Master of Science in Health Professions (MSHP) Program

Student Handbook
2018-2019
# Master of Science in Health Professions Program

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Master of Science in Health Professions

Description
The UTMB School of Health Professions offers a distance learning Masters of Science degree in health professions that allows individuals with bachelor degrees in the arts or sciences to expand their field of study into exciting and fulfilling healthcare careers. For practitioners currently working in health care (Occupational Therapists, Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants, Physician Assistants, and Respiratory Therapists), this advanced degree will open opportunities for leadership as healthcare managers or executives within their organizations.

Mission and Values
The mission of the Master of Science in Health Professions is to provide a unique learning environment that aims to educate highly qualified individuals striving for further success in the healthcare industry. The Master of Science in Health Professions program follows the values provided by UTMB ([http://www.utmb.edu/osm/framework/mission.asp](http://www.utmb.edu/osm/framework/mission.asp)). These are:

- We demonstrate compassion for all.
- We always act with integrity.
- We show respect to everyone we meet.
- We embrace diversity to best serve a global community.
- We promote excellence and innovation through lifelong learning.

Vision
The vision of the Master of Science in Health Professions is to continually enhance and improve healthcare in our community by providing a superior curriculum, which includes education coursework and management skills.

MSHP Goals and Objectives
We strive to achieve self-improvement within our program each and every day. We also aim to develop a program that has trusting relationships among faculty, staff, and our students.
The Master of Science in Health Professions (MSHP) is directed by Dr. Soham Al Snih (http://rehabsciences.utmb.edu/al-snih.asp) with coordinating staff member, Alexis King.

**Student Competencies and Requirements**

- GPA- 3.0 on a 4.0 scale.
- Graduate Record Examination score must be from within the last five (5) years
- Three letters of recommendation.
- TOEFL score of 550 (if English is a second language).
- Personal Essay: 300 - 500 word essay describing professional goals and how the degree will accomplish these goals.

**Items Needed before Enrollment**

- Compliance Training (to be completed within 30 days of enrollment)
- Background Check
- Immunization Records (if applicable)
Application Process

1. Click the following link and choose new or returning applicant.
   https://www.utmb.edu/OnlineApp/Login_Main.asp?strPurpose=ViewApplication
2. New applicants should create an online account. Returning applicants should login and complete application.
3. Make sure to check the “School of Health Professions” box and choose the correct semester in which you wish to begin.
4. Once the application is completed, MSHP will review the application and notify via email whether or not you have been accepted.
5. If accepted, you will provide an offer letter detailing next steps on how to accept admission.
6. Once you have accepted your position, you will be sent a link to follow for a checklist of items to complete before beginning classes. The checklist includes how to turn in transcripts, complete background checks, update immunizations, complete online orientation, and other important information that you may need before the start of classes. This checklist can also be found on the “Newly Admitted Students” page of the School of Health Professions website.

Tuition and Fees
The following link provides information regarding tuition fees for In-State and Out of State Tuition. Under ‘School of Health Professions’ then choose the second bullet ‘Master of Health Professions.’
http://www.utmb.edu/enrollmentservices/tuitionandfees.asp

Start Dates
Students may begin in either the spring, summer or fall semesters each year. The spring semester begins at the beginning of January, summer semester starts at the end of April, and the fall semester begins at the end of August. The Start dates for the 2018 Academic Calendar are as follows: Spring: 01/04/18, summer: 04/30/18, and fall: 08/2/18. Please refer to the School of Professions academic calendar at http://shp.utmb.edu/AcademicCalendar/default.asp for more details.
Curricular Plan
The Master of Science in Health Professions program requires 15 hours of core courses to be taken with 15 hours of required coursework, and 2-3 hours elective coursework. Each class is solely online and will use Blackboard (https://eclass.utmb.edu/) for coursework and assignments. The following list shows the required core courses and the elective guided practicum courses required for each track:

- **Core Courses (all courses required)**
  - MSHP 5301 Medical Ethics
  - MSHP 5302 Scientific Writing
  - MSHP 5303 Health Care Policy
  - MSHP 5204 Thesis Project I
  - MSHP 5205 Thesis Project II
  - MSHP 5206 Thesis Project III

- **Minimum Requirement Courses (5 courses taken)**
  - MSHP 5310 Human Resources and Leadership
  - MSHP 5311 Management of Health Information
  - MSHP 5312 Financing Health Care
  - MSHP 5313 Quality Assurance and Risk Management
  - MSHP 5320 Developing Education Materials
  - MSHP 5321 Classroom Technology
  - MSHP 5322 Education Laboratory and Clinical
  - MSHP 5323 Technology Clinical Simulation

- **Elective Coursework**
  - OCCT 6253 Evidence Based Practice
  - OCCT 6359 Health Promotion and Wellness
  - PHYT 6270 Global Health Interprofessional Studies I
  - PHYT 6271 Global Health Interprofessional Studies II
Description of Core Courses

**MSHP 5301 Medical Ethics (3 credits)**
The student will be given the opportunity to: 1) examine ethics and values in a health care setting; 2) evaluate the values of ethical principles among health care professionals; 3) assess the process of resolution when presented with an ethical dilemma; 4) apply ethical standards related to mental health, experimentation on human subjects, patient consent, genetics, and rights to death; and 5) integrate the knowledge of medical ethics into the health care practice. The course will include module-based lectures, reading assignments, discussion boards, quizzes, case studies, and a final paper. Prerequisites: None.

Instructor: Leonce H. Thierry, MS, MT (ASCP) CHES
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Summer
Year offered: Annually

**MSHP 5302 Introduction to Scientific Writing (3 credits)**
The student will be given the opportunity to: 1) examine the scientific literature and peer review journals; 2) analyze the history of research and to identify the proper steps involved in the research process; 3) apply appropriate use of writing skills in a scientific paper; and 3) prepare a paper suitable for publication in a peer reviewed journal. Prerequisites: None.

Instructor: Mary Denise Daley, MS, MD
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Spring and Summer
Year offered: Annually

**MSHP 5303 Health Care Policy for Clinicians (3 credits)**
This course provides the student with the opportunity to: 1) examine intricacies of health policy development, implementation and how various health policies affect their profession and patients; 2) define the federal, state, and local government’s role in the development of health policy; 3) evaluate the current Medicare/Medicaid systems and identify how these systems affect the care they provide; 4) examine health policy and how it may affect the care given to
minorities and the uninsured; 5) evaluate the current health care policy issues affecting women’s health care; 6) review a comprehensive analysis of a health care policy; and 7) differentiate the health care policy issues affecting public health in the United States. Prerequisites: None.

Instructor: Amanda Scarbrough, MS, PhD
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Fall
Year offered: Annually

**MSHP 5204 Thesis Project I (2 credits)**
This course provides the student with the opportunity to: 1) identify an area of interest for thesis project; 2) identify the gaps in the knowledge within the area of interest; 3) perform a literature review (peer-review articles) that supports the area of interest; and 4) develop a summary of the literature review of the area of interest to complete the introduction / background section.

Students may choose from a literature review paper, systematic review, meta-analysis, research in secondary data, or research data collection. During this semester, students must work with an advisor to complete an approved thesis project proposal. Credit for this course requires submission of an introduction/background and the specific aims of the thesis project. Prerequisites: Successful completion of previous MSHP courses.

Instructors: To be announced
Course grades: Pass/Fail
Term offered: Fall, Spring, Summer
Year offered: Annually

**MSHP 5205 Thesis Project II (2 credits)**
Continuation of Thesis Project I. This course provides the student with the opportunity to: 1) discuss scientific information related to the literature review; 2) develop and complete the methods section for the literature review paper, systematic review, meta-analysis, research in secondary data or research collection; and 3) write the results section of the thesis project. During this semester, the students must work with an advisor to complete the sections covered during this time. Credit for this course requires submission of
the methods and results section of the thesis project. Prerequisites: MSHP 5204 Thesis Project I.

Instructors: To be announced
Course grades: Pass/Fail
Term offered: Fall, Spring, Summer
Year offered: Annually

**MSHP 5206 Thesis Project III (2 credits)**
Continuation of Thesis Project II. This course provides the student with the opportunity to: 1) discuss scientific information related to the literature review to complete the discussion section; 2) add the reference list used for the thesis project; 3) review the written material with peers to assess and critique the scientific paper; and 4) submit the thesis project to the thesis committee. During this semester, the students must work with an advisor to complete the sections covered during this time. Credit for this course requires complete submission of the thesis project in a journal publication format to the thesis committee including abstract, introduction/background/specific aims, methods, results, discussion, conclusion, acknowledgment, and references. Oral presentation is optional. Prerequisites: MSHP 5204 Thesis Project I and MSHP 5205 Thesis Project II.

Note: Possible to complete this stage during Thesis Project II

Instructors: To be announced
Course grades: Pass/Fail
Term offered: Fall, Spring, Summer
Year offered: Annually

**Description of Program Courses**

**MSHP 5310 Human Resources and Leadership (3 Credits)**
This course will provide the student the opportunity to: 1) review and discuss organizational design and behavior; 2) analyze organizational processes including employee and customer satisfaction; 3) analyze leadership processes and recognize one’s own leadership strengths and weaknesses; 4) review and discuss
Human Resource development and talent development within an organization; 5) develop core competencies necessary for leadership and human resource development. Prerequisites: None.

Instructor: Daneen Nastars, MS, BS, RRT
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Summer
Year offered: Annually

**MSHP 5311 Management of Health Information (3 Credits)**
This course will provide the student the opportunity to: 1) survey how information systems are used in health care and the health care delivery process; 2) review the use of hospital IT departments and the management of the health information data within departments; 3) develop knowledge of privacy and security of health care information and HIPAA; 4) discuss recommendations for health information and electronic medical record from the President’s Council of Advisors on Science and Technology and how it will affect health information management in the future. Prerequisites: None.

Instructor: Muzna Khan, MS, RRT
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Spring
Year offered: Annually

**MSHP 5312 Financing Health Care (3 credits)**
This course will provide the student the opportunity to: 1) explain and correctly use introductory accounting and financial management terms and concepts as related to health care organizations; 2) construct basic financial reports for health care organizations using principles of financial accounting and financial management; 3) Perform and interpret standard financial analyses used in financial planning and decision making; 4) evaluate management problems using financial concepts and analytic techniques; 5) evaluate the financial management implications of current issues in health care. Prerequisites: None.

Instructor: Frank P. Ward, EdD, MSA, PA
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Summer
Year offered: Annually

**MSHP 5313 Quality Assurance and Risk Management (3 credits)**
This course will provide the student the opportunity to: 1) understand concepts of operating and managing a health care organization or department with the specific purpose of improving efficiencies and the quality of patient care; 2) evaluate how management techniques impact the quality of care; 3) assess concepts of risk management including identifying both real and potential risk exposures in a health-care setting; 4) discuss risk management tools that help minimize, avoid, and/or mitigate these exposures; and 5) discuss ways that quality assurance and risk management programs all play a vital role in patient safety within health care organizations. Prerequisites: None.

Instructor: Frank P. Ward, EdD, MSA, PA
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Fall
Year offered: Annually

**MSHP 5320 Developing Education Materials (3 credits)**
This course will provide the student with the opportunity to: 1) review the literature regarding education theory; 2) develop course objectives; 3) examine various learning styles; 4) evaluate effective content delivery strategies; 5) develop formative and summative assessment tools that measure learning objectives; and 6) perform a quantitative analysis of assessment data to include test item analysis to evaluate achievement of learning objectives. Prerequisites: None.

Instructor: Bruce Adcock, MEd, RRT-NPS, Frank P. Ward, EdD, MSA, PA
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Spring
Year offered: Annually

**MSHP 5321 Classroom Technology (3 credits)**
This course will provide the student the opportunity to: 1) review the literature for current available course management software; 2) apply the use of audio-visual formats for delivery of content; 3) examine methods of capturing content in digital format; 4) use and evaluate of audience response systems; and 5) compare
and contrast current software available for the implementation of computer testing. Prerequisites: None.

Instructor: Dr. Jose Rojas, PhD, RRT
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Summer
Year offered: Annually

**MSHP 5322 Education Laboratory and Clinical (3 credits)**
This course will provide the student the ability to develop and deploy all phases of a curricular course including: 1) an overview of competencies that are developed in the laboratory and clinical settings; 2) learning objectives for each of the competencies; 3) methods to facilitate teaching the competency; 4) development of the assessment/evaluation instruments for the competency; 5) quantitative analysis of assessment data to include rater-agreement (inter-rater reliability). Prerequisites: None.

Instructor: Bruce Adcock, MEd, RRT-NPS
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Fall
Year offered: Annually

**MSHP 5323 Technology Clinical Simulation (3 credits)**
This course will provide the student the opportunity to: 1) review the current platforms available for human patient simulation; 2) compare and contrast the MetiSim and Laerdal platforms for human patient simulation; 3) review the process of effective debriefing after simulation; 4) utilize a human patient simulator for assessing clinician cognitive and psychomotor ability; and 5) troubleshoot common equipment difficulties encountered with human patient simulators; and develop a clinical scenario for use with a human patient simulator. Prerequisites: None.

