



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School College of Nursing and Health Innovation Department
Prefix NUR Number 453 Title Integration Concepts in the Healthcare Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials KK (Required)

Course description: This course prepares learners to apply concepts necessary for healthcare delivery in a dynamic healthcare market.

Requested designation: Mandatory Review: (Choose one)

Humanities, Arts and Design-HU Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow: For Fall 2016 Effective Date: October 1, 2015 For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Kim Vana E-mail kimberly.vana@asu.u.edu Phone 602-496-2230

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Katherine Kenny Date: 11/19/15

Chair/Director (Signature): Katherine Kenny

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
NUR	453	Integration Concepts in the Health Care	L

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. At least 50 percent of the grade in the course should depend upon writing assignments.	Greater than 50% of the course grade will come from written papers.	Students will be required to write a paper for the following concepts; Health Care Economics, Health Policy, & Health Care Law. Each paper (2) is worth 25 points resulting in 50 points out of 90 points or 56% of the course grade will be based on written assignments.
2. The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Each paper will involve gathering, interpreting, and evaluation of the information.	The written assignment will utilize the Evidence based process which includes gathering research, interpreting, and evaluation of the evidence
3. The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity.	2 writing assignments and 1 presentation are included in the course.	2 written papers are assigned in the 7 th and 12 th week. Presentations will be during the 4 th and 5 th week.
4. These substantial writing or speaking assignments should be arranged so that the students will	Feedback for the first written assignment will be given 2 weeks after the first assignment and 2 weeks prior to the next written assignment.	2 written assignments will be assigned. the first assignment will be during the 7 th week and the second written assignment will be during the 12 th week. Between the 2 written assignments, during the 10 th week, students will meet with the instructor regarding feedback for the written assignment.

get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.		
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NUR 453 – Course catalog description

This course prepares learners to apply concepts necessary for healthcare delivery in a dynamic healthcare market.

ARIZONA STATE UNIVERSITY
College of Nursing & Health Innovation

<u>COURSE NUMBER:</u>	NUR 453
<u>COURSE TITLE:</u>	Integration Concepts in the Healthcare
<u>CREDITS:</u>	3 Credits
<u>PRE REQUISITES:</u>	Successful completion of Senior 1 courses
<u>Pre or CO REQUISITES:</u>	Other senior 2 courses
<u>PLACEMENT IN CURRICULUM:</u>	Senior 2
<u>FACULTY:</u>	TBD

CATALOG DESCRIPTION : This course prepares learners to apply concepts necessary for healthcare delivery in a dynamic healthcare market.

COURSE OVERVIEW: Learners explore the impact of healthcare policy, systems, economics, law, and informatics on the delivery of health care today and in the future.

LEARNING OUTCOMES: At the completion of this course, learners will:

CRITICAL THINKER

1. Develop an analysis related to selected health care concepts.
2. Examine the federal and state health policy legislative process.
3. Differentiate the concepts related to information management in health care delivery.
4. Explore the history and structure of the health care system, the challenges surrounding access, cost and quality.
5. Examine healthcare reform, disparities in quality and outcomes.

EVIDENCE-BASED PRACTITIONER

6. Evaluate the impact of the Affordable Care Act in terms of cost and access to care.

INNOVATIVE PROFESSIONAL

7. Evaluate information and its sources critically.
8. Define the impact of computerized information management on the role of the nurse.
9. Demonstrate ethical, moral, and legal conduct consistent with the culture of professional nursing.

TOPICAL OUTLINE

- I. Health Care Organizations
 - a. Ambulatory care facilities
 - b. Community hospitals etc.
 - c. Nurse-managed Centers
- II. Health Care Economics
 - a. Health disparities
 - b. Health care payment systems
- III. Health Care Law
 - a. Legislation
 - b. Federal Statutes (HIPPA, SSA, EMTALA, etc)
 - c. State statutes—licensing, consent, advance directives,
 - d. Administrative regulations—BON
 - e. Common law—right to die. Abortion rights, malpractice
- IV. Health Policy
 - a. Distribution of Health care
 - b. Healthcare payment mechanisms
 - c. Medicare, Medicaid Affordable Care Act,
 - d. Local –fire codes, facility licensing,
- V. Technology and Informatics
 - a. Data analysis
 - b. Telemedicine
 - c. Remote monitoring
- VI. Nurse of the future
 - a. Educator
 - b. In the community

TEXTBOOK(S):

Knickman, J. R. & Kovner, A. R. (Eds.). (2015). *Health Care Delivery in the United States (11th ed.)*. New York: Springer Publishing Company.

Giddens, J. F. (2016). *Concepts for Nursing Practice (2nd ed.)*. St. Louis, MO: Elsevier.

COURSE FEES: TBD

METHODS OF INSTRUCTION: A variety of instructional methods will be used in this course, such as: discussion, cooperative (group/peer) learning, technology assisted learning and on-line learning strategies, lecture.

METHODS OF EVALUATION:

C-2 & C-3 Papers will be assigned for several concepts in the course utilizing the EBP process.

Students in groups of 2, will do a presentation related to an assigned concept. Discussion board

assignments will be assigned for several concepts in the course. In-class discussions, interactive learning, and case studies will be used to discuss concepts within this course.

