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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: NURSING

Date Submitted: 2/19/2014

1b. Department/Division: Nursing

1c. Contact Person

Name: Kathy Collins

Email: kathy.collins@uky.edu

Phone: 35624

Responsible Faculty ID (if different from Contact)

Name: Mollie Aleshire

Email: mollie.aleshire@uky.edu

Phone: 32819

1d. Requested Effective Date: Specific Term/Year ¹ Fall 2014

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: NUR 540

2c. Full Title: Health Care Systems from an Interprofessional Perspective

2d. Transcript Title: Healthcare Sys Interprofessional Persp

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

DISCUSSION: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** Health Care Systems from an Interprofessional Perspective provides a review and analysis of health care systems, the wellness-illness spectrum, and interprofessional collaborative practice. Areas of appraisal include the nature and functions of health services, agencies and professionals, and the impact of social, political, economic, regulatory, and technological forces on health care delivery and population outcomes. The course provides a unique opportunity for students to evaluate major health issues and related health care programs from an interprofessional and systems perspective. Working collaboratively with others, students will assess and plan evidence-based interventions that optimize health outcomes and improve quality of care and safety.

2k. **Prerequisites, if any:** Undergraduate Prerequisites: This is a required course in the undergraduate nursing curriculum. Students must have completed NUR 211 or 221 with a minimum grade of C or receive approval to take NUR 540 from the faculty of record. Graduate Prerequisites: There are no graduate prerequisites. This course may be taken as an elective course by graduate students.

2l. **Supplementary Teaching Component:**

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 90

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Health Care Systems from an Interprofessional Perspective will offer a unique opportunity for diverse healthcare professions' students to learn with and about each other and about healthcare systems. Interprofessional teamwork is an integral part of the course and will facilitate future interprofessional collaborative practice.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: NUR 540 (3 credits) will replace HSM 241 (3 credits) as a required course in BSN curriculum.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|KACOLL1|Kathleen A Collins|NUR 540 NEW College Review|20140117

SIGNATURE|PVBURK2|Patricia Burkhart|NUR 540 NEW College Review|20140205

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 540 NEW HCCC Review|20140219

SIGNATURE|JMETT2|Joanie Ett-Mims|NUR 540 NEW Undergrad Council Review|20140410

SIGNATURE|ZNNIKO0|Roshan N Nikou|NUR 540 NEW Graduate Council Review|20140425

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>
[Open in full window to print or save](#)

Generate R

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	3225	NUR_540_syllabus_2014-2.docx
<input type="button" value="First"/> <input type="button" value="1"/> <input type="button" value="Last"/>		

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|----------------------------------------|----------------------------------------------|---------------------------------|-------------------------------------------|
| <input type="text" value="2"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text" value="1"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

Health Care Systems from an Interprofessional Perspective provides a review and analysis of health care systems, the wellness-illness spectrum, and interprofessional collaborative practice. Areas of appraisal include the nature and functions of health services, agencies and professionals, and the impact of social, political, economic, regulatory, and technological forces on health care delivery and population outcomes. The course provides a unique opportunity for students to evaluate major health issues and related health care programs from an interprofessional and systems perspective. Working collaboratively with others, students will assess and plan evidence-based interventions that optimize health outcomes and improve quality of care and safety.

k. Prerequisites, if any:

Undergraduate Prerequisites:

This is a required course in the undergraduate nursing curriculum. Students must have completed NUR 211 or 221 with a minimum grade of C or receive approval to take NUR 540 from the faculty of record.

Graduate Prerequisites:

There are no graduate prerequisites. This course may be taken as an elective course by graduate students.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 90

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Health Care Systems from an Interprofessional Perspective will offer a unique opportunity for diverse healthcare professions' students to learn with and about each other and about healthcare systems. Interprofessional teamwork

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ²for ANY program? Yes No

If YES ², list affected programs:

NUR 540 (3 credits) will replace HSM 241 (3 credits) as a required course in BSN curriculum.

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#)

UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

**NUR 540-001: Health Care Systems from an Interprofessional Perspective
Fall 2014 Syllabus and Course Policies**

A Distributed Learning Course

THESE MATERIALS MAY NOT BE REPRODUCED WITHOUT WRITTEN PERMISSION OF THE OFFICE OF THE DEAN, UNIVERSITY OF KENTUCKY, COLLEGE OF NURSING

CREDITS: 3 credit hours

COURSE DESCRIPTION: Health Care Systems from an Interprofessional Perspective provides a review and analysis of health care systems, the wellness-illness spectrum, and interprofessional collaborative practice. Areas of appraisal include the nature and functions of health services, agencies and professionals, and the impact of social, political, economic, regulatory, and technological forces on health care delivery and population outcomes. The course provides a unique opportunity for students to evaluate major health issues and related health care programs from an interprofessional and systems perspective. Working collaboratively with others, students will assess and plan evidence-based interventions that optimize health outcomes and improve quality of care and safety.

PREREQUISITES:

Undergraduate Prerequisites:

This is a *required* course in the *undergraduate nursing curriculum*. Students must have completed NUR 211 or 221 with a minimum grade of C or receive approval to take NUR 540 from the faculty of record.

