Component 16: Professionalism/Customer Service in the Health Environment

Instructor Manual

Version 3.0/Spring 2012
Notes to Instructors

This Instructor Manual is a resource for instructors using this component. Each component is broken down into units, which include the following elements:

- Learning objectives
- Suggested student readings, texts, reference links to supplement the narrated PowerPoint slides
- Lectures (voiceover PowerPoint in Flash format); PowerPoint slides (Microsoft PowerPoint format), lecture transcripts (Microsoft Word format); and audio files (MP3 format) for each lecture
- Self-assessment questions reflecting Unit Objectives with answer keys and/or expected outcomes
- Application Activities (e.g., discussion questions, assignments, projects) with instructor guidelines, answer keys and/or expected outcomes
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Likewise, the above also applies to the Curriculum Development Centers (including Columbia University, Duke University, Johns Hopkins University, Oregon Health & Science University, University of Alabama at Birmingham, and their affiliated entities).
Component Overview

This component develops the skills necessary to communicate effectively across the full range of roles that will be encountered in healthcare and public health settings.

Component Objectives

At the completion of this component, the student will be able to:

- Explain key elements of customer service in health IT.
- Demonstrate appropriate behaviors in simulations of health IT customer service.
- Demonstrate effective written and oral communication approaches to common communication interactions.
- Identify core elements of effective communication and techniques to resolve conflicts.
- Identify ethical and cultural aspects of communication.
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Darrell Burke, PhD, is an Associate Professor in the Master of Science in Health Informatics (MSHI) program. His research has focused on the adoption of health IT as well as healthcare operations research. He has designed courses and taught in the traditional, online and blended formats. He has published extensively on the role, measure and impact of healthcare information technology on delivery organizations and has taught for four universities and a for-profit online education institution. Dr. Burke is a member of the American Medical Informatics Institute (AMIA), Academy of Management Health Care Management Division, Healthcare Information Management and Systems Society (HIMSS) and the Institute of Industrial Engineering (IIE).

Stephen J. O’Connor, PhD, FACHE, is a Professor in the Department of Health Services Administration at the University of Alabama at Birmingham (UAB). He received his B.S. (microbiology) and M.P.A. (health systems planning) degrees from Indiana University, his M.B.A. degree (health services management) from the University of Dallas, and his Ph.D. (administration—health services) from UAB. Dr. O’Connor has been a Visiting Professor in the Master of International Health Management, Economics, and Policy program at Bocconi University in Milan, Italy. He has also served on the governing bodies of numerous healthcare organizations. Dr. O’Connor is the editor of the Journal of Healthcare Management (the official journal of the American College of Healthcare Executives), has served on the editorial advisory board of Health Care Management Review, and is a past-chair of the Health Care Management Division of the Academy of Management. He is co-editor, with Dr. Robert Hernandez, of the text, Strategic Human Resources Management in Health Services Organizations, third edition. Dr. O’Connor is board
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Robert Weech-Maldonado, MBA, PhD, is Professor and L.R. Jordan Endowed Chair in the Department of Health Services Administration, UAB. Dr. Weech-Maldonado is an organizational researcher who examines the impact of cultural competency strategies in reducing disparities in quality and access to care. His research projects include the development and testing of the Patient Assessments of Cultural Competency (PACC) and the Cultural Competency Assessment Tool for Hospitals (CCATH). He has evaluated racial/ethnic and language differences in patient experiences with care using data from the Consumer Assessments of Healthcare Providers and Systems (CAHPS). Dr. Weech-Maldonado is Co-Leader of the Research Program for the Minority Health & Health Disparities Research Center (MHRC), and serves as an advisory board member of the Deep South Resource Center for Minority Aging Research (RCMAR), the Lister Hill Center for Health Policy, and the Puerto Rico Health Services Research Institute. He is a member of the Cultural Competency Expert Panel for the National Quality Forum. He is an editorial board member for the journals of Health Services Research and Comparative Effectiveness Research.