Instructor: Bruce Adcock, MEd, RRT-NPS
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Summer
Year offered: Annually
Description of Elective Courses

OCCT 5352 Evidence of Professional Development (3 credits)
The student will be given the opportunity to: 1) describe the use of the American Occupational Therapy Association's Standards of Practice, Code of Ethics, and Occupational Therapy Practice Framework as guides for professional interactions, goals, and the practice of occupational therapy; 2) articulate the importance of evidence based practice and scholarship for the continued development of the occupational therapy profession; 3) analyze varied roles of the occupational therapist as a practitioner, educator, and researcher; 4) integrate professional literature within occupational therapy for professional development; 5) illustrate personal responsibility for planning ongoing professional development to ensure a level of practice consistent with current and accepted standards; 6) integrate the use of scholarship into professional development; and 7) evaluate personal and professional abilities and competencies as they relate to responsibilities and career goals.

Instructor: Patricia Fingerhut PhD, OTR
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Spring
Year offered: Annually

OCCT 6359 Health Promotion and Wellness (3 credits)
The student will be given the opportunity to: 1) identify the principles of wellness and health promotion from a personal, client, and community perspective; 2) select appropriate screening tools to assess physical, mental, and social wellness; 3) propose prevention and intervention strategies for self, patients/clients, and a community population; 4) educate clients on nutrition and exercise as an intervention tool for optimizing health and wellness; and 5) understand the effects of disease process on the health and wellness of clients served.

Instructor: Patricia Fingerhut, PhD, OTR
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Summer
Year offered: Annually
**PHYT 6270 Global Health Interprofessional Studies I (2 credits)**

The course is the core, anchor course for the Global Health Training Program, and provides an overview of critical issues in understanding global health challenges in contemporary society within an inter-professional learning environment. Topics covered in this initial course include overview issues, Public Health and Epidemiology, and Culturally Appropriate Health Care.

Instructor: Carolyn Utsey, PhD, PT
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Fall
Year offered: Annually

**PHYT 6271 Global Health Interprofessional Studies II (2 credits)**

This course is a continuation of core content for the Global Health Training Program. Content in this course includes human rights and global health disparities, women and child health, nutrition and malnutrition, health promotion and behavior change, innovations in global health technology, occupational and other Injuries in developing countries, health impacts of disaster.

Instructor: Carolyn Utsey, PhD, PT
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Spring
Year offered: Annually

**Thesis Project**

Each student will be required to complete a Thesis Project. The following is the format for which it should constructed.

(APA style)

1. Title page (contains title of the thesis project and the chair name and degrees, and committee member’s name and degrees).
2. Title of your thesis, your name and degrees.
3. Dedication
4. Acknowledgments
5. Abstract: May not exceed 350 words. It should be a narrative description
6. Chapter 1 - Introduction
7. Chapter 2 - Methods (description of study sample, independent variables, outcome variable/s, data management, and statistical analysis).
8. Chapter 3 - Results
9. Chapter 4 - Discussion
10. Chapter 5 - Conclusions
11. Bibliography/References
12. Appendix
13. Vita
# Degree Plan

## MSHP Degree Plan

### Summer 2018

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
<th>Credit hours</th>
</tr>
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<tr>
<td>MSHP 5301</td>
<td>Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MSHP 5310</td>
<td>Human Resources and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MSHP 5323</td>
<td>Technology Clinical Simulation</td>
<td>3</td>
</tr>
<tr>
<td>OCCT 6359</td>
<td>Health Promotion and Wellness (elective)</td>
<td>3</td>
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**Total Semester Credit Hours**

### Fall 2018

<table>
<thead>
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<th>Description</th>
<th>Credit hours</th>
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<tr>
<td>MSHP 5303</td>
<td>Health Care Policy</td>
<td>3</td>
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<tr>
<td>MSHP 5313</td>
<td>Quality Assurance and Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>MSHP 5322</td>
<td>Education Laboratory and Clinical</td>
<td>3</td>
</tr>
<tr>
<td>MSHP 5204</td>
<td>Thesis Project I</td>
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</tr>
<tr>
<td>PHYT 6270</td>
<td>Global Health Interprofessional Studies I (elective)</td>
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**Total Semester Credit Hours**

### Spring 2019

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<td>MSHP 5302</td>
<td>Introduction to Scientific Writing *</td>
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</tr>
<tr>
<td>MSHP 5320</td>
<td>Developing Education Materials – Frank Ward or Bruce Adcock</td>
<td>3</td>
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</table>
### Summer 2019

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<th>Class</th>
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<td>MSHP 5321</td>
<td>Classroom Technology</td>
<td>3</td>
</tr>
<tr>
<td>MSHP 5312</td>
<td>Financing Health Care</td>
<td>3</td>
</tr>
<tr>
<td>MSHP 5206</td>
<td>Thesis Project III</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Semester Credit Hours**

* Note: Introduction of Scientific Writing is also offered in the summer semester.
Blackboard Help

http://www.utmb.edu/blackboard
Blackboard is UTMB’s learning management system.

Finding/entering my courses
You login with your network username and password. After you login, Blackboard lists courses that you are enrolled in, that are currently available. Faculty have discretion on what day they choose to open a course in Blackboard; please check with your instructor before calling Help Desk, if it’s the beginning of the semester, you’re able to enter Blackboard, and don’t see your course.

If you just enrolled in a course, there is a minimum of 24 hours before your enrollment comes from MyStar into Blackboard, but if your instructor has not made the course available, you will not see it listed in “My Courses”.
If you have trouble logging into Blackboard, always check to see if you can get into Webmail first: you visit http://webmail.utmb.edu, and then enter your username and password. If webmail does not work, you likely have a username/login issue that needs resolving by the Help Desk [409-772-5200]

How do I check if my browser is compatible with the current Blackboard version?
Go to the Blackboard login page (eclass.utmb.edu) and choose the Computer Configuration setup link. Incompatible browsers will exhibit problems in many areas of Blackboard, e.g. the gradebook may not work, editor may appear with buttons missing, scrolling disabled, etc.

• You can also download free mobile apps to access Blackboard from the Apple Store, Blackberry, or Android Store. It’s best to continue to have access to a laptop or desktop PC. Moody Medical Library has computers that you can use during business hours, on the 2nd floor.

I can’t see the navigation menu in my course. How can I get to the menu in my course?
You have probably clicked on the side arrow that maximizes the main panel. Click on the “>” arrow part way down at the left of the screen to restore the menu.
I can’t read a discussion board post. Others say they can. What’s wrong?
First, click on List View on the main forum page. Then, click the Display button on the right, and select “Show All”. This accesses all types of threads that were created in the forum.

Another option: the posting you’re trying to read has been cut and pasted from Word and includes non-printing characters.

Try using Firefox (http://www.firefox.com/) or Google Chrome (http://www.google.com/chrome) rather than Internet Explorer. Also report the problem to your instructor. The person who created the original post may be able to copy the text into Notepad or a simple text editor, then copy it back into the post.

How can I join a group in a Blackboard course?
If the group was created as a Self-Enroll group, you will see a button marked Sign Up under the specific group you are planning to enroll in. This will then take you to a Sign-up Sheet for the group, and another button marked Sign Up.

If your instructor has made it possible for students to create their own self-enrolled groups, you will see a button marked Create Group. This will automatically allow you to create and enroll yourself in your own group; subsequent people who join your group will see the standard “Sign Up” information.

How do I create a new thread on a Discussion board?
1. To create a new thread, click on Discussions in the main menu list (or on the group menu list, if you’re posting to a group discussion board).
2. Click the forum where you want to create the thread, then select Create Thread.
3. Enter the subject, message and attach files (if they are requested).
4. If you are pasting a message you wrote up first in Microsoft Word, save the copy as RTF format (Rich Text Format) and then copy and paste it, to avoid non-printing characters.
5. Then click Submit.
How do I submit an assignment in Blackboard?

1. On the Course Menu, click the Content Area where your assignment is stored; for example, this Content Area might be named Assignments.
2. Click the name of the assignment, for example, Assignment #1.
3. On the Upload Assignment page, download any files provided by your instructor and complete the assignment using one or both of the following:
   - In the Submission box, type your response. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups.
   - If your response to the assignment is in a separate file, click Browse My Computer and select a file to attach. If you attach a file, type a Title for this new linked file. If the box is left blank, the file name is automatically used. Follow any instructions that your instructor provided for naming your file.

**Note:** The Do not attach option appears next to an uploaded file. If you have selected an incorrect file, you can remove it with this option. If the same file is attached to your assignment more than once, the new file is saved with a number appended to the name.

For example, history-assignment (1).doc appears next to history_assignment.doc. You can delete one of the duplicate files using “Do not attach” and submit only one.

Optionally, if a Comments box is available, type your comments (for example, “Draft 2”, or “This draft incorporates the changes you asked the group to make.”).

Can I integrate Outlook with my Blackboard course calendar?
No, not currently.

Will I get email reminders regarding deadlines, if my assignments are incomplete?
No, not based on the status of your assignments. Your instructor decides whether to have the course send you a reminder email, and how soon before the end of an assignment.
Students can create a task in Blackboard so that it appears on the Blackboard home page.

**How do I create a blog entry in my Blackboard course and can I restrict the access to faculty/groups?**

Only your instructor can create a blog, but once a blog is created, you can create entries. The blog topics appear in alphabetical order on the Blogs listing page.

On the Blogs listing page, under each blog title, you can see if the blog belongs to a group, the course, or to individual students.

Your instructor can use blog entries to provide structure for discussions on class topics and other issues. You can add a personal avatar which will appear with individual blogs.

1. On the Course Menu, if you don’t see a direct link to Blogs, click **Tools** and then click **Blogs**
2. On the Blogs list page, click the name of the blog you wish to open, for example, “Professionalism”.
3. Once inside the blog, click the button **Create Blog Entry**.
4. On the Create Blog Entry page, type a title for your entry (e.g., “My experience at St. Vincents”). Type or paste your text, links and graphics in the Entry Message text box.
5. Click **Post Entry** to complete, or click **Save Entry as Draft** to save the entry for later posting.

**How do I attach a file to my blog entry?**

After typing or pasting the main of your blog entry, you’ll see a button below, marked **Browse My Computer**.

**Can I see my recent activities in Blackboard?**

No.

**When opening a document sometimes I am prompted for my username and password.**

This is a problem with Microsoft documents. You do not have to enter your login
information again. Just press “Cancel” (sometimes more than once) and the document will open.

**I can’t see old journal entries!**
Unfortunately students can see journal entries only for the last 30 days.

**Sometimes when I am using Blackboard, Internet Explorer asks me if I want to display secure and non-secure items. What does this mean and how can I get rid of the error message?**
The UTMB Blackboard site is secured with an SSL certificate. This means that information such as your username and password is encrypted for transmission over the internet.
You may receive a security warning during your use of a Blackboard course in Internet Explorer. If so, please click the appropriate response to allow you to view both types of content:

![](security_warning.png)

**How do I edit the course menu? Can I remove items from my home page?**
Not if you are a student, but you can customize your home page by clicking the Personalize Page button at the top right of the screen.

**Respond us Lock Down Browser (LDB) FAQ:**

**How do I install the browser?**
Your course will have a link and installation instructions to download the browser.

**What are the system requirements?**
Windows 10, 8, 7, IE browser, 4MB of disk space
Mac OS X 10.5 or higher, 512 MB RAM, 2MB of free hard disk space
What are the browser requirements?
Your browser (Safari for Mac, or IE, Chrome, or Firefox) must be configured to the minimum requirements for Blackboard. Installing the Lockdown browser will not change your existing settings for IE.

Tegrity Lecture Recording/Playback FAQ:

Who can record a lecture?
You must be an instructor in a Blackboard course, or the instructor must have enabled student recording. Tegrity is integrated with Blackboard.

What equipment is needed to record a lecture?
At a minimum, you need a PC or Mac and a microphone. You can also attach a camera and additional devices.

What equipment is needed to play back a lecture?
You need access to a browser, a smartphone (Tegrity apps are available for the Mac and Android systems) or similar device.

Who can access a recording?
You must be affiliated with the course in Blackboard, as a student, Tegrity Viewer, teaching assistant, or instructor.

Additional Issues with Blackboard / Using Blackboard Help

• If you have trouble logging into Blackboard, always check to see if you can get into Webmail first: you visit http://webmail.utmb.edu, then enter your username and password. If webmail does not work, you likely have a username/login issue that needs resolving by the Help Desk [409-772-5200]

• Help Desk is open 24-7 to accept tickets regarding Blackboard, which get relayed to Academic Computing. If you open a ticket, please list the crucial 5 items Academic Computing needs to help you answer your issue: 1) what the problem is, 2) the browser and 3) technology (PC, tablet, smartphone) used, and 4) what course and 5) assignment has the problem.
• Some ticket issues can be resolved by using a different browser (Google Chrome and Mozilla Firefox are preferred). If you must use Internet Explorer, select “Compatibility View Settings”. More information is available on these settings on the UTMB Blackboard site.

• Basic videos are available on the UTMB Blackboard site to help you learn how to use Blackboard.