Graduate Prerequisites:

There are no graduate prerequisites. This course may be taken as an elective course by graduate students.

STUDENT LEARNING OUTCOMES: Upon completion of the course students will be able to:

1. Explain trends in health, illness, disease, and the aging population.
2. Summarize the history, development, and changing delivery systems for acute hospital inpatient and clinical outpatient services, long-term care, public health, mental health, pediatric services, physical rehabilitation, for-profits and not-for-profits.
3. Critique advances in information and medical technology and their effects on health care.
4. Describe, compare, and contrast the basic components of the U.S. and other health care systems.
5. Appraise health care costs, managed care, federal, state, and commercial payers.
6. Analyze roles and responsibilities of health care professionals and other interprofessional team members in the U.S. health care system.
7. Work in interprofessional teams to explore the characteristics and implications of collaborative practice around one or more cross-cutting healthcare challenges.
8. Research, analyze, collaborate, and negotiate in interprofessional teams to assess and plan evidence-based interventions that optimize health outcomes and improve quality of care and safety.

CLASS MEETINGS:

****The class meets on Tuesdays from 9:00 to 10:30 a.m. in Multi-Disciplinary Science Building Rm. 220-MDS:**

*****The class will also meet for interprofessional class meetings with other health professions students and faculty the following Fridays from 2-4:30 p.m**

Number	Timeline	Lead Content Developers	Themes	IPCP Objectives listed below – will cross all team meetings	Methodologies
1		Bill Pfiefler/Kevin Schuer	<ul style="list-style-type: none"> ○ Is health care a right or a privilege? ○ Ethics/Access 		<p>Read: Shi and Singh “Delivering HealthCare in America” chapter entitled <u>Beliefs and Values in Health</u></p> <p>Large team review: Determinants of health Cultural beliefs and values Market justice Social justice</p> <p>Small teams: Right vs Privilege – Team Presentations</p>
2		Ray Hill	<ul style="list-style-type: none"> ○ Health Care Financing and Payment Models 		<p>Online modules / Case studies prior to IPE</p> <p>Team-Based Learning / Case Studies</p>
3		Mollie Aleshire	<ul style="list-style-type: none"> ○ Health Care Policy 		<p>Online modules / Case studies prior to IPE</p> <p>Small teams: Caucuses and debate on assigned policy issue/stance</p>
4		Kevin Schuer	<ul style="list-style-type: none"> ○ Health Care Quality and Safety/ Disclosure 		<p>University of Washington Materials / Case studies*</p> <p>Live Simulations: clinical disclosure/institutional disclosure</p>

IPCP Objectives for all 4 IP Meetings:

1. Analyze the role and characteristics of patient and family-centered care and its importance in interprofessional healthcare delivery.
2. Identify and manage personal biases and values to minimize their influence when working with diverse patients and their families.
3. Recognize how one's own uniqueness, including power and hierarchy within the IP team, may contribute to effective communication and/or IP tension.
4. Collaborate with diverse healthcare professionals to develop evidence-based strategies to meet specific patient care needs.
5. Forge interdependent relationships with other professions to improve care and advance learning.
6. Recognize how the uniqueness of other team members, including power and hierarchy within the IP team, may contribute to effective communication and/or IP tension.
7. Contribute to effective IP communication by:
 - Giving and receiving feedback
 - Addressing conflict or difference of opinions
 - Self-reflecting
8. Be aware of and open to utilize and develop effective IP communication skills
9. Articulate her/his role on a patient-centered health care team.
10. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient and/or population-centered care that is safe, timely, efficient, effective, and equitable.
11. Analyze how team developmental processes can affect team members, overall team functioning, and outcomes of team-based care.

FACULTY: It is best to contact faculty via email

**Dr. Aleshire will be the primary faculty contact for this course.*

**When emailing, please put NUR 540 in the subject line*

**Faculty will make every effort to respond to emails within 2 business days of receipt*

Mollie Aleshire, DNP, APRN; Assistant Professor, College of Nursing
450A College of Nursing Building: Office Hours by Appointment
Phone: (office); 859-323-2819 Fax: 859-323-1057
Email: mollie.aleshire@uky.edu

Sherry Holmes, MSN, RN; Adjunct Faculty, College of Nursing
315R College of Nursing Building: Office Hours by Appointment
Phone: (office) 859-323-3171 Fax: 859-323-1057
Email: sherry.holmes@uky.edu

DISTRIBUTED LEARNING CLASS FORMAT

This course uses a distributed learning format. There will be weekly face-to-face class meetings and the remainder of the course is taught via a web-enhanced format and independent learning activities. The online portion of the course will be facilitated using Blackboard. Approximately 2/3 of the course will consist of traditional face-to-face methods and the remainder will consist of interactive learning assignments, electronic technology and experiential work.

