Patient Centered Care Coordination
NURS406
Southwestern College Professional Studies

COURSE SYLLABUS

I. Course Catalog Description
The approach toward medical care has evolved from considering the patient a subject to treat to inclusion of the patient as a member of his or her care team. This course explores the importance of understanding a patient’s genetic profile, the patient’s understanding of his or her illness, the patient’s culture’s values, beliefs, and norms to be considered toward illness and treatment, and the patient’s own goal for treatment and its outcome help form the basis for a team-based decision regarding the patient’s care. Because each person is a member of a community, the course includes a focus on the social and economic principles that contribute toward the formation of a community’s culture. Learners gain knowledge in inter-professional communication and the optimization of expertise. Prerequisites: NURS309 and PSY 110.

II. Required and Supplementary Instructional Materials


Other Resources:

III. Learning Outcomes
Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to the Nursing Program, as well as institution-wide outcomes related to the mission and vision of the college. Outcomes can help learners and instructors focus on the big picture of the learning experience and can help inform potential employers about a graduate’s knowledge and skills.

Upon successfully completing this course, the learner will be able to:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Related Program Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define case management including its processes and characteristics</td>
<td>1, 3, 5, 10</td>
</tr>
<tr>
<td>2. Acknowledge the benefit of inter-professional communication and practice</td>
<td>1, 3, 5, 7</td>
</tr>
<tr>
<td>3. Apply case management principles to clinical situations and disease management</td>
<td>1, 3, 5, 6, 7, 9</td>
</tr>
</tbody>
</table>
Learning Outcome | Related Program Outcome(s)
--- | ---
4. Identify methods to coordinate services to meet client needs | 3, 5, 6, 7, 9
5. Identify the impact the case manager has on outcomes management | 2, 6, 9, 10
6. Define the legal and ethical issues associated with case management | 4, 8

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

IV. Course Policies
Students are expected to read and abide by the course policies located in the instructor-specific syllabus in the blackboard course.

