

ST 103 Communication for the Surg Tech (2 credits)

TERM I

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Office Contact: Email is the best way to contact the instructor for this class. Messages received between Monday at 8am and Friday at 5pm are generally returned within 24 hours. Messages received on Saturdays, Sundays, or holidays will be returned on the next business day.

By appointment, please email to set up a mutually convenient time.

Office phone: 541-917-4934

Text:

- **Surgical Technology: Principles and Practice, 6th edition by Fuller**

Course Description: Prepares the student to properly chart, document and organize information for the medical record. This course prepares the student to use effective communication in the surgical arena with patients and surgical staff.

- This course contains 20 hours of instructor created content with the expectation that the average student will have 80 hours of engagement within the quarter.
- This is an online asynchronous course.
- **Students progress in a prescribed linear methodology through the course demonstrating competency.**
- Grading rubrics are provided for every Competency Assessment

Program Outcome:

1. Provide surgical patient care and comfort with empathy and cultural competence.
2. Demonstrate competence in surgical technologist duties, procedures and cases.

Course Outcomes:

- Demonstrate an understanding of appropriate body language and other nonverbal skills in communicating with patient, family, and staff.
- Use medical terminology correctly to document patient encounters.
- Demonstrate effective communication techniques for patients, family members, and health care personnel using verbal, written, and information technology tools/devices.

CREDIT UNIT 1								AST CORE CURRICULUM:
(CU1 M1)	Read Intro: An Overview	Complete Pre Self-check 10 MC questions	Review Chapter 2 Terminology Activity	Read Chapter 2	Discussion Question	Complete Chapter 2 Self-check 20 MC questions	Complete Case Study Competency Assessment	Professional Management
(CU1 M2)	Read Intro: The Patient	Complete Pre Self-check 10 MC questions	Review Chapter 6 Terminology Activity	Read Chapter 6	Discussion Question	Complete Chapter 6 Self-check 20 MC questions	Complete Patient Care Partnership Competency Assessment	Biopsychosocial needs of the patient Exposure
(CU1 M3)	Read Intro: Effective Communication in the Surgical Setting	Review Lecture Materials: Types of Verbal Communication & The Sender Receiver	Complete Sender & Receiver Competency Assessment	Review Lecture Materials: Communication Barriers	Complete Communication Barriers Competency Assessment			Communication Skills and Teamwork

		Process						
(CU1 M4)	Read Intro: Your Audience	Review Lecture Materials: Applying Active Listening Skills	Review Lecture Materials: Obtaining a Patient History	Complete Reflection, Restatement, and Clarification Competency Assessment	Review Lecture: Feedback	Complete Providing Feedback Competency Assessment		Communication Skills and Teamwork
(CU1 M5)	Read Intro: Nonverbal Delivery	Review Lecture Materials: Nonverbal Delivery & Body Language	Complete Nonverbal and Territorial Competency Assessment	Complete Nonverbal & Territorial Communication	Review Lecture Materials: Personal Boundaries	Video: Smile		Communication Skills and Teamwork
Midterm	<p>Essay, fill-in-the blank, matching questions worth 30 points Timed for 1 hour Proctored</p> <p style="text-align: center;">Assessment of course outcomes:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of appropriate body language and other nonverbal skills in communicating with patient, family and staff. • Use medical terminology correctly to document patient encounters. • Demonstrate effective communication techniques for patients, family members, and health care personnel using verbal, written, and information technology tools/devices. 							
(CU2 M1)	Read Intro: Patient Care and Assessment	Review Lecture Materials: Subjective vs Objective Info	Complete Subjective vs Objective Competency Assessment	Review Lecture Material: Reporting Relevant Information	Complete Reporting Relevant Information Competency Assessment	Review Lecture Materials: Advocate on Behalf of Patients & Demonstrate Empathy	Complete Reporting Empathy and Advocacy Competency Assessment	Communication Skills and Teamwork
(CU2 M2)	Read Intro: Communication across Humanity	Review Lecture Materials: Demonstrate Respect for Diversity & Generational Respect	Complete Understanding Patients Competency Assessment	Review Lecture Material: Cultural Competence	Video: Cross-cultural Communication & Difficult Patients	Review Lecture Language & Verbal Skills that Enhance Patient Understanding & Demonstrate Sensitivity appropriate to the Message & Customer Service	Discussion Question	Communication Skills and Teamwork
Final	<p>Essay, fill-in-the blank, matching questions worth 50 points Timed for 1 hour Proctored</p> <p style="text-align: center;">Assessment of course outcomes:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of appropriate body language and other nonverbal skills in communicating with patient, family and staff. • Use medical terminology correctly to document patient encounters. • Demonstrate effective communication techniques for patients, family members, and health care personnel using verbal, written, and information technology tools/devices. 							

ESSAY AND DISCUSSION QUESTION RUBRICS:

4 pts	3.2 pts	3 pts	2 pts
<p>Fabulous answer. Answer in student's own words. 100% accurate. Well-written, thoughtful and thorough. Demonstrates exceptional critical thinking and/or application to real-life scenario. Exceeds expectation. No grammatical, spelling, or punctuation errors.</p>	<p>Adequate and accurate answer. Answer in student's own words. Demonstrates some critical thinking and/or application to real-life scenario. More detail could have been provided. 1 -2 grammatical, spelling, or punctuation errors.</p>	<p>Answer in student's own words. Not entirely accurate and/or not adequately written and/or answer is lacking substance and information. Student does not demonstrate critical thinking and/or application. > 2 grammatical, spelling, or punctuation errors.</p>	<p>Answer is NOT in student's own words and/or answer is NOT accurate. Student did not answer question fully. No demonstration of critical thinking and/or application. Lacks significant substance and information. > 2 grammatical, spelling, or punctuation errors.</p>

- NOTE: Rubrics and points for Assessments along with grade calculations can be found on each Assessment within the Learning Management System.

GRADING:

- Course is no weighted.
- This is a two (2) credit, letter grade course .with the final grading scale as::
 - A = 90 – 100%
 - B = 80 – 89%
 - C = 75 - 79%
 - FAIL = < 75%

COURSE FAILURE POLICY

If a student fails this course, he or she must withdraw from the program.

LBCC Center for Accessibility Resources Policy

Students who use accommodations in a regular classroom should contact their Instructors as soon as possible. If you have not accessed services and think you may need them, please contact the [LBCC Center for Accessibility Resources office \(Links to an external site.\)](#)[Links to an external site.](#), you can **send an email** or call 541.917.4789.

Accommodations for online courses may be different than those for traditional classrooms. It is important that you contact LBCC Center for Accessibility Resources as soon as possible to discuss solutions and options.

You should meet with your instructor during the first week of class if:

- You have a documented disability and need accommodations,
- Your instructor needs to know medical information about you, or
- You need special arrangements in the event of an emergency.

If you have not accessed services and think you may need them, please contact the Center for Accessibility Resources (CFAR), 541-917-4789.

STATEMENT OF INCLUSION

The LBCC community is enriched by diversity. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill. I actively support this right regardless of race, creed, color, personal opinion, gender, sexual orientation, or any of the countless other ways in which we are diverse. (Related to Board Policy #1015)