COURSE EVALUATION:

Undergraduate Grading Scale:

- A = 92-100%
- B = 84-91%
- C = 76-83%
- D = 68-75%
- E = <67%

**There will be no rounding of grades. For example, a final grade of 91.7% will be 91.0%.

Undergraduate Course Evaluation: The final course grade will be weighted in accordance with the following values for undergraduate students:

Quizzes	30%
Article Assignment	25%
Team Presentation	25%
Interprofessional Team Participation & Engagement	10%
Team Peer Evaluation	10%

Graduate Grading Scale:

- A = 92-100%
- B = 84-91%
- C = 76-83%
- E = <76%

**There will be no rounding of grades. For example, a final grade of 91.7% will be 91.0%.

Graduate Course Evaluation: The final course grade will be weighted in accordance with the following values for Graduate students:

Quizzes	20%
Article Assignment	20%
Team Presentation	25%
Interprofessional Team Participation & Engagement	10%
Team Peer Evaluation	10%
Disruptive Innovations Paper Assignment	15%

MIDTERM GRADE: Midterm grades will be posted for undergraduate students in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

INSTRUCTIONAL STRATEGIES:

Lectures, class discussion, readings, writing assignments, video viewing, teamwork, and a team scholarly presentation will be among the strategies used to provide focus for the course.

Audience Response System or "Clickers":

This course utilizes the Turning Point “NXT” Audience Response System ARS] (“clickers”). NXT clickers give instant visual feedback on multiple choice questions during class time and also allow for direct uploading of in-class quiz answers. Clickers will be used in this course to record audience responses for purposes that may include but not be limited to attendance, quizzes, and student participation.

Clicker Facts:

- Even if a student owns a basic clicker, **this course requires the “NXT” clicker (for purposes of in-class quizzes)**. The NXT clicker costs approximately \$60.00. Many students have previously purchased NXT clickers for other courses that may be used in this course.
- **The clickers should be purchased and registered on NUR 540 Blackboard by Friday August 30th.** This will allow time to download the participant list prior to the first class. Directions on how to register clickers is below.
- Clickers should never be shared in this course. Because clickers are being used to record individual student responses, use of any clicker other than the one assigned to that student constitutes academic dishonesty. The minimum penalty for betraying this agreement will be a 3% deduction of all involved students’ final course grades
- Clickers need to be brought to every class session. This is the student’s responsibility. Failure to bring clickers to a class session may result in loss of participation or quiz points.
- Lost clickers are the student’s responsibility and must be replaced and registered for the course by the student.
- For problems with clickers utilize the University of Kentucky Information Technology Customer Service Center (<http://www.uky.edu/UKIT/> -or 218-HELP) to request help.

How to Register Your NXT Clicker:

1. Purchase your NXT clicker at the Bookstore.
2. Sign in on your Blackboard account and click on HSM 241.
3. Click on “Course Tools” in the left-hand column of the home page.
4. Scroll down and click on the “Turning Point Registration Tool” icon.
5. Type in your response 6 character device i.d. (Recognize that, if in doubt, a character is a “zero”, not the letter “O”.) The i.d. number can be found on the back of the clicker under the bar code.
6. Submit, and you’re done!

Interprofessional Teams

Health care professionals **must** be able to function in teams in order to be effective. Such teams are the basic working units of successful medical and health care delivery systems. Therefore, students will work in teams throughout the semester and on the final presentation for this course. Students will be assigned to teams near the beginning of the semester.

Blackboard (Bb)

Blackboard (Bb), the university’s web-based educational technology, will be used as to support the face-to-face teaching-learning strategies. Announcements and reading assignments will be posted on Blackboard. Copies of the syllabus and course assignments are available on Blackboard.

If you are a returning student and you cannot log in to Blackboard your password may well have expired. For internet security reasons, passwords now expire every 90 days. The link to Change Password is on the Blackboard login page. Additional student resources related to Blackboard can be found at

<http://elearning.uky.edu>.

TEXTBOOKS AND OTHER COURSE RESOURCES:

Required Textbook: Shi, L., & Singh, A. (2012). *Delivering health care in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers.

Recommended Textbook:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC.

Assigned readings and other preparatory assignments may be from the required text, journals, websites, and other resources. Updates and/or changes to preparatory assignments will be posted on Blackboard at least one (1) week prior to the scheduled class. Assignments can be accessed online or via the University of Kentucky Libraries Electronic Journals unless otherwise indicated.

Student Preparatory Expectations: Each student should come to class having completed the preparatory assignment prior to class in order to participate in class activities and discussion. Failure to do so may result not only in a reduction in the student's grade, but also compromise the student's development as a professional.

ASSIGNMENTS AND COURSE REQUIREMENTS:

Unless otherwise noted in the assignment description, it is expected that all assignments will be submitted electronically via **BLACKBOARD Assignments**. Your paper assignment should be submitted as a **Word document**. Your team presentation should be submitted as a **PowerPoint** file. Follow these steps to submit assignments:

1. Save your completed paper as a Word document in your documents or save team presentation as a PowerPoint file in your documents
2. Click on Assignment tab in blackboard
3. Click on the Title of the Assignment Folder
4. Click on Assignment title next to icon with clipboard
5. Go down to Attach File and Click on Browse
6. Attach your Word document or PowerPoint file from your documents
7. Click on Attach file
8. Click on Submit

****DO NOT** cut and paste assignments into the Submission Box. You are to attach it as stated above.

****Papers** must be double-spaced, and the format must adhere to the guidelines described in the 6th edition of *The Publications Manual of the American Psychological Association* (2010).