• There is additional help available at the Blackboard corporate site: https://en-us.help.blackboard.com/Learn/Student

Website Links

Academic Calendar:
https://shp.utmb.edu/AcademicCalendar/default.asp

Academic Resources and Moody Medical Library:
https://www.utmb.edu/ar/

Application:
https://www.utmb.edu/OnlineApp/Login_Main.asp?strPurpose=ViewApplication

Blackboard:
https://eclass.utmb.edu

Master of Science in Health Professions Webpage:
https://shp.utmb.edu/mshp/

Tuition and Fees:
https://utmb.edu/enrollmentservices/tuitionandfees.asp

UTMB Home:
https://utmb.edu
Course Syllabi

Medical Ethics (MSHP 5301)

Instructor: Leonce H. Thierry, Jr., M.S., MT(ASCP) CHES
Clinical Assistant Professor
Department of Clinical Laboratory Sciences

Contact Information: E-Mail Address: lthierry@utmb.edu
Phone: (409) 772-9475
Office Hours: Mondays & Wednesdays, 8 AM to 12 Noon

Lecture: Online Presentation of Material
May 2, 2016 – July 8, 2016

Course Credit: 3 Hours (45 Hours of Lecture)

Resources and External Links:

Journal of Medical Ethics: http://jme.bmj.com/

Course Description:
The student will demonstrate the ability to: 1) describe ethics and values in a health care setting; 2) evaluate the values of ethical principles among health care professionals; 3) assess the process of resolution when presented with an ethical dilemma; 4) apply ethical standards related to mental health, experimentation on human subjects, patient consent, genetics, and rights to death and; 5) integrate the knowledge of medical ethics into the health care practice. The course will include module-based lectures, reading assignments, discussion boards, case studies, and a final paper.

Course Content

This course will be divided into five modules that will assess medical ethics principles related to quality patient care. Each module will focus on literature review and best practices for accepted ethical behavior in the practice of health
care. Students will work through each module by discussion boards and participation in comprehensive review of medical dilemmas offered in case studies.

Course Goal

The purpose of this course is to prepare the student for health care positions by developing skills in identify ethical practices in health care and resolving ethical dilemmas.

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

- Identify and critically analyze ethical issues in clinical laboratory science
- Apply ethical and legal concepts in your role and responsibility as health care providers.
- Describe the role of the clinical laboratory scientist in a management supervisory position using basic management principles.
- Apply the basic principles of medical ethics to the health care setting.
- Discuss the role of a health care provider in the assessment of medical ethics from the role of an administrator
- Evaluate medical ethics as it applies to Medicare-Medicaid, licensure and accreditation.

Course Process

Lectures, discussions, videotapes, small group discussions and Internet activities (such as web discussions) and other projects will be utilized to introduce, review and develop expertise in the achievement of the course objectives. As you go through each module, you will be asked to complete several activities or assignments. You will submit the activity through the assignment box in Blackboard. Read the instructions in Blackboard to learn about using the assignment box feature. As you complete each activity, use the objectives and assessment criteria as guidelines for your process of investigation. This information is available within each lesson. You will be evaluated on the basis of these criteria. If you have questions about the process or about a specific activity, contact your instructor for information.
Final Paper – A Consideration for the Patient (20%)

The goal is this paper is to provide independent investigation of a recent ethical dilemma involving an untoward patient outcome. Students should select a medical event that has occurred within the past five years. In this final paper, the student should assess

1) The medical ethics dilemma.
2) Why did the event occur?
3) What should have happened to prevent the patient outcome?
4) Provide future recommendations in consideration of medical ethics.

The final paper should be a minimum of 10 pages using one inch left and right margins and one inch header and footer. The font should be 12 points and the paper should be double spaced.

Reference all sources of information in APA format (6th ed.). A link to APA style is provided for you in Course Information.

Blackboard Assignments and Module Projects (40 %)

Four Papers (4 @ 100 Points) will include topics related to:

1. Patient Autonomy versus “Do No Harm”
2. Patient Confidentiality
3. Justice and Veracity
4. Ethical Dilemmas

These papers should be a minimum of 1500 words and will address information presented in assigned modules.

Discussion Boards (40%)

Discussion Boards are designed to address ethical cases presented in this course.

Late Assignments Policy
Assignments are expected to be turned via the BlackBoard assignment box by midnight on the due date. Late assignments will have 10% reduction of points for each day that it is late.

**Guidelines for Submitting Assignments**

The preferred way to submit an assignment is to send it via the Assignment Drop box in the Communications area of Blackboard and send an email to your instructor indicating that it has been posted. All assignment files should be named using the following convention - first name initial, last name, name of assignment (i.e. leadership). If you are experiencing difficulty with this method of submitting your assignments, you can also:

- send it as an email attachment
- fax it
- mail it via regular post (aka. snail-mail)
- submit it in person on the designated due dates

BE SURE to keep a backup copy of all assignments and communications!

**Grading**

Students are required to complete all units, projects, and Internet discussion sessions.

**Citation/ Writing Style**

APA Style MUST be used for all papers submitted in this course, including the chapter questions. If you are uncertain about APA style, please seek help BEFORE the first assignment is due. You WILL NOT have the opportunity to redo work because you received a low grade due to a lack of proper format. There are a number of links and other information available under “Course Information” to help you with APA.

You will also receive information at the first class meeting on proper format for references. There will also be an APA assignment that you MUST receive 20 points on before we will grade your subsequent work.
Discussion Boards (4 @ 100 points each)

Students will participate in discussion boards to reflect on course content issues, reading, PowerPoint presentations and interact with peers. Students will contribute topical and relevant thoughts, ideas, and factual information based on readings and other credible peer-reviewed sources.

Attendance

Class Participation grade will be determined by your attendance in class, group participation, web discussions and chats. The number of points to be awarded are listed in each lesson under the performance criteria. For WebCLS and categorical students, viewing of videotaped lectures is expected. In the event of an unavoidable absence, the student must notify the instructor. Students not attending class will have points deducted from their attendance and participation grade. In addition, certain classroom projects and activities will be completed in class. There will be no makeup for these projects without prior approval from the instructor.

Assignments

Class assignments will be given on a regular basis and are due on the date specified by the instructor. Generally, students will have several days to complete these assignments. Assignments handed in late, except under extraordinary circumstances, will not be accepted.

Academic Progress

Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress will be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action

Please indicate by the end of the 2nd week of the semester if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336).
If the need for ADA accommodations should arise during the semester you will need to make your request within one week of returning to classes. You may contact your Instructor or the Office of Student Affairs.

**Professional Behavior**

As a part of a professional program, you are expected to conduct yourselves in a manner consistent with the level of trust and responsibility that will be placed on you when you are part of a health care team. You are expected to be honest in your dealings with your instructor and your peers. You are also expected to be able to follow instructions, to act with the utmost integrity, to follow safety protocols while in laboratory, to perform laboratory work with care, and to act in accordance with those standards characteristic of those we call “professionals”.

Behavior during examinations, written and practical, will be monitored. Inappropriate behavior may result in pursuance of disciplinary action.

**Academic Integrity**

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SAHS Student Handbook found at [http://www.sahs.edu](http://www.sahs.edu). Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

**Course Evaluations**

Students will be given the opportunity to evaluate the instructor and course near the end of the course/semester. When submitting course evaluations students must follow the guidelines provided by the course instructor or department.
MSHP 5303 – Health care Policy

Course instructor

Amanda W. Scarbrough, PhD, MHSA
Adjunct Assistant Professor, SHP
301 University Blvd., Galveston, TX 77555-1056
Phone: 409.354.3242
email: amanda.scarbrough@utmb.edu or awscarbrough@yahoo.com

OFFICE HOURS

Individual conference times will be scheduled by sending an email request. Dr. Scarbrough will be available Monday/Wednesday/Friday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

ANNOUNCEMENTS

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

COURSE DESCRIPTION

This course provides the student with the opportunity to; 1) examine intricacies of health policy development, implementation and how various health policies affect their profession and patients; 2) define the federal, state, and local
government’s role in the development of health policy; 3) evaluate the current Medicare/Medicaid systems and identify how these systems affect the care they provide; 4) examine health policy and how it may affect the care given to minorities and the uninsured; 5) evaluate the current health care policy issues affecting women’s health care; 6) review a comprehensive analysis of a health care policy; and 7) differentiate the health care policy issues affecting public health in the United States.

Healthcare policy is affecting the lives of every American in economic, socio-cultural, and in individual and personal ways. At a time when one of every six dollars spent in the United States goes to healthcare, it is incumbent upon healthcare professionals to have a fundamental understanding of the definitions, processes, pathways, and effects of healthcare policy decision-making. The U.S. healthcare system is in the midst of transformation affecting many different aspects of health workforce, financing mechanisms, facilities and services. Perhaps most important, clinicians should have a working understanding of the public policy system to effectively participate and advocate for principles that are important to better patient outcomes.

This course is intended to inform participants of key concepts in healthcare policy; provide a forum for research, dialog, and learning about major topical healthcare policy themes; enable opportunities to interact with policy makers and others responsible for decision-making; and prepare for participation in healthcare policy formulation as engaged healthcare professionals.

**COURSE GOALS**

Upon completion of Healthcare Policy for Clinicians, the student will have developed the following knowledge, skills, and attitudes:
1. demonstrate knowledge of how Health Policy is formulated
2. awareness of the factors that affect Health Policy decision making
3. identify intended and unintended consequences of Health Policy
4. identify appropriate and effective tools for engaging a policy maker or elected official
5. recognizes tools for potential effective advocacy

LEARNING OBJECTIVES

Cognitive

1. define the federal, state, and local government’s role in the development of health policy
2. analyze intricacies of health policy development, implementation and how various health policies affect their profession and patients
3. evaluate the current Medicare/Medicaid systems and identify how these systems affect the care they provide
4. examine health policy and how it may affect the care given to minorities and the uninsured
5. describe a comprehensive analysis of a health care policy

Affective

1. discuss topics related to aspects of health workforce, financing mechanisms, facilities and services
2. explain intricacies of health policy development, implementation and how various health policies affect their profession and patients
3. identify and discuss the health care policy issues affecting public health in the United States.
4. explain health policy and how it may affect the care given to minorities, the uninsured and other underrepresented groups
CLASS PARTICIPATION

It is essential that you participate in this online course experience including synchronous and asynchronous discussion; discovering new knowledge through research and exploration; and by completing weekly exercises to gain the most out of the course. Please call or email the course instructors with any questions you may have. The journal board is a great place to share resources, compare cases, and learn from the instructor. Your assignments facilitate your new knowledge acquisition to meet the objectives of the course. You may work ahead by posting to the assigned tabs.

GRADED CRITERIA

<table>
<thead>
<tr>
<th>Autobiography</th>
<th>Pass/Fail</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td></td>
<td>100-90 A</td>
</tr>
<tr>
<td>4 x 10 points each</td>
<td>40 points: 4 points each</td>
<td>90-80 B</td>
</tr>
<tr>
<td></td>
<td>5 points for initial post</td>
<td>80-70 C</td>
</tr>
<tr>
<td></td>
<td>5 points for responses</td>
<td>50-70 F</td>
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</table>

<table>
<thead>
<tr>
<th>Policy Research</th>
<th>30 points</th>
<th>5 points per activity. 6 activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 x 5 points each</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Exams</th>
<th>30 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2x15 points each</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
<th>100</th>
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</table>

<table>
<thead>
<tr>
<th>End of Course Survey</th>
<th>Pass/Fail</th>
</tr>
</thead>
</table>
**GRADING RUBRIC**

To be awarded maximum points the following must be completed:

<table>
<thead>
<tr>
<th>Exceptional (A)</th>
<th>Meet Expectations (B)</th>
<th>Needs Improvement (C)</th>
<th>Does Not Meet Minimum Requirements (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes critical thinking and analytical content and insight</td>
<td>Some critical thinking and analytical content and insight</td>
<td>Little critical thinking and analytical content and insight included</td>
<td>No critical thinking and analytical content and insight included</td>
</tr>
<tr>
<td>Follows APA format exactly</td>
<td>Follows APA format with some minor corrections</td>
<td>Follows APA format with many corrections</td>
<td>Does not follow APA format</td>
</tr>
</tbody>
</table>

**LATE ASSIGNMENTS**

Failure to turn in any assignment on time will result in a 10% deduction in grade for being one day late, followed by a 10% per day penalty thereafter. Discussion boards are necessary for the flow of the class. Therefore, discussion boards will NOT BE ACCEPTED LATE.

**ACADEMIC INTEGRITY**

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at http://shp.utmb.edu. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

**CITATION REQUIREMENTS**
You must use APA 6th edition to cite all sources. Use 12 point font, Times New Roman, one inch margins. Please refer to the:


**REQUIRED TEXTBOOKS**


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**ASSIGNMENTS**

**Autobiography**

Tell us about yourself. Please include:

1. Your education background. Include what your undergraduate degree is in.
2. If you are currently working and if so where.
3. Why you are pursuing a Masters Degree.
4. Your career goals.
5. How you currently understand the personal implication of current health policies.
**Discussion Questions**

Four times during the semester a question related to the readings will be posted for a class discussion exercise. The question will be posted by Noon on Monday of the term. The student will post their response to the question by Noon on the following Wednesday. The initial response to the question must be a minimum of 100 words.