Feliciano Yu, Jr., MD, MSHI, MSPH, is Assistant Professor, Department of Pediatrics, Washington University School of Medicine and Chief Medical Information Officer, St. Louis Children’s Hospital in St. Louis, MO. He is also the Medical Director for the Pediatric Computing Facility at Washington University in St. Louis. He is the health informatics advisor for the National Association of Children’s Hospitals and Related Institutions (NACHRI); Co-chair, Pediatric Health Information Technology Special Interest Group, Healthcare Information Management Systems Society (HIMSS); and Co-Chair, Health Level Seven (HL7) Child Health Work Group. He has taught the clinical and administrative systems course in the UAB MSHI graduate program, and has several funded research grants or projects on health IT, including health information exchange using HL7 Continuity of Care Document, Integrating the Healthcare Enterprise (IHE) XDS.b and XDS-I, telemedicine, and health services research on computerized physician order entry.

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Nancy Dunlap, MD, PhD, MBA, is Professor, Department of Pulmonary Medicine, UAB School of Medicine; Vice-Chair for Clinical Services in the Department of Medicine at UAB; and Professor of Management in the UAB School of Business. She has also served as Chief of Staff and Chief Operation Officer, The Kirklin Clinic. She was clinical lead for selection and implementation of several of the UAB’s clinical systems. She has extensive education, research and practice experience relevant to training Health IT workforce.

Gerald L. Glandon, PhD, is Professor and Chair of the Department of Health Services Administration of the School of Health Professions
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Lori Little, RHIA, has been a member of the faculty of the Health Information Technology (HIT) Program at Itawamba Community College since 2008. She earned a B.S. degree in health informatics and information management from the University of Mississippi Medical Center. Over the past twelve years, her experience has ranged from coding to performance improvement and most recently a stint in education. Prior to becoming an educator, Ms. Little served as the Director of Health Information Services/Performance Improvement in various mental health settings. In addition, she worked in a general acute care setting as a coder for a period of time at the beginning of her career. She is an active member of the American Health Information Management Association and the Mississippi Association of Health Information Management.

Carol D. McKelvey, MA, RHIA, has been a member of the faculty of the Health Information Technology (HIT) Program at Wallace State Community College since 1993. She earned a B.S. degree in health information administration from the University of Alabama at Birmingham and an M.A. degree in health science from the University of Alabama. Over the past eight years, her concentration has been in the area of e-learning, serving as developer and instructor of distance education classes for the HIT Program, and evaluator of online course content and quality for Wallace State. Prior to becoming an educator, Ms. McKelvey served as the Director of Health Information Services in general acute care and
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Donna S. Stanley, EdS, RHIA, CCS, is Director of the Health Information Technology (HIT) Associate Degree Program in the Health Division of Wallace State Community College in Hanceville, Alabama. She has been Program Director and Instructor in the HIT program since 1992, teaching both on campus and online courses. Mrs. Stanley is currently the Past-President of the Alabama Association of Health Information Management (AAHIM). In 2011 she became an AHIMA Approved ICD-10-CM/PCS Trainer.

Lorrinda Khan, MFA, is a Senior Instructional Design Specialist in the Department of Health Services Administration at the University of Alabama at Birmingham (UAB). She has a MFA and has worked as a senior textbook editor for professional publications at Davis Publications as well as an online instructor (Capella University, Southern New Hampshire University, Baker College). Her instructional design experiences include curriculum design and development for the Alabama Fire College and the University of South Florida College of Medicine. At UAB she provides support for online education for multiple graduate programs within the Department of Health Services Administration. She has extensive experience with course development and maintenance using a variety of online instructional technologies (Blackboard, WebCT, WebCT Vista, etc). She has also published guides for online instruction.

Matthew Jennings has a Master of Education in Instructional Design and is currently a Senior Instructional Design Specialist in the School of Nursing at UAB. Before working in his current position with the School of Nursing, he served as the System Administrator for UAB’s Learning Management System, working with both faculty and IT. He has conducted numerous faculty training courses in the use of technology to enhance the educational experience. He has prior instructional design experience as an Instructional Technology Support Specialist at Augusta State University.

Dan L. Murphy, is an Instructional Design Manager in the School of Nursing. He has a BS in Corporate Training and Development and a prior Associate of Applied Science Degree (Instructor of Technology). He is currently studying for a Masters in Education in Instructional Technology. He has prior experience as a Technical Training Instructor and Technical
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Michelle Robinson, DMD, MA, is Associate Professor in General Dental Sciences and Associate Dean for Health Information and Business Systems at the UAB School of Dentistry. Her dental career has included private practice, teaching, consulting, outreach programs, and working with online learning and computer and communications technologies. In her current role, Dr. Robinson is completing her third clinical systems implementation and online curriculum for a professional school. Dr. Robinson is a graduate of the University of Medicine and Dentistry of New Jersey and has a master’s degree in medical informatics from Columbia University. She also has several certifications, including Special Patient Care, IT Project Management, and Online Education. Among several honors and awards, Dr. Robinson is the recipient of the 2002 “Most Promising Health Professional” award from the International Women of Color in Health, Science and Technology, and the 2007 Faculty Award for research from the National Dental Association.