**** All papers/presentations** must use correct spelling and grammar.

****Blackboard paper and team presentation submissions** are due before midnight on the due date.

****Five points** may be deducted from your score for each day an assignment is late.

1. **Quizzes**

During Tuesday classes you will have a quiz which may include material covered in that day's class period, material covered in the previous classes, and/or material covered in the assigned preparation. Quizzes will be administered during class time. There will be no "make-up" quizzes provided. If a student has an

excused absence for a class session, they may request an alternative assignment from the professor. The alternative assignment will be worth a maximum of the same grade as the missed quiz.

2. **Article Assignment: Interprofessional Healthcare Collaboration/Teamwork**

Due 10/06/14

Students are expected to complete the following assignment independently of others in the class.

****Students may email their assignment to or make an appointment with Dr. Aleshire prior to 09/29/14 for individualized feedback on the article assignment.**

***Please plan your paper to assure that appointments with Dr. Aleshire occur prior to 09/29/14, allowing you ample time to make revisions.**

Select two (2) articles that focus on **INTERPROFESSIONAL HEALTHCARE COLLABORATION and/or TEAMWORK** from peer reviewed/refereed journals. All references should include the doi to assure that the articles can be accessed if needed for clarification.

A 1500 word (include word count on the cover page: word count = 1548 words), double-spaced, written summary and analysis of the articles and content therein, is due on the date listed above. (Do not include cover page, abstract, or reference page in the word count).

Use headings to make your paper clear; the following is an example:

Heading One: Purpose

“The purpose of this paper is to...”

Heading Two: Overview/Summary

“In this section research by Smith (2011) and Jones (2012) related to interprofessional health care collaboration will be summarized...(consider using subheadings related to your articles to help further organize your information)

Heading Three: Opinion/Evidence-Based Rationale

“Based on...”

Heading Four: Conclusion

“Smith (2011) and Jones (2012) provide supportive data (contradictory data?) related to the effectiveness of collaboration...as a result...(any recommendations?)

Article Assignment Grading Sheet

CATEGORY	Exemplary	Proficient	Marginal	Unacceptable
Overview/Summary (15 points)	Thoroughly summarizes two articles on interprofessional healthcare collaboration and/or teamwork from peer reviewed journals. Information clearly relates to the main topic and includes supporting details and/or examples. (15 points)	Adequately summarizes two articles on interprofessional healthcare collaboration and/or teamwork from peer reviewed journals. Some points from the articles may be absent. Information clearly relates to the main topic and includes supporting details and/or examples. (13-14 points)	Provides an incomplete summary of two articles on interprofessional healthcare collaboration and/or teamwork from peer reviewed journals. Several key points from the articles are absent. Information clearly relates to the main topic, but few or no details and/or examples are given. (11-12 points)	Provides an incomplete and/or inaccurate summary of two articles on interprofessional healthcare collaboration and/or teamwork or only summarizes one article. Most key points from the articles are absent. Information may or may not clearly relate to the main topic, but no details and/or examples are given. (<11 points)
Opinion with Evidence-Based Rationale (5 points)	Thoughtfully and thoroughly analyzes and evaluates major points. Identifies and presents STUDENT's own opinion drawing support from the reviewed articles and other articles as needed. (5 points)	Offers analysis and evaluation of major points. Identifies and presents STUDENT's own opinion drawing support from the reviewed articles and other articles as needed. (4 points)	Superficially analyzes and evaluates major points or leaves out key components. Identifies and presents STUDENT's own opinion with minimal support from the reviewed articles or other articles. (2-3 points)	Does not analyze or evaluate the information or there is no identification or presentation of STUDENT's own opinion. (<2 points).
Uses Additional Sources (3 points)	Uses and cites 2 or more reliable sources in addition to the two reviewed articles. (3 points)	Uses and cites 1 reliable source in addition to the two reviewed articles. (2 points)	Possible use of additional sources but unclear in number or lack of citation makes use of additional sources unclear. (1 point)	No use of additional sources other than the two articles reviewed. (0 points)
Mechanics (2 points)	No grammatical, spelling or punctuation errors. Uses third person. Clear evidence of an introduction, body, and conclusion. Uses proper APA format throughout the paper, including title page, in-text citations, and reference list. Uses references from the last 5 years. (2 points)	Almost no grammatical, spelling, or punctuation errors. Paper has an introduction, body, and conclusion; however, the transitions may not be clear. Majority of paper uses APA format. References are from the last 5 years. (1.75-1 points)	A few grammatical, spelling, or punctuation errors. Paper is lacking clear introduction, body, or conclusion. Attempt at APA format, however there are problems in multiple areas. References may or may not be from the last 5 years. (<1 point)	Many grammatical, spelling, or punctuation errors. No clear organization to the paper. Does not use proper APA format for most of the paper or does not attempt to use APA format. References are not all from the last five years. (0 points)

3. Team Presentation

DUE DATES: Presentations are due by midnight the SUNDAY before the assigned team presentation date.

****Team presentations may be submitted prior to the due date; however, *they will not be accepted after the due date.***

****Student teams may submit a draft of their presentation to Dr. Aleshire up to **one week prior to their scheduled presentation** date for specific instructor feedback. After that date, students may continue to ask questions or discuss the assignment with the professor, but specific presentation review will no longer be available.**

Each team is responsible for: submitting a course-related topic of study and presenting an oral and audio/visual (PowerPoint) presentation of the approved topic.