In addition, each student must comment on at least two classmate’s responses by Friday Noon of the discussion exercise week. Each response must be substantive. At least one response must be a minimum of 100 words.

The first Blackboard assignment is an autobiography. The purpose is to get to know one another and to become familiar with Blackboard. This does not count as one of the assignments for grading purposes.

**Exams.**

There will be two exams. Exams will be short answer and essay.

**Policy Research**

In this course-long assignment, you will select one law and study it in depth. Choose the law (or policy area) from among the following:

- Affordable Health Care Act
- Children’s Health Insurance Program
- Emergency Medical and Treatment and Active Labor Act
- Family and Medical Leave Act
- Health Insurance Portability and Accountably Act
- Stark Law
Your course project tasks are described below:

- **Activity 1:** Define, explain and describe the policy or law. (2-3 pages)
- **Activity 2:** Describe and explain the history of the policy or law. (2-3 pages)
  Include:
  - An overview of the process of policy making or law making
  - The steps that led to your policy becoming a law
  - The stakeholders and groups that were key to the creation and passage of your selected policy.
- **Activity 3:** Research and explain the impact the law has on the following areas of the *healthcare system*: (2-3 pages)
  - Financial
  - Sociocultural
  - Political
  - Staffing
- **Activity 4:** Research and explain the impact the law has on the following areas as related to *your professional field*: (2-3 pages)
  - Financial
  - Sociocultural
  - Political
  - Staffing
- **Activity 5:** Describe the future direction of your identified policy area. What changes do you foresee? Provide your rationale. (2-3 pages)
- **Activity 6:** Summarize the major points of your research in a PowerPoint presentation and send to your instructor. (2-3 pages)

*Each activity is due the Friday of the week it is assigned at midnight.*

**TIMELINE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 1: Introduction: The Paradox of Excess and Deprivation</td>
<td>Sharing Experiences—Autobiography</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>NO CLASS</strong></td>
<td>LABOR DAY HOLIDAY</td>
</tr>
<tr>
<td>Week</td>
<td>Chapter Topic</td>
<td>Activity Details</td>
</tr>
<tr>
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<td>---------------------------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 2: Paying for Health Care</td>
<td>Policy Research – Activity 1 due 9/16 at midnight</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 3: Access to Health Care</td>
<td>Discussion Question 1 Initial post due 9/20 noon Responses due 9/22 noon</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 4: Paying Health Care Providers</td>
<td>Policy Research – Activity 2 due 9/29 at midnight</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 5: How Health Care is Organized I</td>
<td>Discussion Question 2 Initial post due 10/5 noon Responses due 10/6 noon</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 6: How Health Care is Organized II</td>
<td>Policy Research – Activity 3 due 10/6 at midnight</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 7: The Health Care Workforce and the</td>
<td>Exam 1 on 10/13</td>
</tr>
<tr>
<td></td>
<td>Education of Health Professionals</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Chapter Topic</td>
<td>Assignment Details</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapter 8: Painful Versus Painless Cost Control</td>
<td>Policy Research – Activity 4 due 10/20 at midnight</td>
</tr>
<tr>
<td>Week 9</td>
<td>Chapter 10: Quality of Health Care</td>
<td>Discussion Question 3 Initial post due 10/25 noon Responses due 10/27 noon</td>
</tr>
<tr>
<td>Week 10</td>
<td>Chapter 11: Prevention of Illness</td>
<td>Policy Research – Activity 5 due 11/3 at midnight</td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter 15: Health Care Reform</td>
<td>Discussion Question 4 Initial post due 11/8 noon Responses due 11/10 noon</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 16: Conflict Change in America’s Health Care System</td>
<td>Policy Research – Activity 6 due 11/17 at midnight</td>
</tr>
<tr>
<td>Week 13</td>
<td>No Class</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>Week 14</td>
<td>Chapter 17: Conclusions: Tensions and Challenges</td>
<td>Exam 2 on 12/1</td>
</tr>
</tbody>
</table>
MSHP 5302 Introduction to Scientific Writing

This syllabus may be revised if necessary during the course.

Instructor

M. Denise Daley, MD.

Email: mddaley@utmb.edu.

Phone: 281-381-2079.

Office hours: To be announced.

Course Description

The student will be given the opportunity to accomplish the following: (1) review basic writing skills, including grammar, word usage, punctuation, and sentence structure; (2) examine the scientific literature and peer review journals; (3) identify the steps involved in the production of a scientific review paper; and (4) apply writing skills to the production of a scientific review paper that is suitable for publication in a peer-reviewed journal.

The Discussion Board should be used to post questions about assignments or general course issues so all students will have access to the answers. Even if questions seem specific, other students will often benefit from the replies. For personal issues or if an urgent response is required, email should be the primary mode of communication. Dr. Daley will usually respond to all emails within 24 hours.

Course Textbook

No textbook is required. All course materials, including assignment descriptions, lectures, announcements, supplemental materials, and reading assignments, will
be available through Blackboard ([https://eclass.utmb.edu](https://eclass.utmb.edu)). The course Blackboard pages should be checked regularly, as this will be the main portal for all course materials. For technical problems with Blackboard, contact the Help Desk. Technicians are available 24/7. For problems with assignments (eg, cannot read the instructions, assignment not posted), contact the instructor.

**Class materials and assignments for the week will be posted on or before Wednesday afternoon and will be due the following Tuesday by 11:59 pm, central time, unless otherwise specified.** Please notify the instructor immediately if there are problems with Blackboard or if the course materials cannot be accessed or downloaded.

**Course Content**

This course is designed to help the student acquire the knowledge and skills necessary for effective communication in medical and scientific writing and presentations.

**Special Needs**

Students requiring special assistance should make such requests in writing (email) by January 9, 2018. If temporary disability arises during the semester, special assistance requests should be made immediately.

**Course Goals**

The goals of this course are as follows:

- to introduce the student to the organizational, developmental, and compositional tasks associated with authoring a paper that meets the standards for publication in a peer-reviewed journal
- to show the student how the tasks associated with writing an article for a journal can be transferred to other writing and presentational activities

**Course Objectives**

Upon completion of this course, the student will be able to accomplish the following:
• identify appropriate topics for a journal article or presentation
• understand how to choose a journal appropriate for a specific topic and how to follow that journal’s instructions to authors, including guidelines for citations and references
• develop an outline that organizes and directs a narrative review (including introduction, background, methods, results/discussion, and conclusion sections, as well as an abstract)
• fill in the outline with text to produce a journal-ready scientific review paper that avoids errors in composition
• share efforts with other students and accept suggestions, comments, and criticism from peers
• understand concepts related to publication ethics and plagiarism

Affective Objectives

During this course, the student will be given the opportunity to demonstrate behaviors and attitudes consistent with those of their profession. These include the following:

• completing assigned tasks and showing evidence of initiative
• having legitimate excuses for late assignments
• following directions, pursuing accuracy, and being able to work independently
• using advance planning, establishing priorities, and using time efficiently
• cooperating and communicating effectively with classmates and the instructor and displaying courteous, considerate behavior towards classmates and the instructor
• displaying self-confidence in initiating tasks and activities, interacting during discussions, and accepting constructive criticism
• abiding by all student rules and regulations of the University of Texas Medical Branch

Course Process

This course is conducted entirely through Blackboard and will include readings, written assignments, quizzes, and a review paper. All assignments will be
submitted through the appropriate assignment box unless otherwise directed. E-mailed assignments will not be accepted unless permission is requested and approved. Keep a copy of all assignments and communications. If there is a documented problem with Blackboard, an extension of the assignment due date will be given.

Read the instructions in Blackboard to learn about using the assignment feature if you are unfamiliar with it. You will be evaluated on how thoroughly and correctly you have completed each assignment. If you have questions about the process or about a specific activity, contact the instructor for information.

**Academic Integrity**

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, submission for credit of work or materials that can be attributed in whole or in part to another person, and any act designed to give unfair advantage to a student. Procedures in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System and at [https://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20%2007.01.03%20Student%20Conduct%20and%20Discipline.pdf](https://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20%2007.01.03%20Student%20Conduct%20and%20Discipline.pdf).

**Grading**

The grading scheme for the course is as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly assignments</td>
<td>40</td>
</tr>
<tr>
<td>Scientific review paper</td>
<td>25</td>
</tr>
<tr>
<td>Weekly quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Affective objectives</td>
<td>15</td>
</tr>
</tbody>
</table>
Most weeks will have 1 or more written assignments, plus a quiz. The total number of points achieved on all assignments will be summed, and the percentage of the total maximum number of points will be calculated. This percentage will be converted to a numerical grade out of 40 points.

The scientific review paper will be based on work completed during the semester and will be worth a maximum of 25 points. During the second part of the semester, the sections of the paper will be written in a step-by-step manner.

The total number of points on all weekly quizzes will be summed, and the percentage of the total maximum number of points will be calculated. This percentage will be converted to a numerical grade out of 20 points. Students will usually be permitted more than 1 attempt to complete each quiz.

The affective objectives category will be worth a maximum of 15 points. All students will begin the course with 15 points, and points will be deducted for breaches of affective objectives. These breaches include late or lack of participation in mandatory Discussion Board sessions: 2 points will be deducted for failure to participate in each mandatory Discussion Board session by the due date and time. The instructor will clearly indicate which Discussion Board sessions are mandatory and which are optional. Points will also be deducted for all assignments or quizzes submitted late without a legitimate excuse: 2 points will be deducted for each late assignment or quiz.

**Final Course Letter Grades**

The numerical grade received at the end of the semester will be converted to a letter grade according to the following table:
<table>
<thead>
<tr>
<th>Numerical Grade (out of 100)</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>A</td>
</tr>
<tr>
<td>80–89</td>
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<td>70–79</td>
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<td>60–69</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
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</tbody>
</table>
MSHP 5204 Thesis Project I

Course Instructor: To be announced (TBA)
Office Hours: TBA

Individual conference times will be scheduled by sending an email request. The instructor will be available Monday-Friday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

Announcements
Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Course Description
This course provides the student with the opportunity to: 1) identify an area of interest for thesis project; 2) identify the gaps in the knowledge within the area of interest; 3) perform a literature review (peer-review articles) that supports the area of interest; and 4) develop a summary of the literature review of the area of interest to complete the introduction / background section.

Students may choose from a literature review paper, systematic review, meta-analysis, research in secondary data, or research data collection. During this semester, students must work with an advisor to complete an approved thesis project proposal. Credit for this course requires submission of an introduction/background and the specific aims of the thesis project. Prerequisites: Successful completion of previous MSHP courses.

Course Objectives

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

- Identified the area of interest for the project.
- Demonstrate advanced skills in performing a literature review.
• Synthesize the scientific information related to the research area selected.
• Complete the introduction/background section.

Course Requirements: The student will schedule weekly meetings with the chair committee member and bi-monthly meeting with the committee members of your thesis over the semester.

Academic Integrity
Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at http://shp.utmb.edu. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

Citation Requirements
You must use APA 6th edition to cite all sources. Use 12 font, Times New Roman, one inch margins. Please refer to the:

Required Textbook


Resources:

End Note (available through the Moody Medical Library)
This is helpful to keep your resources organized throughout your project.
MSHP 5205 Thesis Project II

Course Instructor: To be announced (TBA)
Office Hours: TBA

Individual conference times will be scheduled by sending an email request. The instructor will be available Monday-Friday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

Announcements
Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Course Description
Continuation of Thesis Project I. This course provides the student with the opportunity to: 1) discuss scientific information related to the literature review; 2) develop and complete the methods section for the literature review paper, systematic review, meta-analysis, research in secondary data or research collection; and 3) write the results section of the thesis project. During this semester, the students must work with an advisor to complete the sections covered during this time. Credit for this course requires submission of the methods and results section of the thesis project.

Course Objectives
Upon completion of this course, the student will be able to accomplish the following:

- Develop and complete the methods section for research project (study sample, independent variables, outcome variable/s, data management, and statistical analysis) or for literature review paper, systematic review, meta-analysis (criteria for studies to be included in terms of the area selected for the study, description of all information sources used in the search,
description method of data extraction, and List and define all variables for which data were sought).

- Present findings in Tables or Figures.
- Completed the methods and results section.

Course Requirements: The student will schedule weekly meetings with the chair committee member and bi-monthly meeting with the committee members of your thesis over the semester.

