



PROF 240 - Healthcare Professionalism

Course Description:

As future health care professionals, students in this course will require strategies for working effectively and respectfully within interdisciplinary teams. The course examines topics such as conflict management, problem solving, decision making, customer service, leadership, ethics and values in the health care workplace.

1.5 credits

Time Guidelines:

The standard instructional time for the day-time course offering is 45 hours. Continuing Education and Distance Education hours will vary.

Effective Year

2017/2018

Course Assessment:

Assignments	35%
Quizzes	20%
Final Exam	30%
Discussion Board	15%
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Total:	100%

Other Course Information:

School of Health and Public Safety Attendance Guideline

The School of Health and Public Safety (HPS) has expectations, consequences and processes for excused absences approval and review related to attendance. The entire Attendance Guideline may be found on the HPS pre-orientation resources website at: sait.ca/hpsorientation. This document is located under the General Resources section found on your Program page. **Students are expected to review the entire Attendance Guideline.** In particular, students are asked to take note of the attendance expectations shown below.

Attendance Expectations

Students in the School of Health and Public Safety are expected to achieve 100% attendance for scheduled classes and to participate in any learning activities on a regular basis. There is a positive correlation between attendance, participation and grades. Failure to keep up with course work or repetitive and cumulative absences will result in a formal review of the student's progress.

A successful, well-rounded and job-ready Allied Health graduate must demonstrate the necessary knowledge, skills and

abilities while attending both SAIT and workplace learning experiences.

The School of Health and Public Safety (HPS) expects students to:

- Attend all gradable components up to, and including, the last day of the final exam week.
- Arrive early and be prepared for all gradable components.
- Act as a responsible leader by modelling professional attendance behaviour and being accountable for personal actions. This is demonstrated by communicating and documenting personal disruptions to instructors and or preceptors, if applicable.
- Communicate and document any current and/or upcoming personal disruptions as early as possible to his/her instructor, preceptors and/or Academic Chair.
- Contact instructor(s) on the first day of return to the program after an absence to make arrangements for missed time, if allowed.
- Schedule personal appointments outside of program schedules when possible.
- Complete the SAIT Physician Statement form when requesting a deferred gradable course component and submit the form to the Academic Chair.
- Discuss and ensure any changes to a course or workplace schedule are approved by the SAIT instructor and/or Academic Chair.
- Schedule a meeting with the Academic Chair to discuss any extended illness or medical leaves, accessibility requirements, or accumulated absences or chronic lateness.

SAIT Policies and Procedures:

For information on the SAIT Grading Scale, please visit policy AC 3.1.1 Grading Progression Procedure: [http://www.sait.ca/Documents/About SAIT/Administration/Policies and Procedures/AC.3.1.1 Grading and Progression Procedure.pdf](http://www.sait.ca/Documents/About%20SAIT/Administration/Policies%20and%20Procedures/AC.3.1.1%20Grading%20and%20Progression%20Procedure.pdf)

For information on SAIT Academic Policies, please visit: www.sait.ca/about-sait/administration/policies-and-procedures/academic-student

Required Course Publication(s):

McCorry, L. K. & Mason, J. (2020). *Communication Skills for the Healthcare Professional* (2nd ed.). Philadelphia, PA: Wolters Kluwer.

Course Learning Outcome(s):

1. Reflect on professional decision-making skills using problem-solving skills.

Objectives:

- 1.1 Differentiate between authoritative and non-authoritative sources of information.
- 1.2 Describe the purpose for referencing sources of information.
- 1.3 Cite sources of information using the American Psychological Association (APA) citation and format style.
- 1.3 Describe barriers to effective decision-making.
- 1.5 Describe key steps in the rational decision making process.
- 1.6 Explain the importance of quality assurance in patient-centered, outcome-focused care.

2. Distinguish various effective techniques for communicating in the workplace.

Objectives:

- 2.1 Describe the components of communication model.
- 2.2 Identify the importance of non-verbal communication techniques when communicating with his/her patients/clients.
- 2.3 Explain how the environment affects the communication process both positively and negatively.
- 2.4 Describe the importance of active listening in the communication process.
- 2.5 Identify characteristics of listening styles.
- 2.6 Identify barriers to effective communication in a healthcare setting.
- 2.7 Discuss how culture impacts communication.

3. Examine how interpersonal style is reflected in a healthcare environment.

Objectives:

- 3.1 Identify his/her interpersonal style.
- 3.2 Identify the importance of self-disclosure.
- 3.3 Respond positively to differences in interpersonal styles.
- 3.4 Identify interpersonal skills required for success in his/her professional practice.
- 3.5 Differentiate between assertiveness and aggressiveness.

4. Describe the characteristics and capabilities of a healthcare team.

Objectives:

- 4.1 Identify the skills required to be a team player in an interdisciplinary environment.
- 4.2 Analyze the strengths and weaknesses in teams.
- 4.3 Identify team roles.

5. Identify behaviours used with patients/clients for establishing relationships in a healthcare setting.

Objectives:

- 5.1 Describe how personal qualities such as trust and trustworthiness are key components to establishing mutual respect between the patient/client and the healthcare professional.
- 5.2 Identify the importance of competency, honesty and reassurance when developing patient/client credibility.
- 5.3 Identify barriers to providing patient care.
- 5.4 Distinguish appropriate uses of closed and open questions.
- 5.5 Prepare a list of questions to use during patient/client interactions.

6. Explain the relevance and importance of legal and ethical behaviour in the healthcare profession.

Objectives:

- 6.1 Explain what ethics are in the healthcare profession.
- 6.2 Identify ethical and moral behaviours related to healthcare professionals.
- 6.3 Analyze the difference between legal and ethical behaviour in healthcare.

6.4 Discuss how ethics relates to decision-making in healthcare.

6.5 Identify how ethics are incorporated into his/her professional responsibilities.

7. Describe types of, and techniques for managing, conflict in the workplace.

Objectives:

7.1 Differentiate between functional and dysfunctional conflict.

7.2 Identify different conflict management styles.

7.3 Describe techniques for managing conflict in the workplace.

7.4 Describe the opportunity a genuine apology represents.

8. Identify the importance of cultural sensitivity when meeting workplace expectations.

Objectives:

8.1 Explain how individual and cultural values influence behaviour.

8.2 Describe differing societal values.

8.3 Explain how and why attitudes affect workplace relationships.

8.4 Describe the implications associated with different attitudes in a diverse workplace.

9. Outline leadership qualities required in a healthcare team.

Objectives:

9.1 Define leadership in a healthcare environment.

9.2 Describe leadership traits in the healthcare profession.

9.3 Explain the relevancy of effective leadership to standards of practice.

9.4 Discuss professionalism with respect to image, status and leadership in a healthcare team.

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