Susan P. Bagwell, MA, received her Masters degree in Education from The University of Alabama at Birmingham in 2009. She is an alumnus of the UAB Urban Teacher Enhancement Program. She has over six years of teaching experience and served as administrator and teacher at a summer learning program for urban school children.

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Journal of Privacy and Health Information Management. Dr. Houser develops courses and teaches in the undergraduate and graduate Health Information Management Programs for both the traditional classroom courses and online/distance learning courses.
Component 16/Unit 1

Unit Title
Customer Service in Healthcare IT

Unit Description
This unit describes Customer Service in Healthcare IT.

Unit Objectives
By the end of this unit the student will be able to:
1. Describe the definitions of customer service.
2. Identify customers’ needs based on context.
3. Discuss different metrics to measure customer service in Healthcare IT.

Unit Topics
1a.1 Customer Service in Healthcare IT, Definitions of Customers and Customer Service
1a.2 What is customer service?
1a.3 A service culture
1a.4 Who are healthcare IT customers?
1a.5 What do customers want?
1b.1 Customer Service in Healthcare IT, Measurement Challenges in Customer Service
1b.2 The challenge
1b.3 EHR customer service implementation success factors
1b.4 Meaningful use perspective
1b.5 Balancing customer demands

Lecture Titles
1a Definitions of Customers and Customer Service
1b Measurement Challenges in Customer Service

Unit References
(All links accessible as of 1/15/2012)

Lecture 1a
None.

Lecture 1a Charts, Tables and Figures
None.
Lecture 1a Images
Slides 12, 13, 14, 15, 16: Clip Art, Available from: Microsoft clips online
Source Name: Used with permission from Microsoft.

Lecture 1b
None.

Lecture 1b Charts, Tables, Figures and Images
None.

Unit Required Readings
None.

Unit Suggested Readings

Student Application Activities
comp16_unit1_activity.doc
comp16_unit1_activity_key.doc
comp16_unit1_self_assess.doc
comp16_unit1_self_assess_key.doc

Additional Materials

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Component 16/Unit 2

Unit Title
Professional Behavior in the Healthcare Environment

Unit Description
This unit describes Professional Behavior in the Healthcare Environment.

Unit Objectives
By the end of this unit the student will be able to:
1. Define contextual norms expected in healthcare organizations.
2. Discuss the importance of dress, deportment, demeanor, and grooming.

Unit Topics
2.1 Contextual norms
2.2 Contextual norms: defined
2.3 Norms and professional role
2.4 Norms and organizational setting
2.5 Contextual norms: what they mean for you
2.6 Deportment, behavior for the part
2.7 Professional deportment: defined
2.8 Purpose and goal of professional deportment
2.9 Unprofessional deportment
2.10 Understanding the deportment of healthcare professionals
2.11 Professional appearance
2.12 Purpose and goal of having a professional appearance
2.13 Hair, clothing, makeup
2.14 Scented hygiene products and perfumes
2.15 Fitting in the healthcare environment
2.16 Information technology staff responsibilities
2.17 Summary

Lecture Titles
2 Professional Behavior in the Healthcare Environment

Unit References
(All links accessible as of 1/15/2012)
Lecture 2
None.

Lecture 2 Charts, Tables, and Figures
None.

Lecture 2 Images

Unit Required Readings
None.

Unit Suggested Readings

Student Application Activities
comp16_unit2_activity.doc
comp16_unit2_activity_key.doc
comp16_unit2_self_assess.doc
comp16_unit2_self_assess_key.doc

Additional Materials

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Component 16/Unit 3

Unit Title
Overview of Communication Relevant to Health IT

Unit Description
This unit describes the Overview of Communication Relevant to Health IT.