Academic Integrity
Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at http://shp.utmb.edu. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

Citation Requirements
You must use APA 6th edition to cite all sources. Use 12 font, Times New Roman, one inch margins. Please refer to the:

Required Textbook

End Note (available through the Moody Medical Library)
https://www.myendnoteweb.com/EndNoteWeb.html?SID=3CPqBZf9yKBSlyPSwN
F&returnCode=ROUTER.Success&SrcApp=CR&Init=Yes
This is helpful to keep your resources organized throughout your project.
**MSHP 5206 Thesis Project III**

**Course Instructor:** To be announced (TBA)
**Office Hours:** TBA

Individual conference times will be scheduled by sending an email request. The instructor will be available Monday-Friday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

**Announcements**
Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

**Course Description**
Continuation of Thesis Project II. This course provides the student with the opportunity to: 1) discuss scientific information related to the literature review to complete the discussion section; 2) add the reference list used for the thesis project; 3) review the written material with peers to assess and critique the scientific paper; and 4) submit the thesis project to the thesis committee. During this semester, the students must work with an advisor to complete the sections covered during this time. Credit for this course requires complete submission of the thesis project in a journal publication format to the thesis committee including abstract, introduction/background/specific aims, methods, results, discussion, conclusion, acknowledgment, and references. Oral presentation is optional.

**Course Objectives**

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

- Synthesize the scientific information from the literature review to complete the discussion section.
- Add the reference list used in your search.
• Review the written material with peers to assess and critique the scientific paper.
• Complete the thesis project and submit it to the thesis committee.

Course Requirements: The student will schedule weekly meetings with the chair committee member and bi-monthly meeting with the committee members of your thesis over the semester.

Academic Integrity
Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at http://shp.utmb.edu. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

Citation Requirements
You must use APA 6th edition to cite all sources. Use 12 font, Times New Roman, one inch margins. Please refer to the:

Required Textbook


Resources:
End Note (available through the Moody Medical Library)
This is helpful to keep your resources organized throughout your project.
Thesis Project Format for submission

The Thesis Project Committee for <Insert Your Full Name> Certifies that this is the approved version of the following Thesis Project:

>Title of Thesis Project>

Committee:

___________________________
Mentor’s name, degrees

___________________________
Member’s name, degrees

___________________________
Member’s name, degrees

___________________________
Member’s name, degrees

Dean, School of Health Professions
Title of Thesis Project

by

<Student's full official name, list all previous degrees(s)> 

<Thesis Project>
Presented to the Faculty of the School of Health Professions
The University of Texas Medical Branch
in Partial Fulfillment
of the Requirements
for the Degree of

<Name of degree >

The University of Texas Medical Branch

<Month, year>
Dedication
Acknowledgements
<Title of Thesis Project>

<Student's full official name, degree sought (abbreviated)>

The University of Texas Medical Branch, <year>

Supervisor: <Professor's name without titles or degrees>

<Abstract: May not exceed 350 words. It should be a narrative description.>
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List of Figures..........................................................................................................................
List of Abbreviations...............................................................................................................
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  Independent Variables........................................................................................................
  Outcome Variable/s...........................................................................................................
  Data Management and Statistical Analysis........................................................................
Chapter 3 Results..................................................................................................................
Chapter 4 Discussion............................................................................................................
Chapter 5 Conclusions.........................................................................................................
Bibliography/References........................................................................................................
Appendix...............................................................................................................................
Vita........................................................................................................................................
MSHP 5310 Human Resources and Leadership

Course Instructor
Daneen Nastars MS, RRT
Email: danastar@utmb.edu
Phone: 409.772.5693
Office hours: TBA

Course Description
The course is designed to impart a working knowledge of essential role of leadership and human resource management within health care organizations. The degree to which health care organizations manage human resources will, to a great extent, determine the success of the organization. The course serves as a comprehensive foundation for those aspects of human resource planning, development and administration vital to the human resource manager, line managers and senior leaders.

This course also introduces students to the fundamental principles of human resources management with a focus on issues confronting health care administrators. Emphasis is placed on the competencies necessary for effective recruitment, training, compensation, evaluation, retention, evaluation, and development of human resources within the healthcare industry. Special attention is given to issues related to the clinical workforce.

Key Competencies
By the end of the course students will demonstrate competencies in the following:

• The ability to align human resource capacity and human resource practices and processes with the strategic goals of an organization
• The ability to manage teams, projects and people; to lead and transform health care organizations; and teach, coach, and mentor a diverse and changing workforce
• The ability to understand and apply legal and ethical principles when leading health care organizations
• The ability to hold people accountable to standards of performance and/or ensure organizational, professional and ethical compliance
• The ability to communicate and interact productively (via listening, speaking and writing) on matters of healthcare with a diverse and changing industry, workforce and citizenry
• The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation.
• The ability to implement management practices that optimize workforce performance

Learning Objectives
Through the text readings, journal articles, case presentation and discussion, and student presentations students will acquire the ability to:
• Create executive decision-making strategies, as applied to human resources management
• Establish organizational workforce plans, in alignment with organizational goals and objectives
• Establish staff training and development programs, in alignment with organizational goals and objectives
• Implement successful recruitment and retention processes
• Evaluate workforce productivity
• Understand and value the strategic role of human resources management in a health care organization
• Understand and value the role of human resources in effectively managing organizational transformation
• Understand and value the impact of workforce diversity and globalization on health care organizations

Resources
MSHP 5310 has its own website using Blackboard software. This syllabus is on the website. Course materials including syllabus, assignments and announcements will be posted periodically so you should check the website daily. The class syllabus, attendance requirements, and all grades will be viewable through Blackboard. This will be our learning environment for the semester so become very familiar with this environment as quickly as possible; it will make your semester progress much more smoothly from the beginning. Be sure to check that the email address Blackboard has for you is correct.
Required Course Materials

Texts:

Articles
Supplemental article may be assigned as the semester progresses and can be accessed through Blackboard in the Course Documents Folder.

Course Activities and Assignments
Assignments will be due on the assigned date. Late assignments will receive a reduced grade of 10% for one day. Assignments later than one day will not be accepted unless arrangements have been made in advance for an exception. All assignments should be presented in APA format with proper citations.

Academic Progress: Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action:
Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Academic Integrity:
Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of the University of
Texas System, and the SHP Student Handbook. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

**Grading**

100 – 90 ------------------------------270 – 300 points A
89 – 80 -----------------------------240 – 269 B
79 – 70 --------------------------210 – 239 C
69 – 60 ----------------------------180 – 209 D
59 & below------------------------179 and below F

**Assignment and Activities**

225 possible points

**Discussion Points**

5 points per week (10 week one with introduction post and discussion)

**Total 300 points**
MSHP 5311 Management of Health Information

Course Instructors

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Email</th>
<th>Phone</th>
<th>Office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muzna Khan, MS, RRT</td>
<td><a href="mailto:mnkhan@utmb.edu">mnkhan@utmb.edu</a></td>
<td>409-747-9283</td>
<td>TBA</td>
</tr>
<tr>
<td>Frank Ward, EdD, MSA, PA</td>
<td><a href="mailto:frward@utmb.edu">frward@utmb.edu</a></td>
<td>409.772.9552</td>
<td>TBA</td>
</tr>
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</table>

Course Description

This course will provide the student the opportunity to: 1) survey how information systems are used in health care and the health care delivery process; 2) review the use of hospital IT departments and the management of the health information data within departments such as Respiratory, Radiology, Pharmacy, Laboratory, Nursing, etc.; 3) develop knowledge of privacy and security of health care information and HIPAA; 4) discuss recommendations for health information and electronic medical record from the President’s Council of Advisors on Science and Technology and how it will effect health information management in the future.

Learning Objectives:

1. Discusses the history of Health Information Technology.
2. Demonstrates an understanding of the role that health informatics plays in the delivery of healthcare.
3. Discuss current and future trends in information technology and their application within the health care industry.
4. Describe various types of data management systems common in health care organization and integrated delivery systems.
5. Summarize the complexities of project management of health information systems.
6. Discuss the legal and ethical issues related to health information management and the use of information technology in healthcare management and clinical practice.
7. Discuss the privacy, confidentiality and security issues related to health information systems.
8. Explore emerging technologies and use of technologies in healthcare such as electronic medical records, telemedicine, electronic commerce, use of Internet, etc.


**Resources:**

MSHP 5311 has its own website using Blackboard software. This syllabus is on the website. Course materials including Power Point presentations, assignments and announcements will be posted periodically so you should check the website daily. The class syllabus, attendance requirements, and all grades will be viewable through Blackboard. This will be our learning environment for the semester so become very familiar with this environment as quickly as possible it will make your semester progress much more smoothly from the beginning. **Be sure to check that the email address Blackboard has for you is correct.**

**Web Resources:**

There are several websites that you may find useful. The websites contain various health information management tools, reports, and articles that are relevant to the material covered in this course. Review of the websites is not required. The URLs are provided as a service.


Grading:

Final grades will reflect student performance in these areas

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<tr>
<th>Category</th>
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<tr>
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<tr>
<td>Quizzes</td>
<td>50%</td>
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<td>Total</td>
<td>100%</td>
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Course Policies: The minimum passing score for this course is 80%.

Course Evaluation: Students will be given passwords into the electronic instructor/course evaluation system near the end of the semester.

Teaching Methods / Learning Experiences:

A big part of the online learning environment is the discussion forum (pending class size). So if appropriate, students are required to log-in and discuss the material posted in the Discussion Forum at least 3 times per week. The instructor will take part in the discussion topics as appropriate. The discussion room is your place to discuss issues pertaining to the class, debate and mutually agree on the homework answers with your peers. Your participation in the weekly forums will constitute your Class Discussion grade each week. You are expected to post your own response to the Discussion questions and then respond to at least one of your peers’ efforts each week. Your initial responses should be concise but at least 250 words in length. Responses to your peers should be more extensive than just a simple “I agree”, they must be at least 100 words per response (e.g. provide feedback, offer suggestions, make corrections, etc.).

If you have any questions about a specific topic, please utilize the “Questions about Class” Thread of the Discussion Forum. This area will function as office hours for the instructor which will provide the opportunity to clarify issues and topics. Students may also feel free to contact the instructor by email at frward@utmb.edu

Activity:
You are expected to log into the Course and Discussions no less than 2 times a week. **All Discussion Posts** are to be submitted no later than Friday 11:59pm. This allows a few days for discussion about the questions assigned or the topic.

**Discussion Forum Etiquette:**

UTMB – School of Health Professions is committed to an open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations including diversity of thought, opinion and values. Students are encouraged to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, instructor will intervene and request that inappropriate content be removed from the Course Room. In some cases there may be academic disciplinary action. Students should be guided by common sense and basic etiquette. Never post, transmit, promote, or distribute content that is known to be illegal. Avoid overtly harassing, threatening, or embarrassing fellow learners. If you disagree with someone, respond to the **subject**, not the person. In summary - Be polite always!

**Late Work:**

Late work will be downgraded by one letter grade and will only be accepted up to 3 days late unless previously coordinated with the professor.

**Academic Progress:** Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

**University Statement on Equality, Tolerance and Affirmative Action:**

Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs at [shp.academicaffairs@utmb.edu](mailto:shp.academicaffairs@utmb.edu)
Title IX of the Education Act Amendments of 1972 states “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

To make a report of gender based harassment, dating violence, domestic violence, sexual assault, or stalking, contact the UTMB Office of Title IX Compliance, 2.118 Jamail Student Center, 409-772-2112. Full information is available at

www.utmb.edu/studentservices/titleix.asp

Academic Integrity:

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

**TENTATIVE SCHEDULE**

**Week One**
- Introduction & Syllabus overview

**Week Two**
- Chapter 1: Informatics, Disciplinary Science, and the Foundation of Knowledge
Chapter 2: Intro to Information, Information Science, & Information Systems

Week Three
Chapter 4: Introduction to Cognitive Science and Cognitive Informatics

Week Four
Chapter 5: Ethical and Legal Aspects of Health Informatics; Quiz #1

Week Five
Chapter 7: Administrative Information Systems

Week Six
Chapter 8: The Human-Technology Interface; Quiz #2

Week Seven
Chapter 9: Electronic Security

Week Eight
Chapter 11: The Electronic Health Record and Clinical Informatics; Quiz #3

Week Nine
Chapter 12: Informatics Tools to Promote Patient Safety, Quality Outcomes, & Interdisciplinary Collaboration

Week Ten
Chapter 14: Using Informatics to Promote Community/Population Health

Week Eleven – No class

Week Twelve
Chapter 17: Finding, Understanding, and Applying Research Evidence in Practice; Quiz #4

Week Thirteen
Chapter 18: Bioinformatics, Biomedical Informatics, and Computational Biology

**Week Fourteen**
Chapter 19: The Art of Delivering Patient-Centered Care in Technology-Laden Environments

**Week Fifteen**
Chapter 20: Generating and Managing Organizational Knowledge; Quiz #5
MSHP 5312 Financing Health Care

Course Instructor
Frank Ward, EdD, MSA, PA
Email: frward@utmb.edu
Phone: 409.772.9552

Course Description
The course is designed to impart a working knowledge of introductory accounting and financial management concepts, techniques, and vocabulary as they apply to health care organizations. The course is divided into three modules. In the first module we will focus on understanding the principles and practices of financial accounting, and the methods for analyzing and using financial accounting information for decision-making. In the second module we will develop skills in the valuation of cash flows, and discuss ways that health care organizations use financial markets to raise funds and invest in projects. In the final module we will explore managerial accounting concepts, and apply these concepts to organizational planning and control.

