



RESPIRATORY CARE PROGRAM

RESP 4443-DX3 COURSE SYLLABUS

Spring 2019 Block A

COURSE TITLE

Management of Health Care Services

COURSE NUMBER

RESP 4443-DX1

COURSE DESCRIPTION

This is an internet-based course that provides an introduction to management of health care services. Emphasis is placed on development of skills in leadership, communication, time management, problem solving, motivation, and other critical competencies. Topics include methods to achieve greater productivity, policy improvement, recruitment, selection, and training of new employees, as well as current issues facing the health care system.

CREDITS

3 credits

COURSE INSTRUCTOR

Yasha M.Ed., BSRC, RRT-NPS, CPFT

Email: yasha.nln@d2lmail.msutexas.edu

Phone: (972) 537-8487

OFFICE HOURS

By appointment

My D2L email address is yasha.nln@d2lmail.msutexas.edu. This is my preferred method of communication. I will check my email periodically throughout the day (Monday – Friday). If you send an email after 5pm during the week or on the weekends, please do not expect an immediate response. Emails sent after hours will be answered the following business day. Emails sent on the weekends will be answered the following Monday.

AUDIENCE

Distance Students RRT-BSRC

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Integrate health care management with real world situations
2. Learn to understand perspectives and values of health care management
3. Develop skills in using tools and/or technology central to management
4. Develop the basic management skills and ability to work productively with others

LEARNING RESOURCES

Required Text:

Umiker's Management Skills for the New Health Care Supervisor, Seventh Edition, McConnell, Jones and Bartlett Publishers 2014.

ONLINE WRITING LAB

Begin drafting papers and projects as early as possible and take advantage of the MSU Writing Lab. Tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. Online Tutoring: <https://msutexas.edu/writing-center/online-tutoring.php>

American Disabilities Act (ADA)

Midwestern State University (MSU) does not discriminate on the basis of an individual's disability and complies with Section 504 and the Americans with Disabilities Act in its admission, accessibility and employment of individuals in programs and activities.

MSU provide academic accommodations and auxiliary aids to individuals with disabilities, as defined by law, who are otherwise qualified to meet academic and employment requirements. For assistance call (940) 397-4140 or visit their website at <https://msutexas.edu/student-life/disability/>

Please see the instructor outside of class to make any arrangements involving special accommodations. It is the student's responsibility to declare any disabilities. After declaration, preferably at the beginning of each semester, the student needs to contact individual instructors to determine any reasonable accommodations that may be required.

Course Tools:

1. **Syllabus**---contains the syllabus.
2. **Announcements**---All announcements will be posted under the NEWS section on the course homepage.
3. **Weekly Course Content Modules**---I have broken down your weekly reading assignments, discussion boards, as well as any exams/quizzes that pertain to that specific week and placed them in individual weekly modules. You will also find PowerPoints that pertain to the assigned chapters for that week.
4. **Learning Tools**---Here you will find information that may be helpful to you during this course. This may include APA and Writing Information as well as information to aid you in researching online databases.

5. **Email**---Use email in the course site when you need to communicate with me or if you wish to communicate with other learners in the course. You can add attachments to the email. You also can email me at my university address. My university address is Yasha@msutexas.edu.

6. **MSU Online Writing Lab**---Begin drafting papers and projects as early as possible and take advantage of the MSU Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. Online Tutoring: <https://msutexas.edu/writing-center/online-tutoring.php>

LATE ASSIGNMENTS:

D2L is designed so that students are locked out of the system after the deadline has passed. Please make note of all deadlines and adhere to them. Anything not completed and submitted on time will be graded as a "0". All assignments must be completed by 11:59pm Central Standard Time on the due date.

ACADEMIC HONESTY:

Professors have become increasingly aware of, and therefore more adamant about, plagiarism on college campuses. Remember that copying any part of someone else's work without properly citing it constitutes plagiarism. Further, copying other's ideas and portraying them as your own, even if not word for word, constitutes plagiarism. The professor will investigate any suspected cases of academic dishonesty. If further action is necessary, the professor will turn the incident into the proper MWSU authorities for disciplinary action. In addition to the issue of plagiarism, academic dishonesty in an online environment may include: having someone else complete any assignment or any portion of an assignment and/or discussing via any medium, even email, any exam question.

All assigned projects must be original work for each course assignment. The faculty will not accept a submission that has been or is being submitted for another course. No Exceptions!

You are expected to do your own work just as you would be in a "traditional" classroom setting.

Student Honor Creed:

As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters. We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed. Written and adopted by the 2002-2003 MSU Student Senate. Any additional information regarding student conduct can be found at <https://mwsu.edu/student-life/conduct/>.

Honor System:

All components of RESP 4443- 1NX are designed to represent the efforts of each student INDIVIDUALLY and are NOT to be shared, copied, or plagiarized from other sources. When students submit their efforts for grading, they are attesting they abided by this rule.