Time will be set aside in class for choosing a topic. Additional time will be needed so the teams will need to work together outside of the classroom to determine member roles and tasks. The entire team will receive the same grade for the presentation; therefore, working together will be absolutely necessary.

The teams will have approximately 8-9 members.

A. Topic Submission– Each team must submit three proposed topics must be submitted to the professor in class. The proposed topics will be chosen from the following list. The professor will select from the three proposed topics with the goal being to have a broad range of topics covered in the class.

- | | |
|--------------------------------------|------------------------------------|
| 1. Complimentary medicine | 16. Drug addictions |
| 2. Pet therapy | 17. Kentucky Uglies |
| 3. Universal health outside the U.S. | 18. Healthcare regulatory agencies |
| 4. Shortages of healthcare workers | 19. Medicaid |
| 5. Alzheimer's disease | 20. Medicare |
| 6. The aging population | 21. Fraud and abuse in healthcare |
| 7. Evidence-based healthcare | 22. Medical errors |
| 8. HIV/AIDS | 23. Primary care |
| 9. Healthy People initiatives | 24. E-health |
| 10. Retail health clinics | 25. Cultural competency |
| 11. Mandated no smoking policies | 26. Alcohol addiction |
| 12. Child Abuse | 27. Women's health in the U.S |
| 13. Elder Abuse | 28. Breastfeeding |
| 14. Domestic Violence | 29. Adult obesity |
| 15. MRSA | 30. Childhood obesity |

B. Team Presentation

- a. All PowerPoint must be your original work.
- b. Only one copy of the team presentation needs to be submitted via Blackboard, so one team member needs to be chosen to submit the presentation via Blackboard.
- c. Include the names of all team members and your team number on the first slide of the presentation.

- d. You **must submit your PowerPoint** presentation to the assignment page of Blackboard **by midnight on the Sunday before the class** period when your team will present to prevent a deduction in grade.
- e. It is expected that a minimum of two of the team members will present and that all members will attend and be available to answer questions from the class/faculty.

Team Presentation Grading Sheet

CATEGORY	Exemplary	Proficient	Marginal	Unacceptable
Content (17 points)	Shows a full understanding of the topic. Content is accurate, current, and complete. Explains basic trends related to topic. Describes history and changes related to topic. Discusses how advances in information and medical technology affect topic. Includes how interprofessional healthcare teams relate to topic. Discusses how healthcare costs affect topic. (17 points)	Shows a good understanding of the topic. (15-16 points)	Shows a good understanding of parts of the topic.(13-14 points)	Does not seem to understand the topic very well. (<13 points)
Comprehension (1 point)	Students are able to accurately answer almost all questions posed by instructors/classmates about the topic. (1 point)	Students are able to accurately answer most questions posed by instructors/classmates about the topic. (0.75 point)	Students are able to accurately answer a few questions posed by instructors/classmates about the topic. (0.5 point)	Students are unable to accurately answer questions posed by instructors/classmates about the topic. (0 point)
Time-Limit (1 point)	Presentation is 15-20 minutes long. (1 point)	Presentation is 21-25 minutes long. (0.75 point)	Presentation is 26-30 minutes long. (0.5 point)	Presentation is less than 15 minutes OR more than 30 minutes. (0 point)
Preparedness (1 point)	Students are completely prepared and have obviously rehearsed. (1 point)	Students seem partially prepared but might have needed a couple more rehearsals. (0.75 point)	The students are somewhat prepared, but it is clear that rehearsal was lacking. (0.5 point)	Students do not seem at all prepared to present. (0 point)
Presentation Style (2 points)	Speaks clearly and distinctly all (100-95%) the time without use of slang. Stands up straight, looks relaxed and confident. Establishes eye contact. Facial expressions and body language show interest and enthusiasm about the topic. Has	Speaks clearly and distinctly all (100-95%) the time without use of slang; may mispronounce a word. Stands up straight and establishes eye contact. Facial expressions and body language sometimes show interest and enthusiasm about the	Speaks clearly and distinctly most (94-85%) of the time. May mispronounce one word or use one slang expression. Sometimes stands up straight and establishes eye contact. Facial expressions and body language show some interest about the	Often mumbles or cannot be understood or mispronounces multiple words or uses slang repeatedly. Slouches and/or does not look at people. Very little use of facial expressions or body language or inappropriate facial expressions or body

	professional appearance. Listens intently when other members are presenting. Does not make distracting noises or movements. (2 points)	topic. Has professional appearance. Listens intently but has one distracting noise or movement. (1.5 points)	topic. Has professional appearance. Listens intently but has one distracting noise or movement. (1 point)	language. May lack professional appearance. Listens poorly or has several distracting noises or movements. (0 point)
PowerPoint (1 point)	Students use a PowerPoint that shows considerable work/creativity and which makes the presentation better. (1 point)	Students use a PowerPoint that shows some work/creativity and which makes the presentation better. (0.75 point)	Students use a PowerPoint which makes the presentation better but shows little work or creativity. (0.5 point)	Students use no PowerPoint or the PowerPoint detracts from the presentation. (0 point)
Mechanics (1 point)	No grammatical, spelling, punctuation errors. Clear and logical organization of information. (1 point)	Almost no grammatical, spelling, or punctuation errors. Information is logically organized. (0.75 point)	A few grammatical, spelling, or punctuation errors. Organization may not be clear. (0.5 point)	Many grammatical, spelling, or punctuation errors. No clear organization of content. (0 point)
APA references (1 point)	Proper APA references included at the end of the presentation (at least 5 references). Sources in presentation cited using APA style. (1 point)	APA references included at end of presentation. Some sources cited in presentation using APA style. (0.75 point)	Attempt to use APA for references of in-presentation citations and reference page, but with numerous errors. (0.5 point)	No attempt to include APA style references in presentation or at end. (0 point)