Learning Objectives
By the end of the course students must demonstrate mastery of the following competencies:

- Define, explain and correctly use introductory accounting and financial management terms and concepts as they relate to health care organizations
- Read and construct basic financial reports for health care organizations using principles of financial accounting and financial management
- Perform and interpret standard financial analyses used in financial planning, decision-making and control using Microsoft EXCEL
- Evaluate management problems using financial management concepts and analytic techniques and use those evaluations to make recommendations
- Evaluate the financial management implications of current issues in health care and effectively communicate conclusions through oral presentation
Resources
MSHP 5312 has its own website using Blackboard software. This syllabus is on the website. Course materials including Power Point presentations, assignments and announcements will be posted periodically so you should check the website daily. The class syllabus, attendance requirements, and all grades will be viewable through Blackboard. This will be our learning environment for the semester so become very familiar with this environment as quickly as possible it will make your semester progress much more smoothly from the beginning. Be sure to check that the email address Blackboard has for you is correct.

Text(s)
Required:

Other Materials
Supplemental readings, cases, and technology (calculator and spreadsheet) information may be made available at times during the course.

Articles
Supplemental article will be assigned as the semester progresses and can be accessed through Blackboard through the Course Documents Folder.

Web Resources
There are several websites that you may find useful. The websites contain various financial management tools, reports, and articles that are relevant to the material covered in this course. Review of the websites is not required. The URLs are provided as a service.

RECOMMENDED WEBSITES:
- Healthcare Financial Management Association: http://www.hfma.org/about/
Final grades will reflect student performance in these areas:
- Case reports (3) 30% (10% each)
- Weekly Chapter Questions posted in Discussion Forum 20%
- Written Assignments 20%
- Final examination 30%

Total 100%

Course Policies: The minimum passing score for this course is 80%.

TEACHING METHODS / LEARNING EXPERIENCES:
Finance can only be learned through direct application. With this in mind, students are required to log-in and discuss the material posted in the Discussion Forum at least 3 times per week. The instructor will take part in the discussion topics as appropriate. The discussion room is your place to discuss issues pertaining to the class, debate and mutually agree on the homework answers with your peers. Your participation in the weekly forums will constitute your Class Discussion grade each week. You are expected to post your own response to the Discussion questions and then respond to at least two of your peers’ efforts each week (e.g. provide feedback, offer suggestions, make corrections, etc.). If you have any questions about a specific topic, please utilize the “Questions about Class” Thread of the Discussion Forum. This area will function as office hours for the instructor which will provide the opportunity to clarify issues and topics. Students may also feel free to contact me by email at TBD

ACTIVITY:
You are expected to log into the Course and Discussions no less than 3 times a week. All Discussion Posts are to be submitted no later than Wednesday 11:59pm. This allows a few days for discussion about the questions assigned or the topic. (This will be based on the number of students in class.)
DISCUSSION FORUM ETIQUETTE:
UTMB – School of Health Professions is committed to an open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations including diversity of thought, opinion and values. I encourage all students to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, I will intervene and request that inappropriate content be removed from the Course Room. In some cases there may be academic disciplinary action. Students should be guided by common sense and basic etiquette. Never post, transmit, promote, or distribute content that is known to be illegal. If you disagree with someone, respond to the subject, not the person. Avoid overtly harassing, threatening, or embarrassing fellow learners. If you disagree with someone, respond to the subject, not the person. In summary - Be polite always!

LATE WORK:
Late work will be downgraded by one letter grade and will only be accepted up to 3 days late unless previously coordinated with the professor.

Academic Progress: Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action:
Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Academic Integrity:
Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.
Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of the University of Texas System, and the SHP Student Handbook. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.
MSHP 5313 Quality Assurance and Risk Management

Course Instructor
Frank Ward, EdD, MSA, PA
Email: frward@utmb.edu
Phone: 409.772.9552

Course Description
The course is designed to impart a working knowledge of quality assurance, risk management and patient safety of health care organizations. This course focuses on today’s health care environment and what can be done to assure that these concepts are built into the health care continuum of care. In this course the student will examine the relationship between risk management and patient safety and explore principles and concepts of quality as it relates to outcomes and the measurement of outcomes in providing patient safety. The student will understand the fundamentals of the patient safety focus by accrediting agencies and understand the terminology of basic methods of quality measurement.

Learning Objectives
By the end of the course students must demonstrate mastery of the following competencies:

• Understand the fundamental principles of patient safety
• Understand the terminology and basic methodology of quality improvement and risk management.
• Explain the objectives of health care regulatory agencies and principles related to improving patient outcomes.
• Describe the steps in the risk management process and methods for identifying risk.
• Assume a leadership role in designing and implementing continuous program improvement principles in the health care setting.
• Differentiate between continuous program improvement and risk management.

Resources
MSHP 5501 has its own website using Blackboard software. This syllabus is on the website. Course materials including Power Point presentations, assignments and announcements will be posted periodically so you should check the website daily.
The class syllabus, attendance requirements, and all grades will be viewable through Blackboard. This will be our learning environment for the semester so become very familiar with this environment as quickly as possible it will make your semester progress more smoothly from the beginning. Be sure to check that the email address Blackboard has for you is correct.

Text(s)
Required:

Other Materials
Supplemental readings and cases may be made available at times during the course through Blackboard.

Articles
Supplemental article will be assigned as the semester progresses and can be accessed through Blackboard through the Course Documents Folder.

Web Resources
There are several websites that you may find useful. The websites contain various financial management tools, reports, and articles that are relevant to the material covered in this course. Review of the websites is not required. The URLs are provided as a service.

RECOMMENDED WEBSITES:
- http://www.jcaho.org (Joint Commission on Accreditation of Healthcare Organizations)
- http://www.ncqa.org/ [National Committee for Quality Assurance]
- http://www.ihi.org/ [Institute for Healthcare Improvement]
Final grades will reflect student performance in these areas

<table>
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<th>Written Assignments</th>
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<tr>
<td>Final Project Paper</td>
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</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
</table>

Course Policies: The minimum passing score for this course is 80%.

TEACHING METHODS / LEARNING EXPERIENCES:
A big part of the online learning environment is the discussion forum. With this in mind, students are required to log-in and discuss the material posted in the Discussion Forum at least 3 times per week. The instructor will take part in the discussion topics as appropriate. The discussion room is your place to discuss issues pertaining to the class, debate and mutually agree on the homework answers with your peers. Your participation in the weekly forums will constitute your Class Discussion grade each week. You are expected to post your own response to the Discussion questions and then respond to at least one of your peers’ efforts each week. These responses should be more extensive than just a simple “I agree”, they must be at least 100 words per response (e.g. provide feedback, offer suggestions, make corrections, etc.).

If you have any questions about a specific topic, please utilize the “Questions about Class” Thread of the Discussion Forum. This area will function as office hours for the instructor which will provide the opportunity to clarify issues and topics. Students may also feel free to contact me by email at tlbabcoc@utmb.edu

ACTIVITY:
You are expected to log into the Course and Discussions no less than 3 times a week. All Discussion Posts are to be submitted no later than Wednesday 11:59pm. This allows a few days for discussion about the questions assigned or the topic.
DISCUSSION FORUM ETIQUETTE:
UTMB – School of Health Professions is committed to an open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations including diversity of thought, opinion and values. I encourage all students to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, I will intervene and request that inappropriate content be removed from the Course Room. In some cases there may be academic disciplinary action. Students should be guided by common sense and basic etiquette. Never post, transmit, promote, or distribute content that is known to be illegal. If you disagree with someone, respond to the subject, not the person. Avoid overtly harassing, threatening, or embarrassing fellow learners. If you disagree with someone, respond to the subject, not the person. In summary - Be polite always!

LATE WORK:
Late work will be downgraded by one letter grade and will only be accepted up to 3 days late unless previously coordinated with the professor.

Academic Progress: Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action:
Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Academic Integrity:
Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.
Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.
MSHP 5320 Developing Education Materials

Course Coordinators:
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Office Hrs: TBA

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Course Description
This course is the first in a sequence of four practicum’s designed to facilitate the learners abilities to develop and deploy all phases of a curricular course. The “Developing Course Materials” practicum will provide the learner with an overview of: education theory; various learning styles; developing a content outline, writing course objectives; developing effective content delivery strategies; writing formative and summative assessment tools; and applying quantitative analysis of assessment data (test item analysis) to improve examinations.

ANNOUNCEMENTS

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Overall Course GOAL: Select a particular course OR learning project -if you are not currently teaching a course, you might develop a unit that you are planning to use for hospital staff instruction. Identification of the course of project should be complete prior to starting the course. For this course you will develop three learning units: Each of these learning units should be roughly the equivalent to three or four hours of lecture or cognitive leaning activity. To help give you an idea about a single learning Unit, here are some examples from different courses that we teach: 1) Oxygen Delivery Systems –as part of the Therapeutics Course; 2) Beta Adrenergics as part of the Pharmacology Course; 3) Pulmonary Blood Flow as part of the Pulmonary Physiology Course; 4) Weaning as part of the Mechanical
Ventilation Course, or 5) staff training module for a new piece of equipment. Each of these would generally be covered as chapters in standard respiratory care textbooks or as vendor user manuals.

These three units will include the development of the following: content outline; the objectives; development of the content delivery methods; development of the assessment tool; and towards the end of the semester learning how to evaluate the effectiveness of the assessment tool using item analysis.

**Overall Course Objectives**

1. Understand the perspectives and arguments of the three major adult learning theories: Behavioral Theory (behaviorism), Cognitive Theory (cognitivism), and Constructivist Theory (constructivism).
2. Develop a course sequence and a course description appropriate for the subject matter.
3. Develop learning objectives using appropriate action verbs from Bloom’s taxonomy.
4. Compare and contrast the major delivery methods that are appropriate for assisting the adult learning process; Traditional lecture, case based learning, distance learning, team based learning, flipped classroom, problem based learning, and competency based learning.
5. Become proficient in finding, evaluating, and using current profession related research to support continuous improvement in your profession. For our Profession the only education related publication is the “Respiratory Care Education Annual”.
6. Develop assessment techniques that align with learning objectives; and are clear and concise.
7. Identify standard formats used in developing test questions, and how to write reasonable item distracters.
8. Describe the common statistics that provide information for improving the quality and accuracy of multiple-choice or true/false items.
9. Discuss the use of percent correct in assessing item difficulty.

10. Discuss the use of point-biserial correlation to evaluate test item discrimination.

11. Discuss the methods used to evaluate test item distracters.

**GRADING**

Each Topic will be graded with the following criteria:

1. Clearly written
2. Organized
3. Met intent of exercise
   a. Quality
   b. Attention to detail
   c. Completeness
4. Follows guidelines/structure
5. Turned in on time

All Assignments begin on Monday of the week and are due at 11:59 PM on Sunday of that same week. Weekly Assignments will be loaded by the instructor into the blackboard system. Your classwork submissions will also be loaded by you into the system under assignments and the grades or points for each assignment will be entered into the grading system in blackboard.

**CITATION REQUIREMENTS**

You must use *Respiratory Care Education Annual* Format to cite all sources. Use 12 font, Times New Roman, one inch margins.

**Semester Schedule**

**Note:** In preparation for taking this course please propose three content units for your advisors approval. These content units might be part of an existing course that you teach, or they may be new units that you are developing for a course (or a combination thereof) or units that you are planning to develop for hospital staff instruction, or you may develop a proposal relevant to your situation or interest.
Identification of theses content units should be complete prior to starting the course.

**WK01 Learning Styles/Theory**

**01-Reading Assignment:** Search on the topic of the three learning theories (learning styles); from this search select three of the resources that you find most informative.

**01-Project Application:**

Step#1: Identify/List each of your three resources that you have chosen from your search;

Step#2: Briefly describe the three major learning styles, and then

Step#3: For you in the **Role as Learner:** For each learning theory/style above describe an example from your own learning experience.

Step#4: For you in the **Role as Teacher:** Provide or describe an application of each of the three theories from a class that you have already developed or are currently teaching; **OR** an application that you have or are going to develop or have developed for the course that you are creating.

**WK02 General Course Design (Developing a Course Description)**

**02 Reading Assignment:**

- From Texas A&M - [http://curricularservices.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course Descriptions](http://curricularservices.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course Descriptions)

- Tips for Writing Course Descriptions – Dona Anna Community College, New Mexico - [http://dacc.nmsu.edu/comed/Instructors/Forms/TIPS%20FOR%20WRITING%20COURSES%20DESCRIPTIONS.pdf](http://dacc.nmsu.edu/comed/Instructors/Forms/TIPS%20FOR%20WRITING%20COURSES%20DESCRIPTIONS.pdf)

- University of Oregon - [http://des.uoregon.edu/how-write-twenty-five-word-course-description](http://des.uoregon.edu/how-write-twenty-five-word-course-description)

- Michigan Tech – Writing a Course Description - [http://www.mtu.edu/registrar/pdfs/course-proposal-guide/Writing%20a%20Course%20Description.pdf](http://www.mtu.edu/registrar/pdfs/course-proposal-guide/Writing%20a%20Course%20Description.pdf)

**02-Project Application:**
Step#1: Locate your own institution’s policy for elements of the course description, OR find one on the Internet from an educational institution in the resources above, OR find the state policy for the UT system; List the elements of the course description that you have identified, and also identify the requirements for Contact hour per credit for all three delivery methods: Lecture, lab, and clinic.