C-1

Each Paper (2) is worth 25 points	50 points total
Presentation is worth 20 points	20
Each discussion board (4) worth 5 points	20
Total course points	90

COURSE GRADING POLICIES:

Course grades will be assigned according to the following range:

A	=	93 – 100 %
B	=	85 – 92 %
C	=	77 – 84 %
D	=	69 – 76 %
E/F	=	< 68 %

Grading Procedure

In order to successfully pass this course, students must meet the following criteria:

- Earn 77% of total points available
- Complete all course assignments

WEEKLY SCHEDULE C-4

Dates	Topics	Readings and Learning Activities	Assignments
Week 1	Introduction to course Development		
Week 2	Health Care Organizations	Readings as assigned	
Week 3	Health Care Organizations	Readings as assigned	
Week 4	<i>Presentations</i>	Utilize Rubric to prepare presentation	Presentations
Week 5	<i>Presentations</i>	Utilize Rubric to prepare presentation	Presentations
Week 6	Health Care Economics	Readings as assigned	Discussion board
Week 7	Health Care Economics	Readings as assigned	Written Paper on Health Care Economics
Week 8	Health Care Law	Readings as assigned	Discussion board
Week 9	Health Care law	Readings as assigned	
Week 10	<i>Individual meetings</i>		

	<i>regarding first paper</i>		
Week 11	Health Policy	Readings as assigned	Discussion board
Week 12	Health Policy	Readings as assigned	Written Paper on Health Care Law & Policy
Week 13	Technology and informatics	Readings as assigned	Discussion board
Week 14	Technology and informatics		
Week 15	Nurse of the future	Discussion	

COURSE POLICIES:

SYLLABUS DISCLAIMER:

- The Course faculty views the course syllabus as an educational contract between the instructor and students.
- Every effort will be made to avoid changing the syllabus, but the possibility exists that unforeseen events will make changes necessary.
- The course faculty reserves the right to make changes to the syllabus as deemed necessary, other than grade and absence policies.
- Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements.

ABSENCE POLICY:

- Religious observances/practices that are in accord with [ACD 304-04](#), “Accommodation for Religious Practices”
- University sanctioned events/activities that are in accord with [ACD 304-02](#), “Missed Classes Due to University-Sanctioned Activities”

EXPECTED CLASSROOM BEHAVIOR AND PROFESSIONAL EXPECTATIONS:

Students are expected to demonstrate the following behaviors:

- Review the course MyASU site frequently for announcements, changes to the course syllabi and course grades will be posted to the MyASU course site.
- Actively participate in all learning activities and successfully complete all course requirements.
- Submit all assignments by the due date.
- Adhere to behavior standards set forth in ASU Student Academic Integrity Policy (see [Student Academic Integrity Policy](#))
- Adhere to the behavior standards under the Student Code of Conduct (see [SSM 104-01](#))
- Avoid threatening behavior. Course faculty will manage any threatening behavior in accordance with [SSM 104-02](#), “Handling Disruptive, Threatening, or Violent Individuals on Campus”
- Adhere to behavior standards for Computer, Internet, and Electronic Communications (see [ACD 125](#))
 - Turn off or mute all electronic devices during all course related activities. May respond or initiate use of electronic devices only in emergent situations.

- Understand that during course related activities, computers, laptops, tablets, smart phones, etc may be used for course related purposes only.
- Recognize that all lectures, lecture notes, handouts, and any other electronic, verbal, or written materials made available for this class are copyrighted. These materials may not be copied, marketed, or sold without consent of the professor (see [ACD 304-06](#), “Commercial Note Taking Services” for more information).
- Unless otherwise instructed, ALL assignments must include citations of reference and a reference list as described in the most recent edition of The Publication Manual of the American Psychological Association (APA).

ACCESSIBILITY STATEMENT:

- In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.
- Students requesting accommodation for a disability must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC to the Course Faculty. (See [SSM 701-01](#) for more information) The DRC is located in University Center, 411 N. Central Avenue, Suite 160. DRC staff can also be reached at: 602-496-4321 (V), 602-496-0378 (TTY), and at: [Disability-Q](#). Their hours are 8:00 AM to 5:00 PM, Monday through Friday. Eligibility and documentation policies can be viewed at: <http://www.asu.edu/drc> . *Disability information is confidential.*

Unit 1: Health Care Recipient Concepts

Theme: Attributes and Resources

1. Development
2. Functional Ability
3. Family Dynamics

Theme: Personal Preference

4. Culture
5. Spirituality
6. Adherence
7. Self-Management

Unit 2: Health and Illness Concepts

Theme: Homeostasis and Regulation

8. Fluid and Electrolytes
9. Acid-Base Balance
10. Thermoregulation
11. Sleep
12. Cellular Regulation
13. Intracranial Regulation
14. Hormonal Regulation
15. Glucose Regulation
16. Nutrition
17. Elimination
18. Perfusion
19. Gas Exchange
20. Clotting

Theme: Sexuality and Reproduction

21. Reproduction
22. Sexuality

Theme: Protection and Movement

23. Immunity
24. Inflammation
25. Infection
26. Mobility
27. Tissue Integrity
28. Sensory Perception
29. Pain
30. Fatigue

Theme: Resilience

31. Stress
32. Coping

Theme: Mood and Cognition

33. Mood and Affect
34. Anxiety
35. Cognition
36. Psychosis

Theme: Maladaptive Behavior

37. Addiction
38. Interpersonal Violence

Unit 3: Professional Nursing and Health Care Concepts

Theme: Nursing Attributes and Roles

39. Professional Identity
40. Clinical Judgment
41. Leadership
42. Ethics
43. Patient Education
44. Health Promotion

Theme: Care Competencies

45. Communication
46. Collaboration
47. Safety
48. Technology and Informatics
49. Evidence
50. Health Care Quality

Theme: Health Care Delivery

51. Care Coordination
52. Caregiving
53. Palliative Care
54. Health Disparities

Theme: Health Care Infrastructure

55. Health Care Organizations
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Knickman, J. R. & Kovner, A. R. (Eds.). (2015). Health Care Delivery in the United States. New York: Springer Publishing Company.

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