4. **Interprofessional Team Participation and Engagement**

Participation involves being present in class sessions, adherence to course policies, and a) active contribution in discussions and team activities b) honest and timely feedback regarding the content and process of the course throughout the semester, c) shared responsibility for making this course an enjoyable and beneficial learning experience, and d) avoidance of activities or behaviors that may distract the individual student or other learners. **Attendance for the entire class is expected consistent with University policy and will be considered as part of the participation evaluation for the course.** If a student has an excused absence from a class meeting, this will not negatively affect the team participation grade. Failure to follow these guidelines and/or course policies may result in loss of participation point(s).

5. **Team Peer Evaluation**

Due 12/13/14

You will evaluate your team members in a numerical format at the end of the semester using the criteria outlined below:

1. **Preparation** - Was the team member prepared when they came to team meetings and class?
2. **Contribution** – Did the team member contribute productively to team discussion and work?
3. **Respect for other’s ideas** – Did the team member encourage others to contribute their ideas?
4. **Flexibility** – Was the team member flexible when there were differences of opinion?

6. Disruptive Innovations Paper Assignment DUE: 11/10/14
****Graduate Students ONLY required to complete this assignment**

Students are expected to complete the following assignment independently of others in the class.

Read the following article: Christensen, C.M., Bohmer, R., & Kenagy, J. (2000). Will disruptive innovations cure health care? *Harvard Business Review*, 75(5), 102-112.

Analyze and evaluate two (2) examples of “disruptive innovations” that have occurred within health care since Christensen and colleagues published their paper in 2000. Please indicate how each innovation is disruptive and to whom it is disruptive. Assignment should be 2000 words and is to follow APA formatting guidelines.

Disruptive Innovations Assignment Grading Sheet

CATEGORY	Exemplary	Proficient	Marginal	Unacceptable
Summary (15 points)	Thoroughly summarizes/critiques two disruptive innovations in health care with information from peer reviewed journals or other reliable evidence-based sources. Information clearly relates to the main topic and includes supporting details and/or examples. Clearly expresses and develops each major point, providing relevant background information and synthesizing and analyzing information and ideas. Explores ideas/questions that may not have been addressed in the primary sources. (15 points)	Adequately summarizes/critiques two disruptive innovations in health care with information from peer reviewed journals or other reliable evidence-based sources. Information clearly relates to the main topic and includes supporting details and/or examples. Clearly expresses and develops each major point, providing relevant background information and synthesizing and analyzing information and ideas. (13-14 points)	Provides an incomplete summary/critique of two disruptive innovations in health care with information from peer reviewed journals or other reliable evidence-based sources. Key issues/ideas related to the topic may be underdeveloped or omitted. Main points may lack sufficient support. Information clearly relates to the main topic, but few details and/or examples are given. (11-12 points)	Provides an incomplete and/or inaccurate summary/critique of two disruptive innovations in healthcare. Information may not be from peer reviewed journals or evidence-based sources. Several key points from the sources are absent. Information may or may not clearly relate to the main topic, but few details and/or examples are given. Critical thinking, analysis, and synthesis of information lacking. (<11 points)
How Innovation is Disruptive? (4 points)	Thoughtfully and thoroughly analyzes and evaluates how each identified innovation is disruptive in healthcare. Draws support from the primary sources and from other evidence-based sources. (4 points)	Offers some analysis and evaluation of how each identified innovation is disruptive in healthcare. Draws support from the primary sources and other evidence-based sources. (3 points)	Superficially analyzes and evaluates how each identified innovation is disruptive in healthcare, but lacking major points or leaves out key components. Minimal support from the primary	Does not analyze or evaluate how each identified innovation is disruptive in healthcare. Provides no support from the primary sources or other evidence-based sources. (<2 points).