Step#2: For the course that you have selected or are developing, identify and list by unit or by week (week preferred) all of the course learning units—roughly 10 to 15 depending on how many weeks there are in your semester; or if you are not developing a course and possibly developing staff development materials, identify ten topics that would be appropriate.

Sept#3: From the resources above and the elements that you have identified for a good course description; develop the course description for your course.

Sept#4: Develop a list of general or overall course goals; these are more general and are fewer in number than the objectives which you develop later for each of the learning units. The overall course goals ought to align with the course description from step #3 above.

Developing Learning Unit 1 (Wks 3, 4, 5, & 6)

**WK03 Identifying Content for a specific learning Unit (content outline)**

**03-Reading Assignment:** Identify three resources that you will use to identify content relevant to the unit you are developing. For example, this might be the corresponding chapter from a respiratory care textbook, or a review article covering the selected topic and published in a journal.

**03-Project Application**

Step#1: Select One of the learning units that you have identified and develop a content outline, in which you identify all of the content elements associated with this unit. The content should reflect the information that you have selected from your resources above. At the top of your document please list these three references. You are going to repeat the content outline process in the subsequent weeks for the other two learning units that you have selected.
WK04 Developing Course Objectives
04-Reading Assignment:
1) Blooms taxonomy of learning domains –writing objectives for cognitive, psychomotor, and affective domains: Document loaded to blackboard or orgs.bloomu.edu/tale/documents/Blooms_Revised_Taxonomy.pdf
2) Writing Instructional Objectives –Waller: Document loaded to blackboard

Step#1: Now that you have completed the content outline it is time to develop the specific objectives for your chosen learning unit, using the correct action verbs. In general, you should be able to write at least ten objectives for your unit, or more depending on the complexity of the unit. This will most likely favor one of the learning domains, but when possible or when appropriate include examples from the other learning domains.

WK05 Developing the course materials for the learning unit
05-Reading Assignments:


05-Project Application:

Step#1) Outline or summarize the materials for your unit identifying all of the items that you will use as learning materials for the student. There are a number of different ways of providing this information to the student: as a word document with lecture content outline or specific content material, as a powerpoint presentation with imbedded content, as video, as specific cited reference material or reading materials, some kind of learning activity or exercise (e.g. something they have to draw, arrange, or calculate), or it might be organized according to content associated with a specific learning objective. This last method of organization, in my estimation is the best or most logical method of delivering course content: for each content element I first list the objective, and
then I identify in the lecture outline the learning materials that support learning the concept (e.g. pages in a text, slide, video, images, student activities, or even lecture notes). In this way the student knows what specific objective they are trying to learn or achieve, and the relevant materials that supports their learning. This also makes a nice or logical link to developing objective based exam questions.

Step#2) Include at least one student learning activity that is representative of student participation from the flipped classroom concept.

Step#3) For bonus points this week, (not required) following this sequence you could also develop sample questions that could be used during class to provide you with feedback about whether they have grasped the concept.

WK06 Developing Test Questions or Assessment methods to determine if the appropriate learning has occurred.

06-Reading Assignment:
1) Identifying different assessment methods
http://teachonline.asu.edu/2013/06/quick-reference-guide-for-writing-effective-test-questions/#axzz2nNKAas6z

2) NBRC – item writer guidelines; Test question structure: Stem, distracters

3) University of Texas:

4) Vanderbilt University:
http://cft.vanderbilt.edu/teaching-guides/assessment/writing-good-multiple-choice-test-questions/

06-Project/Application:

Step#1: for each objective in your learning unit develop at least one assessment tool or question
(You will need to develop a minimum of ten assessment questions for your unit, or more depending on the number of objectives). You may need to develop questions or methods for specific learning domains. Your submission in this case should include the actual evaluation tool (question) with the learning objective identified or inserted above each of the questions.

**Developing Learning Unit 2 (Wk 7, 8, & 9)**

**WK07 Developing Learning Unit 2**
Note: This is the same as week three, but for a different learning unit

**07-Reading Assignment:** same as WK03—select 3 references for content material;

**07-Project Application**
Step#1: Select the second learning unit from your course and develop a content outline, in which you identify all of the content elements associated with this unit. You will need to start this portion by identifying three references or chapters from text books covering the content area, from which you have selected the content elements.

**WK08 Developing Course Objectives and Course Materials 2**
Note: This is the same as WK04 and WK05, but for a different learning unit

**08-Reading Assignment:** Same as WK04 writing objectives and WK05 Course Materials

**08-Project/Application:**

Step#1: Develop the specific objectives for your chosen learning unit, using the correct action verbs. This will most likely favor one of the learning domains, but when possible or when appropriate include examples for the other learning domains.

Step#2: Outline or summarize the materials identifying all of the items that you will use as learning materials for the student. There are a number of different ways of providing this information to the student: as a word document with lecture content outline or specific content material, as a powerpoint presentation
with imbedded content, as video, as specific cited reference material or reading materials, some kind of learning activity or exercise (e.g. something they have to draw, arrange, or calculate), or it might be organized according to content associated with a specific learning objective.

**WK09 Developing Test Questions or Assessment methods to determine if the appropriate learning has occurred.**
Note: This is the same as week six above but for a different leaning unit

**09 Reading Assignment:** Same as WK06

**09-Project/Application:**
Step#1: for each objective in your learning unit develop at least one assessment tool or question (need to have a minimal of ten total assessment questions). You may need to develop questions or methods for specific learning domains. Your submission in this case should include the actual evaluation tool with the learning objective identified or inserted above each of the questions.

**Developing Learning Unit 3 (Wk 10,11, &12)**

**WK10 Identifying Content for a specific learning Unit (content outline)**
Note: This is the same as week three, but for a different learning unit

**10-Reading Assignment:** Select three references for the content that you have chosen

**10-Project Application**

Step#1: Select the third learning unit from your course and develop a content outline, in which you identify all of the content elements associated with this unit. You will need to start this portion by identifying three references or chapters from text books covering the content area, from which you have selected the content elements.

**WK11 Developing objectives and course materials for the learning unit**
Note: This is the same as Wk04 & WK05, but for a different leaning unit

11-Reading Assignment: Same as WK04 writing objectives and WK05 Course Materials

11-Project Application:

Step#1: Develop the specific objectives for your chosen learning unit, using the correct action verbs. This will most likely favor one of the learning domains, but when possible or when appropriate include examples for the other learning domains.

Step#2: Outline or summarize the materials identifying all of the items that you will use as learning materials for the student. There are a number of different ways of providing this information to the student: as a word document with lecture content outline or specific content material, as a powerpoint presentation with imbedded content, as video, as specific cited reference material or reading materials, some kind of learning activity or exercise (e.g. something they have to draw, arrange, or calculate), or it might be organized according to content associated with a specific learning objective.

WK12 Developing Test Questions or Assessment methods to determine if the appropriate learning has occurred.
Note: This is the same as week six above but for a different leaning unit

12-Reading Assignment: same as WK06

12-Project Application:
Step#1: for each objective in your learning unit develop at least one assessment tool or question (need to have a minimal of ten total assessment questions). They may need to develop questions or methods for specific learning domains. Your submission in this case should include that actual evaluation tool with the learning objective identified or inserted above each of the questions.

WK13 Item Analysis: Statistics and Test Data analysis:
Learning the different methods of evaluating assessment data: point bi-serial or item analysis, identifying good and bad questions.

**13-Reading Assignment:** Identifying different parameters or statistics that evaluate test quality.
Reading will be loaded to blackboard (TBA)
1) Difficulty, Average, Standard Deviation, Standard Error
2) Discrimination, Point bi-serial

**13-Project Application:**
TBA: We will Provide a Sample Exam with Item Analysis: From the sample exam and associated exam statistics:
1) Pick 5 questions that were the easiest on the exam
2) Pick 5 questions that were the most difficult on the exam
3) Pick 5 questions with poor discrimination

Identify what you think the problem was, and then re-write the question to improve the discrimination.

**WK14 Performing the Statistical analysis on your sample test**

**Reading Assignment:** TBA

**14-Project Application:**
Using either your own test data or an additional sample, load the test data into the item analysis software to generate an item analysis. From the sample exam and associated exam statistics:
1) Pick 5 questions that were the easiest on the exam
2) Pick 5 questions that were the most difficulty on the exam
3) Pick 5 questions with poor discrimination

**Grading Rubric:**

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**Possible references:**


GovenorsStateUniversity syllabi and course materials http://www.govst.edu/coe/t_coeoprograms.aspx?id=40756

University of North Carolina at Greensboro syllabi and materials for teaching in Higher Ed http://www.uncg.edu/cui/courses/graduate_syllabi.html
University of Texas – Instructional Assessment Resources
http://www.utexas.edu/academic/ctl/assessment/iar/students/report/itemanalysis.php
MSHP 5321 Classroom Technology

Instructor
José D. Rojas, PhD, RRT
Telephone: (409) 772-9405
Office Hours: TBA & by Appointment
email: jdrojas@utmb.edu

Course Description: This graduate level course provides the student with the opportunity to; 1) integrate traditional elements of education in the classroom and the use of current technology; 2) implement modes of assessment utilizing technology in the classroom. Specifically this course will provide the learner with an overview of; 1) available course management software; 2) use of audio-visual formats for delivery of content; 3) methods of capturing content in digital format; 4) application and use of audience response systems; and 5) methods, format, and application of computer testing. The learner will investigate a range of educational technologies and consider their affordances and limitations in relation to learning goals.

Objectives
1. Compare and contrast learning management systems: Moodle, Canvas, and Blackboard.
2. Compare and contrast Lecture capture recording; video, Camtasia, and Tegrity.
4. Compare and contrast computer assessment systems; Blackboard, Respondus, and Perception.
5. Compare and contrast delivery formats; Podcasts, video streaming, use of YouTube.
6. Compare and contrast tablet and smart board technology for classroom instruction.

Grading:

Each Assignment will be graded with the following criteria:
1. Clearly written
2. Organized
3. Met intent of exercise
   a. Quality
   b. Attention to detail
   c. Completeness
4. Follows guidelines/structure
5. Turned in on time

There are 13 weekly assignments that will be evaluated over the semester. The general point total will be 50 points per assignment for a possible 650 points over the semester. Course grade is a simple percentage of points earned compared to possible point. All assignments begin on Monday of the week and are due at 11:59 PM on Sunday of that same week. Weekly assignments will be loaded by the instructor into the Blackboard system. Your classwork submissions will also be loaded by you into the system under assignments and the grades or points for each assignment will be entered into the grading system in Blackboard. We will use a “Demo Course” in Blackboard this semester to apply the some of the features we will discuss throughout the course (this will be your technology lab; there is no harm or foul if things get broken in lab). You are all enrolled as instructors in the “Demo Course”. We will use the Discussion Board in this “Demo Course” for “nongraded” discussions related to the weekly assignments. My time commitment to you is that I will visit Discussion Board at least three times a week (Tuesday, Thursday, and Saturday) to try to answer any questions contribution to Discussions.

**CITATION REQUIREMENTS**

You must use Respiratory Care Education Annual Format to cite all sources. Use 12-point font, Times New Roman, one inch margins for all assignments.

Grade Scale:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 59 & below
Course Evaluation:
Students will be given the opportunity to evaluate the course approximately one week prior to the final examination. Course evaluations will be completed on-line through the University system.

Academic Progress:
Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action:
Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs.

Academic Integrity:
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Course Assignments (These are brief summaries; complete instructions are found with each assignment on Blackboard):

Week 1: Compare and contrast these three learning management systems (Canvas, Moodle, Blackboard). Provide a brief synopsis of each platform (this could include but is not limited to; history, cost, reviews, users groups, etc). Contact and interview a user of each platform for their opinion of: value to their teaching, ease of use, complaints, difficulties, etc. From the interview you should also determine the experience level of the user and whether they have used other platforms. This assignment is due on Jan 10th.
Week 2: Over the course of the next few weeks you will explore Blackboard. You will be enrolled as instructors in a “sandbox” class RESC 5501-Technology Sandbox. You will be able to explore different features in Blackboard. Previous students have developed content area that you can explore. You will build a content area for course that you will be delivering. The section with your name has been built. As Instructor of record you will develop this content area from a generic shell. This first week you will explore the course tools in this “generic shell”. The hypothetical course that you are building will have 25 students and will be entirely on-line. Any questions or problems you have can be discussed in the Discussion Forum of the “sandbox”. Provide a brief summary of the tools available and how they can be used in this course. This assignment is due on Jan 17th.