Cheating includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports,

solving problems, or completing other assignments; or (3) the acquisition of tests or other academic materials belonging to the university faculty or staff without permission.

Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in "selling" term papers is also plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism.

Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a grade of zero (0) will be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

PLEASE NOTE:

By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism.

CLASS PARTICIPATION:

Class participation is an integral part of this online course. There are activities that require each student to post opinions from the readings, case studies, research, or in response to the discussion by others. However, in order to earn the maximum amount of participation points you are expected to participate actively in and contribute to the learning experience in this course. You should provide feedback, comments, and thoughts under dialogue and discussion.

Participation means providing substantive comments, questions and contributions that advance the learning process for you and/or other learners in the course. Participation may include responding to questions and issues posed by other learners. Non-substantive comments, irrelevant comments and comments of the nature of "I agree" or "I disagree" (unless the latter two are elaborated upon to make them substantive) do not count towards meeting the participation requirement. There is not a required length for postings as I am looking for quality and substance. **The required length associated with these assignments is a minimum of 200 words for an initial post and 100 words for your responses.**

Grade Determination:

Participation	2%
Discussion	18%
Self-Generated Case Study	40%
Exams	40%

Approximate Grading Scale

A	90-100%
B	80-89%
C	75-79%
D	60-74%
F	<60

****A minimum grade of 75 (C) is required in all respiratory courses. Failure to attain a minimum grade of C will prevent the student from progressing in the program.**

Discussions:

Discussion content and questions will be posted on certain weeks throughout the semester. You can see the weeks that will include a discussion assignment on the course schedule within the syllabus. During the weeks that include discussions, an initial post must be submitted by Wednesday at 11:59pm (CST). Two substantial responses must be made within the discussion board by Sunday at 11:59pm (CST). Each discussion has a max point value of 6 points. 2 points will be given for your initial post and 2 points will be given for each of your 2 response posts. Points are earned and/or deducted by adhering to the topic, length, and due date. **The required length associated with these assignments is a minimum of 200 words for an initial post and 100 words for your responses.**

Case Study:

Self-Generated Case Study

There will be one self-generated case study (Refer to Writing Rubric for guidelines included in this syllabus).

Topic: Identify a management problem you have encountered in your work place and suggest a possible solution for the problem.

This assignment should be at least two full pages in length utilizing correct APA format. You should reference at least three recent (within the last 5 years) scholarly articles in support of your proposed solution to the management problem you identified. You will be graded on overall coverage of the subject and readability of the report. Points will be deducted for spelling, grammar, and APA format errors. Please submit a **WORD** document. This assignment is due **SATURDAY, Feb 16th by 11:59pm.**

Quizzes/Exams:

There will be a total of five quizzes which will cover several chapters within the text. Students are expected to analyze and apply their knowledge during these quizzes. Quizzes are located under assessments. You may use learning resources to help you with the quizzes; however, the quizzes are timed and may only be taken once.

DISCUSSION BOARD GRADING CRITERIA

In all discussion boards students are expected to:

- 1.) raise thoughtful questions
- 2.) incorporate content from readings
- 3.) build on the ideas of others
- 4.) synthesize across readings and discussions
- 5.) expand the class' perspective
- 6.) appropriately challenge assumptions and perspectives
- 7.) use citations to support post in proper APA format
- 8.) initial post must be at least 200 words; read and respond to two classmate's posts using 3), 4), and 6) as guiding elements (avoid "I agree" or "good post" type comments). Peer responses must be at least 100 words.

DISCUSSION BOARD GRADING RUBRIC

6 points	5 points	4 points	3 points	2 points	1 Point	0 points
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Participates in discussion board appropriately and always contributes to the discussion in the aforementioned ways meets all of the criteria items 1-9	Participates in discussion board regularly and often contributes to the discussion in the aforementioned ways. Lacks 1 -2 of the ways listed.	Participates in discussion board regularly and sometimes contributes to the discussion in the aforementioned ways. Lacks 3-4 of the ways listed	Participates in discussion board sporadically, but does contribute to the discussion in the aforementioned ways. Lacks 5-6 of the ways listed.	Participates in the discussion board sporadically & rarely contributes to the discussion in the aforementioned ways. Lacks 7 or more of the ways listed.	Posts to the discussion board at the last minute. Due to time of post there is little or no opportunity for others to provide input.	Does not participate in the discussion board. Only reads the posts of others.
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CASE STUDY GRADING RUBRIC

Criteria	Level 5 5 points	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
Focus/Ideas	Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms.	A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully.	Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.
Organization/ Structure	Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.	May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly	May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.	No appreciable organization; lacks transitions and coherence.