			sources or other evidence-based sources. (2 points)	
To Whom is Innovation Disruptive (4 points)	Thoughtfully and thoroughly analyzes and evaluates to whom each identified innovation is disruptive in healthcare. Draws support from the primary sources and from other evidence-based sources. (4 points)	Offers some analysis and evaluation of to whom each identified innovation is disruptive in healthcare. Draws support from the primary sources and other evidence-based sources. (3 points)	Superficially analyzes and evaluates to whom each identified innovation is disruptive in healthcare, but lacking major points or leaves out key components. Minimal support from the primary sources or other evidence-based sources. (2 points)	Does not analyze or evaluate to whom each identified innovation is disruptive in healthcare. Provides no support from the primary sources or other evidence-based sources. (<2 points).
Mechanics/Style/Quality of Evidence (2 points)	No grammatical, spelling or punctuation errors. Paper is well-organized with a smooth logical "flow" from idea to idea. Paper is formatted according to APA manual and (title page, abstract, heading, tables, citations, etc.) with few or no errors. Uses references from the last 5 years. Uses a minimum of 8 references. (2 points)	Almost no grammatical, spelling, or punctuation errors. Paper is easy to follow with topic sentences and transitions which guide readers logically from idea to idea. Few formatting errors; paper consistently follows the format of the APA manual. References are from the last 5 years. Uses a minimum of 8 references. (1.75-1 points)	A few grammatical, spelling, or punctuation errors. Paper does not flow logically; some sections seem out of place or irrelevant. Attempt at APA formatting, however there are problems in multiple areas. References may or may not be from the last 5 years. Uses less than 8 references. (<1 point)	Many grammatical, spelling, or punctuation errors. Paper lacks consistent focus. Organization is haphazard or illogical. Does not use proper APA format for most of the paper or does not attempt to use APA format. References are not all from the last 5 years. Uses less than 8 references. (0 points)

COURSE POLICIES: Students are expected to adhere to the current University of Kentucky, *Student Rights and Responsibilities* and the Medical Center *Code of Professional Ethics*.

Participation involves being present in class sessions, adherence to course policies, and a) active contribution in class discussions and team activities b) honest and timely feedback regarding the content and process of the course throughout the semester, c) shared responsibility for making this course an enjoyable and beneficial learning experience, and d) avoidance of activities or behaviors that may distract the individual student or other learners. **Participation/attendance for the entire class is expected consistent with University policy.**

Excused absences

Students need to notify the professor of absences *prior to class* when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy as defined in the *Student's Rights and Responsibilities Handbook*

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Professionalism implies a respect and courtesy for others in our educational setting and chosen professions. It is expected that students will maintain the highest standard of professionalism in the classroom, in clinical settings, in the university community, and in related public settings. It is up to you to demonstrate respect and contribute to a learning experience that is beneficial and positive for all.

Computers/Mobile Devices may be used in class for course purposes. It is expected that you will be respectful of speakers and your other classmates and not use devices in a disturbing manner. Learning to use technology appropriately is essential for healthcare and education in the 21st century; however, technology should be used to enhance the course, and not cause distraction.

Side conversations while faculty members, guest speakers or others are speaking to the class distract, infringe upon learning and are disrespectful to the speaker. Help yourself and each other by ensuring that private conversations are held outside of class.

Full attention Give those who are teaching or speaking, whether your professors, guest speakers, or classmates your full attention.

Respectful dialogue is essential to create an appropriate learning environment with maximum participation. It is expected that in all course meetings and course-related conversations with peers and faculty you will follow these guidelines:

1. Listen actively -- respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
4. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice.

5. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
6. The goal is not to agree -- it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.

Academic integrity, cheating and plagiarism

*****Academic integrity is a basic requirement of every aspect of participation in this course and all students must adhere to the academic integrity statement below.**

ACADEMIC INTEGRITY STATEMENT:

As a member of the University of Kentucky community, I join students, faculty, and staff in upholding academic honesty in my studies and work. I acknowledge that dishonesty in any form devalues my education and my institution. Therefore, I will conduct myself in a manner that reflects the highest goals of academic scholarship.

Cheating and plagiarism are problems that are viewed with great seriousness by both the College of Nursing and the University. A specific form of cheating, plagiarism is particularly problematic in an academic institution. Students found to be engaging in dishonest behavior will be subject to the University's policies.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book,

a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

6.3.2 CHEATING Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

If the academic accommodation includes quizzes, exams, or timed writing exercises, you may be required to complete the activity at another time and location that is coordinated by the Disability Resource Center.

Faculty must have at least 7 working days to make arrangements for accommodated quizzes or exams. It is the discretion of the faculty whether to make provisions without reasonable notice.

Teacher/course evaluations

The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for each course every semester. To meet the requirement, the College of Nursing uses a web-based course evaluation. All students enrolled in this course should visit the Course Evaluation website within the designated time frame to fill out the evaluations or to decline the opportunity. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members, program directors, associate deans, and deans only after final grades are submitted.

TENTATIVE COURSE CALENDAR
UPDATES WILL BE ANNOUNCED IN CLASS OR POSTED ON BLACKBOARD

Date **Topic/Preparatory Assignment**

CLASS ON TUESDAY

Week 0-1

Organization of Healthcare in the U.S./Healthcare Reform in the U.S. from an Interprofessional Perspective

Review Syllabus, Course Expectations, & Assignments

Assignment:

Shi, L., & Singh, A. (2012). *Delivering health care in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapters 1 & E-chapter entitled: "An Update on Health Care Reform in the U.S."

