in July, after your graduation. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

Grade Inquiry Policy
It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final**.**

Communication Plan
The best way to communicate with the course instructor is via email through email, text and Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

Grading Scale:
  "A" = 90-100
  "B" = 80-89
  "C" = 70-79
  "D" = 60-69
  "F" = 0-59
Note: Students must make a minimum grade of C in each PTA course in order to remain in the program.

Incomplete Policy
An 'Incomplete' grade may be given only if:

  1. The student has passed all completed work
  2. If he/she has completed a minimum of 75% of the required coursework.

  A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Overview of assignments

Type of Assignment	Percentage
Blackboard Assignments	10%
Discussion Board	10%
Unit Tests	55%
Final Exam	25%

Methods of Presentation: Lectures, demonstrations, reading assignments, role-playing, outside projects and/or assignments.

Schedule (Tentative and Subject to Change)

Quizzes: There are no scheduled quizzes in this course. However, if it is deemed necessary to encourage students to stay current on reading assignments, the instructor reserves the right to give unannounced quizzes. In the event that quizzes are given, the lowest quiz grade will be dropped and the remaining grades will be averaged with outside assignment grades for a total of 25% of the final grade.

Blackboard Assignments: Written assignments will be required periodically throughout the course. Due dates can be found on the Course Schedule. Students will be required to access Blackboard to obtain instructions and written assignments. The written assignments will be submitted on Blackboard. Assignments grades will be averaged and comprises ten percent of the final course grade. Further instructions will be provided in class and on Blackboard.

Discussion Board: Students are required to participate in the discussion board by responding to discussion questions that will be posted each week throughout the semester. A discussion board rubric will be used to grade weekly participation, a sample of which will be available on Blackboard and provided in class. The weekly participation time frame will run from 1:00 am Monday morning through midnight Sunday. Grading of the previous week's participation will take place on Monday and feedback will be provided by Tuesday evening. The discussion board grade comprises ten percent of the final course grade. Detailed requirements and instructions will be provided in class and on Blackboard.

Netiquette: Remember we're all human.

It's easy to forget that there is a person behind the other computer, but try to remember. We can't see facial expressions or body language, so words can easily be misinterpreted. Be the same person online you are offline – which has two meanings: first, behave with the same ethics and standards of behavior online that you do offline; and second, feel free to let your personality show in your work and communication. Bottom line – be respectful, professional, and careful about what you say and how you say it.

Emotions: Research with online groups indicates that emotions are strongly felt in cyberspace. People take a long time to mull over messages they feel are rude, inflammatory, or even questionable. People may interpret messages as hurtful and react to them in a defensive manner.

Be careful how you express your emotions and humor within in your emails or postings; avoid sarcasm completely. Due to the lack of verbal and nonverbal clues to our speech, our comments or jokes may be considered as unnecessary criticism and lead to serious misunderstandings. What means one thing to you may mean something completely different in a different culture; be sensitive to all people.

Avoid "all caps." Internet or email messages written in all caps are generally seen as SHOUTING, and that's considered just plain rude. Judicious capitalization to highlight an important point or to distinguish a title or heading is acceptable.

If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it before posting, in order to remove any strong language.

Avoid angry outbursts. Do not post, send, or reply when you are angry. Wait until you have calmed down and then compose the message.

Manners: When joining a group or discussion, politely listen to others. Check for any "Frequently Asked Questions" (FAQs) that pertain to communications and read these before contributing.

Follow all guidelines given.

Read first, write later. Don't add comments to a discussion until you have read the comments of other students, unless the assignment specifically asks you to.

Comments related to the content of previous messages should be posted under them to keep related topics organized and you should specify the person and the particular point you are following up on.

Keep your comments relevant to the topic of discussion. If you introduce a new topic, change the subject line appropriately.

Keep communication short and to the point. If you have several points you want to make, consider posting them individually in several focused messages rather than a single, lengthy, all-encompassing message.

Do not use acronyms unless they are common to the class.

Do not send commercial advertisements or SPAM to your classmates or instructors. Not only is it rude, it can result in adverse reactions.

Treat your faculty and fellow students with respect.

Never use profanity or slang. This isn't Facebook or Twitter or text-messaging.

Be forgiving. When someone makes a mistake – whether it's a spelling error, a so-called stupid question, or an unnecessarily long answer – be kind about it. It you decide to inform someone of a mistake, point it out politely and preferably by private email rather than in public.

Validate other members' ideas and efforts. Research indicates that groups that validate more have better outcome products. Use critical thinking skills while validating. Messages that contain "Way to go," "Right on," or simple "Wow!" require time to download and do not contribute to the group process. Comments mentioning why something is appreciated are more valuable.

If someone states something that you find offensive, mention this directly to the instructor in an email, not on the discussion board. Remember that the person contributing to the discussion may be new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

Flaming: Flaming is what people do when they express a strongly held opinion without holding back their emotions. It's the kind of message that usually gets a strong reaction from readers. Although flames might appear to be fun to write and to read, Netiquette forbids the perpetuation of flame wars – a series of angry messages, most of them from two or three people directed toward each other that can dominate the tone and destroy the camaraderie of a discussion group. It's unfair to the other members of the group.

Writing and Posting: Use college level writing skills in all messages and postings. Use correct grammar, punctuation and spelling.