V. Course Requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Number of Assignments</th>
<th>Points Possible</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction Discussion</td>
<td>1</td>
<td>10</td>
<td>1%</td>
</tr>
<tr>
<td>Unit Discussions</td>
<td>6</td>
<td>210</td>
<td>21%</td>
</tr>
<tr>
<td>Unit Assignments</td>
<td>5</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Team Assignments (Units 2-4)</td>
<td>3</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Self/Peer Evaluations (Units 2-6)</td>
<td>5</td>
<td>80</td>
<td>8%</td>
</tr>
<tr>
<td>Final Team Paper</td>
<td>1</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Team Power Point</td>
<td>1</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>1</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>1000</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
### VI. Course at a Glance:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Learning Objectives</th>
<th>Reading &amp; Preparation Activities</th>
<th>Graded Work Due</th>
<th>Related Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Review the historical perspectives of care coordination</td>
<td>• Read Fero Herrick &amp; Hu - Chapters 1 – 4</td>
<td>• Unit 1 Introduction Discussion</td>
<td>• Unit 1 Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td>• Describe the role of the care coordinator</td>
<td>• Read Lamb Chapter 1 &amp; 2</td>
<td>• Unit 1 Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognize basic case management processes &amp; characteristics</td>
<td>• Read “Can we lower medical costs by giving the neediest patients better care?” by Atul Gawande, from The New Yorker, January 24, 2011</td>
<td>• Unit 1 Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recognize various aspects of quality and safety initiatives</td>
<td>• Read “Broad Racial Disparities Seen in American’s Ills” by Donald G. McNeil Jr</td>
<td>• Begin working on your team assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discuss the importance of cultural competence for case managers</td>
<td>• Watch Incompetent vs, Competent Nursing Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Describe managed care as part of the healthcare system</td>
<td>• Watch Eye to Eye: Dr. Harold Freeman</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand issues with healthcare disparities</td>
<td>• Watch Patient Navigation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Explain patient navigation</td>
<td>• Review the NURS406 - Final Team Project Guidelines and continue working with your team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify the importance of patient and family–centered care</td>
<td>• Review the NURS406 Self/Peer Evaluation Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review the NURS406 Care Collaboration Assignment Unit Rubrics for the NURS406 Care Collaboration Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review the NURS406 Care Collaboration Assignment PowerPoint Rubric for the NURS406 Care Collaboration Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Unit Learning Objectives</td>
<td>Reading &amp; Preparation Activities</td>
<td>Graded Work Due</td>
<td>Related Learning Outcomes</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------</td>
<td>---------------------------------</td>
<td>-----------------</td>
<td>--------------------------</td>
</tr>
</tbody>
</table>
| 2    | • Describe models and tools for improving healthcare quality & safety  
• Review evidence-based care coordination  
• Acknowledge the importance of partnerships in care coordination  
• Explain the different models of care | • Read Fero, Herrick & Hu Chapters 5 - 6  
• Read Lamb Chapter 3, 4 & 10  
• Read the Cancer Patient Navigation Toolkit  
• Read “What Can Mississippi Learn from Iran?”  
• Read Teamlet Model: A Case Study, Department of Family and Community Medicine  
• Watch Comparing Health Care Quality: A Road Map to Better Care  
• Review Patient Safety and Quality: An Evidence-Based Handbook for Nurses, Chapter 32. Professional Communication  
• Review Patient Safety and Quality: An Evidence-Based Handbook for Nurses, Chapter 33. Professional Communication and Team Collaboration  
• Review the NURS406 - Final Team Project Guidelines and continue working with your team. | • Unit 2 Discussion Board  
• Unit 2 Assignment  
• Unit 2 Team Assignment  
• Unit 2 Self/Peer Evaluation Form | |
| 3    | • Identify the benefits & challenges of entrepreneurship  
• Discuss the importance of networking  
• Describe different types of consultation  
• Review the collaborative process  
• Recognize care coordination in nurses’ practice  
• Evaluate the role of nursing leaders in advancing care coordination | • Read Fero, Herrick & Hu Chapters 7-9  
• Read Lamb Chapter 5-6  
• Read ANA’s The Value of Nursing Care Coordination  
• Read ANA’s Framework for Measuring Nurses’ Contribution to Care Coordination  
• Watch Health Care Should be a Team Sport | • Unit 3 Discussion Board  
• Unit 3 Assignment  
• Unit 3 Team Assignment  
• Unit 3 Self/Peer Evaluation Form | |
| 4    | • Discuss the various components of disease management  
• Describe the utilization of health information systems in case management and disease management  
• Recognize the importance of transitional care | • Read Fero, Herrick & Hu - Chapters 11 & 12  
• Read Lamb Chapter 9 & 11 | • Unit 4 Discussion  
• Unit 4 Assignment  
• Unit 4 Team Assignment  
• Unit 4 Self/Peer Evaluation Form | |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Learning Objectives</th>
<th>Reading &amp; Preparation Activities</th>
<th>Graded Work Due</th>
<th>Related Learning Outcomes</th>
</tr>
</thead>
</table>
| 5    | • Define the roles, functions and skills of the faith community nurse with the community nurse case managers  
• Describe the concepts related to outcomes management and outcomes measurement  
• Recognize the impact care coordination can have on improving quality care  
• Evaluating outcomes related to the utilization of care coordination  
• Acknowledge the importance of inter-professional collaboration | • Read Fero, Herrick & Hu Chapters 10 & 13  
• Read Lamb Chapter 7, 8 & 10  
• Watch Comparing Health Care Quality: A Road Map to Better Care  
• Watch Northern Piedmont Community Care | • Unit 5 Discussion  
• Unit 5 Assignment  
• Unit 5 Self/Peer Evaluation Form |  |
| 6    | • Identify ethical issues in nurse case management  
• Discuss legal issues and concerns related to case management  
• Review how care coordination research can influence public policy | • Read Fero, Herrick & Hu Chapters 14-15  
• Read Lamb Chapter 12  
• Watch Coaching Patients for Successful Self-Management | • Unit 6 Discussion  
• Unit 6 Final Team Project Presentation  
• Unit 6 Final Team Paper  
• Unit 6 Self/Peer Evaluation Form |  |

**VII. Other Policies and Requirements**

Follow this link to the Southwestern College Professional Studies [Standard Syllabus](#) in Blackboard. You may be required to log in.