Unit Objectives
By the end of this unit the student will be able to:
1. Explain the purpose and goal of professional communication.
2. Describe what is meant by effective communication.
3. Discuss what is meant by ineffective communication.
4. Identify communication needs of common roles in healthcare.
5. Describe Disability Etiquette’s contribution to professional communication.

Unit Topics
3.1 Overview of communication relevant to Health IT
3.2 Unit 3: Objectives
3.3 Professional communication: purpose and goal
3.4 Effective communication
3.5 Ineffective communication
3.6 Communication and healthcare roles
3.7 Description of different professional roles in healthcare
3.8 Communication guidelines: face-to-face, electronic, phone
3.9 Disability etiquette and professional communication
3.10 Summary

Lecture Titles
3 Overview of Communication Relevant to Health IT

Unit References
(All links accessible as of 1/15/2012)

Lecture 3
None.

Lecture 3 Charts, Tables, Figures and Images
None.

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Unit Required Readings
None.

Unit Suggested Readings

Student Application Activities
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comp16_unit3_self_assess.doc
comp16_unit3_self_assess_key.doc

Additional Materials

*Indicates this link is no longer functional.

Health IT Workforce Curriculum Professionalism/Customer Service in the Health Environment Version 3.0/Spring 2012
This material was developed by The University of Alabama at Birmingham, funded by the Department of Health and Human Services, Office of the National Coordinator for Health Information Technology under Award Number 1U24OC000023.
Component 16/Unit 4

Unit Title
Key Elements of Effective Communication

Unit Description
This unit describes Key elements of effective communication.

Unit Objectives
By the end of this unit the student will be able to:
1. Discuss the definition of communication.
2. Discuss assumptions used in communication.
3. Discuss the communication models from general to health-specific.
4. Discuss variables used in communication.
5. Define nonverbal communications.
6. Describe how nonverbal communication functions in the human communication process.
7. Describe specific dimensions and give examples of nonverbal communication.
8. Discuss communication in paper-based and electronic formats.
9. Discuss personal communication in the work setting.
10. Understand the importance of listening skills.
11. Understand the role of diversity.

Unit Topics
4a.1 Lecture 1, Key elements of effective communication, verbal communication
4a.2 Learning objectives
4a.3 Communication defined
4a.4 Assumptions of human communication
4a.5 Communication models
4a.6 Common health-specific communication models
4a.7 HIT communication
4a.8 Communication variables in healthcare
4a.9 Summary
4b.1 Lecture 2, Key elements of effective communication, nonverbal communication
4b.2 Nonverbal communication
4b.3 Learning objectives

*Indicates this link is no longer functional.
4b.4 Nonverbal communication defined
4b.5 Importance of nonverbal communication
4b.6 Functions of nonverbal communication
4b.7 Dimensions of nonverbal communication
4b.8 Components of kinesics
4b.9 Components of proxemics
4b.10 Components of paralinguistics
4c.1 Summary
4c.2 Using media for communication

Lecture Titles
4a Verbal Communication
4b Nonverbal Communication
4c Using Media for Communication

Unit References
(All links accessible as of 2/10/2012)

Lecture 4a

Lecture 4a Charts, Tables, and Figures
None.

Lecture 4a Images
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Lecture 4b

Lecture 4b Charts, Tables, and Figures
None.

Lecture 4b Images
Slide 7, 8: Microsoft clip art. Used with permission from Microsoft.
Lecture 4c

3. Gressang J. Cultural diversity issues in healthcare [Internet]. Available from: http://www.uiowa.edu/hr/administration/linguistics/healthcare_diversity.pdf*

Lecture 4c Charts, Tables, Figures and Images
None.

Unit Required Readings
None.

Unit Suggested Readings

Student Application Activities
comp16_unit4_activity.doc
comp16_unit4_activity_key.doc
comp16_unit4_self_assess.doc
comp16_unit4_self_assess_key.doc

Additional Materials
None.

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Component 16/Unit 5

Unit Title
Regulatory Issues: HIPAA and Standard Precautions

Unit Description
This unit describes Regulatory Issues: Standard Precautions and HIPAA.

Unit Objectives
By the end of this unit the student will be able to:
1. Characterize the importance of and guidelines associated with infection control.
2. Relate protecting yourself and others with standard precautions.
3. Explain HIPAA and communication.