Week 3: Compare and contrast the following technology/software for providing lecture content in audio and video format in an on-line platform (Camtasia, Sorenson Squeeze, and Tegrity). Provide a summary of cost, ease of use, integration with Blackboard. This assignment is due on Jan 24th.
http://www.sorensonmedia.com/
http://www.tegrity.com/
https://www.techsmith.com/camtasia.html

Week 4: Create a brief powerpoint presentation (no more than 5 slides) on any topic of interest to you. You want to deliver this on-line in your Blackboard class. Tegrity is one of the tools available for this class. Login to Blackboard and activate the Tegrity tool on your computer. You will need a microphone headset to record the lecture and upload to your class. Once you have uploaded the presentation explore the features of Tegrity. Describe each of these features and provide a summary of the ease or difficulty of this assignment. Summary of assignment is due Jan 31st.

Week 5: Compare and contrast Keypoint Interactive, i>clicker, and Turning Technologies audience response systems. Provide a brief synopsis of each platform (this could include but is not limited to; history, cost, reviews, users groups, etc). Contact and interview a user of any platform for their opinion of: value to their teaching, ease of use, complaints, difficulties, etc. From the interview you should also determine the experience level of the user and whether they have used other platforms. This assignment is due on Feb 7th.
Week 6: Go to Turning Technologies website by using the link below:
http://www.turningtechnologies.com/responsesystemsupport/downloads/
Download TurningPoint (Version 5.4) and install on your computer. Using your presentation from your week 4 assignment, generate a Polling session for assessing student/audience understanding/perception of your presentation. You should receive an email from TurningTechnologies giving you instructions on how to create a session.
Here is a link to a quick YouTube presentation that shows how to use TurningPoint and ResponseWare.
http://www.youtube.com/watch?v=TM6zWfYJ1uA . Click on “Turningpoint” and select “ResponseWare” to poll demo students using a smartphone or I-phone. Use the demo student profile to test the session. Save the session and generate reports with TurningPoint that analyze the session. Provide a summary of the exercise and describe features of TurningPoint and session management.
Describe different methods available with Turning Technologies for capturing data. Comment on your opinion of usefulness of this technology for assessing on-line or classroom learning. Summary of assignment is due Feb 14th. (If unable to access response ware, we will use clickers)

Week 7: Compare and contrast these tools for developing on-line assessment of student learning (Blackboard, Respondus, and Questionmark Perception). Provide a summary of cost, ease of use, integration with Blackboard. Contact and interview a user of any of the platforms for their opinion of: ease of use, complaints, difficulties, etc. From the interview you should also determine the experience level of the user and whether they have used other platforms. This assignment is due on Feb 21st.

Week 8: Generate a ten question multiple choice assessment based on your presentation from week 4. Now you are ready to try to deploy this 10 question assessment in Blackboard. You will do so with both Blackboard as the assessment generator and with Respondus. To obtain a 30-day trial of the Respondus software click on the link provided (http://respondus.com/download/respondus.shtml). After generating the assessment set the properties to allow for multiple attempts. Using your demo student in Blackboard, take the assessment multiple times to generate a data set that will allow you to analyze to student performance. Provide a summary of the
exercise and describe features of Blackboard and Respondus for generating this assessment. Comment on your opinion of usefulness of this technology for assessing on-line or classroom learning. Summary of assignment is due Feb 28th.

**Week 9:** Compare and contrast the following content delivery formats; Podcasts, video streaming, and Youtube. Can any of these formats be integrated with Blackboard? Provide a summary of cost, ease of use, integration with Blackboard. Describe any limitations to use of any format. Describe any advantages? Contact and interview a user of any of the platforms for their opinion of: ease of use, complaints, difficulties, etc. This assignment is due on Mar 6th.

**Week 10:** Create a YouTube account. After creation of the YouTube account, create a short video that describes the control panel of a ventilator you are familiar with (no more than 15 minutes in duration). Upload the video to your account. Write a summary of your experience with this project describing the complexities and or any advantages. This assignment is due on Mar 13th.

**Week 11:** Compare and contrast the use of a tablet PC, iPad, and smart board technology for classroom instruction. Provide a summary of cost, and ease of use. Contact and interview a user of any of the platforms for their opinion of: ease of use, complaints, difficulties, etc. This assignment is due on Mar 20th.

**Week 12:** Attempt to use a tablet PC or iPad to redeliver your presentation from Week 4 in Blackboard. Demonstrate the use of features unique to the tablet or iPad in this presentation. Provide a summary of cost, ease of use, integration with Blackboard. Describe any limitations to use of the format. Describe any advantages? How do you think these two platforms compare with Smartboard technology? This assignment is due on Mar 27th.

**Week 13:** Select any one of the projects you have worked on this semester and write an essay on the use of this technology in the classroom. Your essay could either be in support of technology and how it is beneficial or critical of the technology. In either case support your position with references and you’re your own personal experiences. This assignment is due on Apr 10th.
MSHP 5322 Education Laboratory and Clinical

Course Coordinator:
Bruce Adcock, M.Ed., RRT-NPS
Office: 4.460 SHP Bldg.
Office Phone: 409-772-5693
Email: bradcock@utmb.edu
Office Hours: TBA

Course Description:

This course will provide the student the ability to develop and deploy all phases of a curricular course including:

1. An overview of competencies that are developed in the laboratory and clinical settings.
2. Learning objectives for each of the competencies.
3. Methods to facilitate teaching the competency.
5. Quantitative analysis of assessment data to include rater-agreement (inter-rater reliability).

Course Objectives:

1. Describe the learning domains and methods of assessing learning in each domain.
2. Use Blooms taxonomy to write general learning objectives for competency/procedure development.
3. Using an existing database competency – update the competency to reflect the recommendations of the most recent clinical practice guideline.
4. Perform several, different types of literature searches (Medline, Google or Internet)
5. Synthesize the findings from the literature into a list of recommendations reflecting best practice from the available medical literature.
6. Develop learning tools for a laboratory exercise.
7. Develop the evaluation instrument for assessing performance on a competency/procedure.
8. Develop a video script and video to be used as a tool for assessing inter-rater reliability.
9. Using an existing evaluation instrument and a recorded performance of competency; collect assessment data from clinical evaluators, apply one of the statistical tools for inter-rater assessment to the collected data, evaluate the data set for rater consistency, problems with the written evaluation instrument or the performance video.

Announcements:

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<td>WK01</td>
<td>Learning Domains</td>
<td>Write a descriptive summary over the 3 learning domains</td>
<td>50</td>
</tr>
<tr>
<td>WK02</td>
<td>Identifying Key Competency Elements</td>
<td>Using Bloom’s taxonomy, write an evaluation statement for each of the 5 key elements of selected competency.</td>
<td>50</td>
</tr>
<tr>
<td>WK03</td>
<td>Key Element Objectives and Learning Domains</td>
<td>Write general objectives for each of the 5 key elements and identify the learning domains associated with each objective.</td>
<td>50</td>
</tr>
<tr>
<td>WK04</td>
<td>Evaluate and Update “Ventilator Circuit Change” Competency</td>
<td>Updated competency with references.</td>
<td>50</td>
</tr>
<tr>
<td>WK05</td>
<td>Evaluate and Update “MDI” Competency</td>
<td>Updated competency with references.</td>
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<tr>
<td>WK06</td>
<td>Creating a New Competency: Research</td>
<td>Literature search summary and notes.</td>
<td>50</td>
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<tr>
<td>WK07</td>
<td>Creating a New Competency: Documentation</td>
<td>Complete competency with detailed objectives for 5 key elements.</td>
<td>50</td>
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<tr>
<td>WK08</td>
<td>Developing Laboratory Exercises</td>
<td>Document describing the complete laboratory exercises.</td>
<td>50</td>
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<tr>
<td>WK09</td>
<td>Evaluation of Suction Videos (IRR)</td>
<td>Evaluation of Videos Summary of evaluation process.</td>
<td>50</td>
</tr>
<tr>
<td>WK10</td>
<td>Evaluation of Ventilator Graphics Videos (IRR)</td>
<td>Evaluation of Videos Summary of evaluation process.</td>
<td>50</td>
</tr>
<tr>
<td>WK11</td>
<td>Scripting a Competency Video (IRR)</td>
<td>Video Script</td>
<td>50</td>
</tr>
<tr>
<td>WK12</td>
<td>Completing a Competency Video (IRR)</td>
<td>Completed Video</td>
<td>50</td>
</tr>
<tr>
<td>WK13</td>
<td>Evaluation of Class Competency Videos (IRR)</td>
<td>Evaluation of ALL Videos submitted</td>
<td>50</td>
</tr>
<tr>
<td>WK14</td>
<td>Completing the Competency and IRR process</td>
<td>Summary of process and results of IRR</td>
<td>50</td>
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**Grading:**

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<td>Quality</td>
<td>10</td>
</tr>
<tr>
<td>Detail</td>
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</tr>
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<td>10</td>
</tr>
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<td>Follows Guidelines/Structure</td>
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Citation Requirements:
You must use Respiratory Care Journal Format which uses the guidelines for authors from the International Committee of Medical Journal Editors -“Uniform Requirements for Manuscripts Submitted to Biomedical Journals”. This information is located on the following website http://www.nlm.nih.gov/bsd/uniform_requirements.html. Please follow this format in citing articles, books, web sites and any other citation format listed in that on-line document. Continue to use double spacing, with Times new Roman 12.

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Course Evaluations (required):

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Compliance, 2.118 Jamail Student Center, 409-772-2112. Full information is available at  www.utmb.edu/studentservices/titleix.asp
MSHP 5323 Technology Clinical Simulation

Course Coordinator:
Bruce Adcock, M.Ed., RRT-NPS
Office: 4.460 SHP Bldg.
Office Phone: 409-772-5693
Email: bradcock@utmb.edu
Office Hours: TBA

Course Description:
This course will provide the student the ability to review best practices in simulation educational technology including:

3. Utilize a human patient simulator for assessing clinician cognitive and psychomotor ability.
4. Review the process of effective debriefing after simulation.
5. Develop a clinical scenario for use with a human patient simulator.

Course Objectives:

1. Evaluate the use of clinical simulation in Respiratory Care education.
2. Use Blooms taxonomy to write general learning objectives for simulation scenarios.
4. Develop clinical scenarios and identify key elements.
5. Perform several literature searches and describe the process.
6. Develop an evaluation tool derived from evidence based literature.
7. Develop a debriefing strategy derived from evidence based literature.

Announcements:
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2. What is your experience with clinical simulation?  
3. What is your interpretation of the articles?  
4. After reading the articles, what is your opinion of clinical simulation? | 100 |
| WK02 | 1. Compare and contrast Laerdal “SimMan” and CAE Healthcare “iStan”  
2. What are the cost of each?  
3. What is the fidelity?  
4. Describe the “ease of use”  
5. Are there limitations? (Ex: upgrading software, has the simulator become outdated?)  
6. Is there any networking available for these platforms? Are there ways to share resources? | 50 |
| WK03 | 1. Download Laerdal SimMan  
2. Watch the Tegrity recording in the WK04 content area.  
3. Follow the WK04 Assignment instructions to create a PowerPoint with screenshots demonstrating each step in the activity. | 50 |
| WK04 | 1. Create an “initial setup” simulation script (Ex: All information leading up to the Scenario starting) | 100 |
| WK07 | 2. Must be Respiratory Related (Ex: can be based on NBRC clinical simulations, events that have happened in the clinical setting or an actual case presentation they have in the hospital setting.... Just be HIPAA compliant)  
3. Identify the Key Elements (Objectives) of this script. |
|---|---|
| WK08 | 1. Using the same patient scenario as WK05 and WK06, create a Simulation Script using an algorithm to create the steps after the “initial setup”. (see example)  
2. Algorithm must be at least 2 branches in length. Each branch will demonstrate what happens if a student reacts positively or negatively to the situation.  
3. Identify the key elements (objectives) for each branch. |
| WK09 | 1. All scenarios will be uploaded to blackboard for peer review.  
2. Give Feedback/Critique of each scenario. (be professional in your comments)  
3. In your Feedback/Critique, include the following:  
   a. Is the scenario realistic?  
   b. Are there limitations to the scenario?  
   c. Were there items missing?  
   d. What did you like about the scenario?  
   e. What are some suggestions to improve the scenario? |
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<td><strong>2. Create your own literature search over the topic. This search is to aid you in creating your own grading rubric in WK11.</strong></td>
<td></td>
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<tr>
<td><strong>3. Submit your Literature Search that includes the following:</strong></td>
<td></td>
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<td><strong>a. What were your search criteria?</strong></td>
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<tr>
<td><strong>b. What databases were used?</strong></td>
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<td><strong>4. What articles did you find relevant and why?</strong></td>
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<td><strong>WK11</strong></td>
<td><strong>1. Based on your literature review, create your own grading rubric for the scenario you created.</strong></td>
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<td><strong>2. Create your own literature search over the topic. This search is to aid you in creating your own debriefing strategy for WK13.</strong></td>
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WK13
1. Based on your literature search:
2. Describe your thoughts on debriefing.
3. What are some ways to debrief students based on your scenario?

WK14
1. Give a summary of all activities throughout the course.
2. What are the advantages and disadvantages of simulation?
3. Does cost factor into the decision to use simulation?
4. Is there aspects of “time” that need to be accounted for? (Ex: set up, prep of scenarios, students)
5. What is your overall impression of simulation?
6. What did you learn from your Peer Reviews on your own simulations?

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