CLASS ON TUESDAY

Week 2

Evolution of U.S. Health Services/Interprofessional Collaboration/ Health Beliefs, Values, and Behavior

***Quiz 1**

Assignment:

Shi, L., & Singh, A. (2012). *Delivering health care in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapters 2 & 3

Why Interprofessional Education Video on Blackboard

CLASS ON TUESDAY

Week 3

Managed Care/Healthcare Networks and Systems: An Interprofessional Perspective

***Quiz 2**

Assignment:

Shi, L., & Singh, A. (2012). *Delivering healthcare in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapter 9

Health and Medical Care Delivery Systems Video on Blackboard

*****Consider writing article paper and emailing to Dr. Aleshire for individual review (all emails or appointments must be prior to 09/29/14)**

Week 4

CLASS ON FRIDAY

Healthcare Policy/Social Services

Assignment:

Shi, L., & Singh, A. (2012). *Delivering health care in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapter 13

Craig, R., Felix, H., Walker, J., & Phillips, M. (2010). Public health professionals as policy entrepreneurs: Arkansas's childhood obesity policy experience. *American Journal of Public Health*, 100: 2047-2052. doi: 10.2105/AJPH.2009.183939
Available at http://depts.washington.edu/nopren/docs/Craig_PublicHealthProfessionals-Policy-Entrepreneurs_AJPH2010Nov.pdf

Medical Social Work Video on Blackboard

*****Consider writing article paper and emailing to Dr. Aleshire for individual review (all emails or appointments must be prior to 09/29/13)**

Article Assignment: Interprofessional Healthcare Collaboration/Teamwork is due next Sunday, 10/06/14

Week 5

CLASS ON TUESDAY

Medical Technology

***Quiz 3**

Assignment:

Shi, L., & Singh, A. (2012). *Delivering health care in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapters 5

Christensen, C., Bohmer, R., & Kenagy, J. (2000). Will disruptive innovations cure health care? *Harvard Medical Review*. Available at <https://wiki.umms.med.umich.edu/download/attachments/118335374/disruptive-innovations-cure-health.pdf>

Healthcare Information Technology Video on Blackboard

Article Assignment Paper Due on 10/06/14

Week 6

CLASS ON TUESDAY

Interprofessional Health Care Providers/Rehabilitation Services/Physical Therapy

***Quiz 4**

Assignment:

Shi, L., & Singh, A. (2012). *Delivering healthcare in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapter 4

Rehabilitation Throughout the Health Care Continuum Video on Blackboard

Physical Therapy...What is it? Video on Blackboard

Week 7

CLASS ON TUESDAY

Healthcare Finance/Pharmaceuticals

***Quiz 5**

Team Presentations 2 & 4

Assignment:

Shi, L., & Singh, A. (2012). *Delivering healthcare in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapter 6

Finances of Healthcare Video on Blackboard

The Profession of Pharmacy Video on Blackboard

Week 8

CLASS ON FRIDAY

Ambulatory Care/Mental Health

Assignment:

Shi, L., & Singh, A. (2012). *Delivering health care in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapter 7

UK Healthcare Ambulatory Services Video on Blackboard

Mental Health Systems Video on Blackboard

CLASS ON TUESDAY

Week 9

Cost, Access, and Quality in Healthcare/ Service in Healthcare

***Quiz 6**

Shi, L., & Singh, A. (2012). *Delivering healthcare in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapter 12

Service and Our Healthcare Environment Video on Blackboard

CLASS ON TUESDAY

Week 10

Care of Children/End of Life & Palliative Care

***Quiz 7**

Team Presentations 3 & 9

Assignment:

American Academy of Pediatrics (AAP). (2013). *Health reform and the AAP: what the new law means for children and pediatricians*. Available at <http://www.aap.org/en-us/advocacy-and-policy/federal-advocacy/Documents/ACAImplementationFactSheets.pdf>

Healthcare Delivery for Children in America Video on Blackboard

Understanding Palliative and Hospice Care Video on Blackboard

Disruptive Innovations Assignment Due on 11/10/14

CLASS ON TUESDAY

Week 11

Interprofessional Healthcare Professionals/Long Term Care

***Quiz 8**

Team Presentations 5 & 8

Assignment:

Shi, L., & Singh, A. (2012). *Delivering health care in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapter 10

Long Term Care Video on Blackboard

Healthcare Provider Panel Video on Blackboard

Week 12

CLASS ON TUESDAY

Hospital Care/Public Health

***Quiz 9**

Team Presentations 1 & 10

Assignment:

Shi, L., & Singh, A. (2012). *Delivering health care in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapter 8

Inpatient Facilities and Services Video on Blackboard

Essential Public Health Services Video on Blackboard

Week 13

CLASS ON TUESDAY

Special Populations/Quality, Safety, & Disclosure/Future Trends

***Quiz 10**

Team Presentations 6 & 7

Assignment:

Shi, L., & Singh, A. (2012). *Delivering health care in America: A systems approach* (5th ed.). Boston: Jones and Bartlett Publishers. Chapters 11 & 14

Patient Safety Video on Blackboard

Week 14

CLASS ON FRIDAY

NO CLASS

Week 15

Dead Week

Assignment:

Complete Peer Evaluation – DUE 12/13/14

****A student who does not complete the peer evaluation will have their peer evaluation grade reduced by 50%**

Complete On-line Course and Faculty Evaluation – DUE 12/13/14

****The course and faculty evaluations should be completed**

Finals Week: No final exam for this class!! ☺

NUR 540 Fall 2014
Week 16

ENJOY YOUR WINTER HOLIDAYS!!!!