			general, and arrangement of sentences within paragraphs may lack coherence.		
Support & Development	Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.	Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.	Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.	Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.
Style/Grammar	Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective.	Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing.	May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous.	Usually contains many awkward sentences, misuses words, employs inappropriate language.
Mechanics/Presentation	Almost entirely free of spelling, punctuation, and grammatical errors.	May contain a few errors, which may annoy the reader but not impede understanding.	Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding.	Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts.	Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence.
Overall Score	Level 5 24 or more	Level 4 19 or more	Level 3 14 or more	Level 2 9 or more	Level 1 0 or more

Course Schedule

WEEK	Chapter Reading	Discussion	Quizzes	Assignment
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<p>1</p> <p>Jan 12-20</p>	<p>Chapter 1, 2, 3</p>	<p>Chapter 1 Discussion</p> <p>"No Longer One of the Gang"</p> <ul style="list-style-type: none"> • Create an initial thread by Jan 16, 2019 at 11:59 pm. • Respond to two of your peers by Jan 20, 2019 at 11:59 pm. 		<p>Syllabus Review</p> <ul style="list-style-type: none"> • Due by Jan 16, 2019 at 11:59 pm. <p>Introductions- Post in the discussion about yourself, where for are from, what are your career plans, how long you have been in the profession, and any additional information you would like to share with your classmates.</p> <p>*Peer responses are not required on this post*</p> <ul style="list-style-type: none"> • Due by Jan 16, 2019 at 11:59 pm
<p>2</p> <p>Jan 21-27</p>	<p>Chapter 5, 6</p>	<p>"Yours, Mine and Hours"</p> <ul style="list-style-type: none"> • Create an initial thread by Jan 23, 2019 at 11:59 pm. • Respond to two of your peers by Jan 27, 2019 at 11:59 pm. 	<p>Quiz #1</p> <ul style="list-style-type: none"> • Located in the Assessments under tests. • Ch. 1, 2, and 3. <p>Due by Jan 27, 2019 at 11:59 pm.</p>	
<p>3</p> <p>Jan 28-Feb 3</p>	<p>Chapter 8, 9</p>	<p>" Shortage of Help"</p> <ul style="list-style-type: none"> • Create an initial thread for by Jan 30, 2019 at 11:59pm. • Respond to two of your peers by Feb 3, 2019 at 11:59pm. 	<p>Quiz # 2</p> <ul style="list-style-type: none"> • Located in the Assessments under tests. • Ch. 5, 6, 8, and 9. <p>Due by Feb 3, 2019 at 11:59 pm.</p>	
<p>4</p> <p>Feb 4-10</p>	<p>Chapter 11,12</p> <p>Chapter 16,17</p>	<p>"One too Many Bosses"</p> <ul style="list-style-type: none"> • Create an initial thread by Feb 6, 2019 at 11:59pm. • Respond to two of your peers by Feb 10, 2019 at 11:59pm. • 	<p>Quiz # 3</p> <ul style="list-style-type: none"> • Located in the Assessments under tests. • Ch. 11, 12, 16, and 17 <p>Due by Feb 10, 2019 at 11:59 pm.</p>	
<p>5</p> <p>Feb 11-17</p>				<p>Self-Generated Case Study</p> <ul style="list-style-type: none"> • Submit Case Study into Dropbox by SATURDAY, Feb 16, 2019 at 11:59 pm.

<p>6 Feb 18-24</p>	<p>Chapter 18, 19</p>	<p>"Motivate the Unmovable"</p> <ul style="list-style-type: none"> • Create an initial thread by Feb 20, 2019 at 11:59pm. • Respond to two of your peers by Feb 24, 2019 at 11:59pm. <p>"A Matter of Insubordination"</p> <ul style="list-style-type: none"> • Create an initial thread by Feb 20, 2019 at 11:59pm. • Respond to two of your peers by Feb 24, 2019 at 11:59pm. 		
<p>7 Feb 25-Mar 3</p>	<p>Chapter 20, 21</p>	<p>"Did He Have it Coming?"</p> <ul style="list-style-type: none"> • Create an initial thread by Feb 27, 2019 at 11:59 pm. • Respond to two of your peers by Mar 3, 2019 at 11:59 pm. 	<p>Quiz # 4</p> <ul style="list-style-type: none"> • Located in the Assessments under tests. • Ch. 18, 19, 20, and 21. Due by Mar 3, 2019 at 11:59 pm. 	
<p>8 Mar 4-Mar 8</p>	<p>Chapter 22, 23, 24</p>		<p>Quiz # 5</p> <ul style="list-style-type: none"> • Located in the Assessments under tests. • Ch. 22,23, and 24 Due by THURSDAY, Mar 7, 2019 at 11:59 pm. 	<p>Course Evaluations & Feedback</p> <p>Post in the Discussion what you found most interesting about this course and any feedback on improvements.</p>