Unit Topics
5.1 Regulatory issues: HIPAA and standard precautions
5.2 Infection control
5.3 Standard precautions
5.4 HIPAA
5.5 Important components of HIPAA
5.6 HIPAA and communication
5.7 Guidelines for communication
5.8 Summary

Lecture Titles
5 Regulatory Issues: HIPAA and Standard Precaution

Unit References
(All links accessible as of 1/15/2012)

Lecture 5
None.

Lecture 5 Charts, Tables, and Figures
None.

Lecture 5 Images
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Unit Required Readings
None.

Unit Suggested Readings

Student Application Activities
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comp16_unit5_activity_key.doc
comp16_unit5_self_assess.doc
comp16_unit5_self_assess_key.doc

Additional Materials
Web-based Resources:

*Indicates this link is no longer functional.
Component 16/Unit 6
(All materials for this unit are the same as those for Component 18/Unit 7)

Unit Title
Team and Small Group Communication

Unit Description
This unit describes Team and Small Group Communication.

Unit Objectives
By the end of this unit the student will be able to:
1. Explore the phenomena of teams in our culture and look at the popularity and necessity of teams in delivering quality healthcare services
2. Define a team as compared to a group
3. Identify the stages of team development
4. Identify the characteristics of successful teams and team members
5. Analyze team conflict and performance
6. Define what we mean by virtual teams
7. Explore the guidelines for building and leading successful teams

Unit Topics
6a.1 Lecture 1: Characteristics of Teams and Small Groups
6a.2 Learning objectives
6a.3 Teamwork is essential to healthcare
6a.4 Benefits of teams
6a.5 Distinguishing teams from groups
6a.6 Stages of team development
6a.7 Characteristics of successful teams
6a.8 Summary
6b.1 Lecture 2: Managing Teams
6b.2 Teams in healthcare
6b.3 Being a “team player”
6b.4 Team conflict and performance
6b.5 Virtual teams
6b.6 Team building and leadership
6b.7 Summary

Lecture Titles
6a Team and Small Group Communication

*Indicates this link is no longer functional.
6b Managing Teams

Unit References
(All links accessible as of 2/11/2012)

Lecture 6a

Lecture 6a Charts, Tables, and Figures
None.

Lecture 6a Images
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Lecture 6b

Lecture 6b Charts, Tables, and Figures
None.

Lecture 6b Images
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Unit Required Readings
None.

Unit Suggested Readings

Student Application Activities
comp16_unit6_activity.doc
comp16_unit6_activity_key.doc
comp16_unit6_self_assess.doc
comp16_unit6_self_assess_key.doc

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Health IT Workforce Curriculum
Professionalism/Customer Service in the Health Environment
Version 3.0/Spring 2012

This material was developed by The University of Alabama at Birmingham, funded by the Department of Health and Human Services, Office of the National Coordinator for Health Information Technology under Award Number 1U24OC000023.
**Additional Materials**

Web-based Resources:

1. Small group communication: Effective team communication. Available from: [http://www.buzzle.com/articles/small-group-communication-effective-team-communication.html](http://www.buzzle.com/articles/small-group-communication-effective-team-communication.html)

Component 16/Unit 7
(All materials for this unit are the same as those for Component 18/Unit 8)

Unit Title
Conflict Resolution

Unit Description
This unit describes Handling Conflict.

Unit Objectives
By the end of this unit the student will be able to:
1. Define conflict.
2. Explore historical views of conflict
3. Explore conflict as a positive/negative force
4. Study various styles for handling conflict.
5. Review ways to promote positive conflict in a group.

Unit Topics
7a.1 Lecture 1: Definitions of Conflict
7a.2 Conflict defined
7a.3 Healthcare context
7a.4 Transitions in ideas about conflict
7a.5 Conflict good and bad
7a.6 Types of conflict
7a.7 Conflict resolution
7a.8 Summary
7b.1 Lecture 2: Managing Conflict
7b.2 Handling conflict
7b.3 Conflict handling styles
7b.4 Individual preferences in conflict situations
7b.5 Conflict intensity continuum
7b.6 Results of conflict
7b.7 Promoting positive conflict
7b.8 Summary

Lecture Titles
7a Definitions of Conflict
7b Managing Conflict

Unit References
(All links accessible as of 2/10/2012)

*Indicates this link is no longer functional.
Lecture 7a


Lecture 7a Charts, Tables, Figures, and Images
None.

Lecture 7b


Lecture 7b Charts, Tables, and Figures
None.