Messages are best constructed in a word processor, spell checked, and then pasted into the discussion board. It allows for more creativity and less online time. It will also minimize the chance that your message will be "lost."

Lay out your message for readability. Use spaces and breaks between paragraphs and long sentences to make your message easier to read.

Break messages down into short paragraphs for easier electronic reading.

Your message may be perfectly clear to you but confusing to your classmates. A good way to test for clarity is to read your message aloud to see if it flows smoothly and makes sense. Reading it aloud to another person is even better.

Use a meaningful and concise subject line so your readers will have a clear idea of your topic and ideas.

Acronyms and emoticons are popular but excessive use of them can make your message difficult to read. Some common and usually acceptable ones include:

FYI = for your information	:-) or :) = smiley face, happiness, pleasure
B/C = because	:-(or :(= frowning face, displeasure
W/ = with	;-) or ;) = wink
BTW = by the way	:-0 or :0 = shock, surprise
LOL = laughing out loud	:-/ or :/ = skepticism, unease, apologetic
IMO = in my opinion	:-D or :D = big grin, laughing
IMHO = in my humble opinion	:-p or :p = cheeky, playful

Professional Behavior: Professional behavior is absolutely essential both while the individual is a student in this program as well as after graduation. The Professional Behaviors Assessment form provides a standard for behavior and a mechanism for self-assessment by the student as well as assessment by faculty during the academic component of the program. If a faculty member observes consistent failure to demonstrate acceptable professional behavior by a student, the faculty member will utilize the assessment form as a tool for counseling the student. **Failure to respond appropriately to counseling regarding professional behaviors will result in dismissal from the program.**

Attendance: Regular attendance at lecture and lab is essential and has a direct effect on the final grade that a student earns in class. Non-attendance on the part of a student may result in grade penalty or may lead to dismissal from the program.

A student should attend all lecture and laboratory sessions. Habitual or patterned absenteeism in lecture or lab will not be tolerated. As soon as such a problem is identified, the student will be required to meet with the faculty to determine a course of action and, if the problem is not corrected, the student will be subject to dismissal from the program. Absences in laboratory sessions are particularly problematic because of the lost opportunity to practice skills; therefore, students will be penalized for missing more than one lab session per semester. Should a student miss more than one lab session, one point for each missed session will be deducted from the final course grade.

All absences must be reported to the appropriate faculty member prior to the start of class. If the faculty member cannot be reached directly, a voice mail message may be left. Failure to notify the faculty prior to an absence will affect the student's Professional Behaviors Assessment.

Acceptance of Late Assignments: Projects or outside assignments are due at the beginning of class on the assigned due date. Late papers will receive a 5% per day grade penalty. This penalty will continue to be assessed each day the assignment is not turned in.

Missing an Exam: Exams are defined as formally scheduled examinations covering a major portion of the course content and cumulatively comprising a relatively large percentage of the overall grade for a course. Every effort should be made by the student to be present for all exams. If it is necessary for a student to miss an exam, the instructor must be notified prior to the scheduled exam time and arrangements must be made for make-up to be taken at the OC Testing Center. It is the instructor's option to give the same exam as the one missed or a different exam over the same content. If the exam is not made up within one class day, a 5% per day penalty will be assessed each day the exam is not taken.

Course Outline:

I.   MEDICAL RECORD
    A. Purposes
    B. Principles
    C. Forms
    D. Formats

1. Rationale
2. Components
3. Writing Style
4. Organization
   E. Quality Assurance

II. ETHICS
   A. Principles
   B. Ethical Conflicts
   C. Resolution of Ethical Conflicts

III. COMMUNICATION
   A. Verbal
      1. Vocabulary
      2. Volume
      3. Organization
   B. Non-verbal
      1. Importance
      2. Components
         a. Paralanguage
         b. Body Motions
         c. Time
         d. Space
   C. Listening
      1. Levels
      2. Active Listening
   D. Blocks to Communications
      1. Sending
      2. Receiving

IV. PATIENT-PRACTITIONER INTERACTION
   A. Awareness of Self
      1. Influences
      2. Values
   B. Patient-Practitioner Relationship
      1. The Patient
         a. Altered Role
         b. Losses
         c. Stigma
         d. Privileges
         e. Values
      2. The Relationship
         a. Communication
         b. Constructive Dependence
         c. Detrimental Dependence
         d. Boundaries

V. RELATING TO VARIOUS PATIENT CATEGORIES
   A. Geriatrics
   B. Other Ages

       1. Infancy
       2. Childhood
       3. Adolescence
       4. Adulthood
   C. Generational Issues
   D. Culturally Competent Patient Care
   E. People with Disabilities

VI. GRIEF PROCESS
   A. Introduction
       1. Terminally Ill
       2. Chronic Illness or Disability
       3. Societal Attitudes
   B. Stages of Grief
   C. Implications for Physical Therapy

VII. PATIENT EDUCATION
   A. Introduction
   B. Health Behavior
   C. Health Literacy
   D. Techniques
   E. Implications for Physical Therapy

VIII. PROFESSIONAL BURNOUT
   A. Introduction
   B. Signs and Symptoms
   C. Causes & Risk
   D. Prevention and/or Intervention