Lecture 7b Images
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Health IT Workforce Curriculum
Professionalism/Customer Service in the Health Environment
Version 3.0/Spring 2012

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Unit Required Readings
None.

Unit Suggested Readings

Student Application Activities
comp16_unit7_activity.doc
comp16_unit7_activity_key.doc
comp16_unit7_self_assess.doc
comp16_unit7_self_assess_key.doc

Additional Materials
Web-based Resources:
3. All about facilitation, group skills and group performance management. Available from: http://managementhelp.org/grp_ski1l/resource.htm

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Component 16/Unit 8

Unit Title
Ethical and Cultural Issues Related to Communication and Customer Service

Unit Description
This unit describes Ethical and Cultural Issues Related to Communication and Customer Service.

Unit Objectives
By the end of this unit the student will be able to:
1. Characterize dimensions of ethics.
2. Identify major characteristics of culture.
3. Distinguish elements in intercultural communication.
4. Perform effective intercultural communication.

Unit Topics
8a.1 Lecture 1: Ethical Issues
8a.2 Learning objectives
8a.3 What are ethics?
8a.4 Approaches in ethical decision making
8a.5 Medical ethics committees
8a.6 Ethics and cultural issues related to communication
8a.7 Summary
8b.1 Lecture 2: Cultural Issues
8b.2 Learning objectives
8b.3 Diversity and healthcare
8b.4 Diversity and cultural differences
8b.5 Dimensions of diversity
8b.6 Potential benefits of workforce diversity
8b.7 Ethnocentrism and intercultural relationships
8b.8 Cultural differences that may affect communication
8b.9 Equal Employment Opportunity laws
8b.10 Implications of diversity for healthcare delivery
8b.11 Cultural competency
8b.12 Summary

Lecture Titles
8a Ethical Issues
8b Cultural Issues

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Unit References
(All links accessible as of 1/16/2012)

Lecture 8a

Lecture 8a Charts, Tables, Figures, and Images
None.

Lecture 8b

Lecture 8b Charts, Tables, Figures, and Images
None.

Unit Required Readings
None.

Unit Suggested Readings

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Student Application Activities
comp16_unit8_activity.doc
comp16_unit8_activity_key.doc
comp16_unit8_self_assess.doc
comp16_unit8_self_assess_key.doc

Additional Materials
Web-based Resources:

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Component 16/Unit 9

Unit Title
Personal Communications and Professionalism

Unit Description
This unit describes Personal Communications and Professionalism.

Unit Objectives
By the end of this unit the student will be able to:
1. Describe appropriate use of personal communication devices in the healthcare workplace.
2. Discuss the impact of inappropriate use of personal communication devices in the healthcare workplace.
3. Identify the differences between personal and professional communications.

Unit Topics
9.1 Learning objectives
9.2 Definitions
9.3 Business communications
9.4 Personal communications during work hours
9.5 Text messaging and email
9.6 Social media
9.7 Internet use
9.8 Communication devices
9.9 Special concerns in healthcare
9.10 Summary

Lecture Titles
9 Personal Communications and Professionalism

Unit References
(All links accessible as of 1/15/2012)

Lecture 9

*Indicates this link is no longer functional.
Lecture 9 Charts, Tables, Figures and Images
None.

Unit Required Readings
None.

Unit Suggested Readings

Student Application Activities
comp16_unit9_activity.doc
comp16_unit9_activity_key.doc
comp16_unit9_self_assess.doc
comp16_unit9_self_assess_key.doc

Additional Materials
Web-based Resources:

*Indicates this link is no longer functional.
Component Acronym Glossary

ADA – Americans with Disabilities Act
ARRA – American Recovery and Reinvestment Act
CMS – Center for Medicare and Medicaid Services
EEO – Equal Employment Opportunity
EHR – Electronic Health Record
EMI – Electromagnetic Interference
HAC – Hospital Acquired Condition
HIM – Health Information Management
HIPAA – Health Information Portability and Accountability Act
HITECH – Health Information Technology for Economic and Clinical Health
IT – Information Technology
POC – Point of Care
ROI – Return on Investment
SLA – Service Level Agreement
SMART – Specific, Measureable, Achievable, Realistic, Time Bound
SMCR – Source - Message - Channel - Receiver
VoIP – Voice over Internet Protocol