



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 9-7-09

1. ACADEMIC UNIT: College of Nursing and Health Innovation

2. COURSE PROPOSED: HCR 220 Introduction to Nursing and Heath Care Systems 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Lynda Root Phone: 496-0810
Mail Code: E-Mail: Lynda.root@cox.net

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: No Yes; Please identify courses:

Is this amultisection course?: No Yes; Is it governed by a common syllabus?

Chair/Director (Print or Type)

Chair/Director (Signature)



ARIZONA STATE UNIVERSITY

Date: _____

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

The lack of historical awareness on the part of contemporary university graduates has led recent studies of higher education to call for the creation and development of historical consciousness in undergraduates now and in the future. From one perspective historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of national identity and of values which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is summed up in the aphorism that he who fails to learn from the past is doomed to repeat it. Teachers of today's students know well that those students do not usually approach questions of war and peace with any knowledge of historic concord, aggression, or cruelty, including even events so recent as Nazi and Stalinist terror.

The requirement of a course which is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent such a sequence. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.



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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Course Development Map Course Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Course Development Map Modules: 1-15 Course Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Course Development Map Modules: 1-15 Course Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Course Development Map Modules 1-15 Course Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses in which there is only chronological organization.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	Designation
HCR	220	Introduction to Nursing and Health Care Systems	H

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>1. History is a major focus</p> <p>3. There is a disciplined systematic examination of human institutions (NURSING) as they change over time.</p> <p>4. Examines relationships among events, ideas and artifacts and the broad social, political and economic context.</p>	<p>Examines the development of the profession of nursing, with a focus on political, social and cultural and economic forces from the 1600's-present.</p>	<p>Explore the historical and contemporary evolution of nursing as a social enterprise in the United States.Learning Learning Modules1-9.</p> <p>Syllabus: Topical Outline (p.7) # 1, 2, 3, 4, 5, 6, 7, 8, 1.The historical and contemporary evolution of nursing as a social enterprise. 2.Image of nursing 3.Education of nurses 4.Advances in practice 5.War and its effects on nursing 6.Nursing workforce issues 7.Licensure and regulation 8.Nursing research</p>



<p>1. History is a major focus.</p> <p>3. There is a disciplined systematic examination of human institutions (Health Care Systems) as they change over time.</p> <p>4. Examines relationships among events, ideas and artifacts and the broad social, political and economic context.</p>	<p>Examines the evolution and changes of health care systems, with a focus on the political, social and cultural forces from the ancient Egypt -present.</p>	<p>Explore the historical evolution and contemporary evolution of health care systems in the United States</p> <p>Learning Modules 9-18</p> <p>Syllabus: Topical Outline (p. 7) # 9, 10, 11, 12, 13, 14, 15, 18</p> <p>9.The historical evolution and contemporary evolution of health care systems in the United States.</p> <p>10.Timeline of historical events</p> <p>11.Access to healthcare</p> <p>12.Utilization of healthcare</p> <p>13.Financing healthcare</p> <p>14.The relationship among emergence of different health care systems and the political, social, and economic forces that shaped those systems.</p> <p>15.Impact of insurance industry, local , state and federal government</p> <p>17.The educational preparation and roles of members of the interprofessional health care team.</p> <p>18.The evolution of information systems and their contributions to health care systems.</p>
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	<p>Current Health Care reform efforts are examined within the framework of this historical consciousness.</p>	<p>Learning Module 12 SYLLABUS: Topical Outline (p.7) # 16. Healthcare reform</p>
<p>2. The course examines human development as sequence of events.</p>	<p>Examines Timelines for development of both nursing and health care systems are presented.</p>	<p>Learning Modules 1-15 SYLLABUS: Topical Outline (p.7) # 1, 9, 10, 18 1. The historical and contemporary evolution of nursing as a social enterprise. 9. The historical evolution and contemporary evolution of health care systems in the United States. 10. Timeline of historical events 18. The evolution of information systems and their contributions to health care systems.</p>



**ARIZONA STATE UNIVERSITY
COLLEGE OF NURSING &
HEALTH INNOVATION**

HCR 220

Introduction to Nursing and Health Care Systems

COURSE SYLLABUS

Lynda Root

Fall 2009



ARIZONA STATE UNIVERSITY
College of Nursing & Health Innovation (CONHI)
HCR 220: Introduction to Nursing and health care Systems

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**ARIZONA STATE UNIVERSITY
CONHI**

COURSE NUMBER:	HCR 220
COURSE TITLE:	Introduction to Nursing and Health Care Systems
CREDITS:	3 Credit Hours
PREREQUISITES:	Eng 102
PLACEMENT IN CURRICULUM:	Sophomore Year
FACULTY:	Lynda Root, R.N., M.S. Office: Room 331 Nursing Building Office Phone: 602-496-0810 E-mail: Lynda.root@asu.edu

CATALOG DESCRIPTION: Introduction to the social, political, and economic contexts in which the nursing profession and health care systems in the United States evolved.

COURSE OVERVIEW: This course focuses on the historical and contemporary evolution of nursing and health care systems in the United States. Within the broad social, political and economic context of health care systems, specific developments are examined. Students are introduced to the interprofessional health care team and the application of information technology to health care systems.

This course meets requirements as a lower division humanities course.

COURSE OBJECTIVES:

At the completion of this course students will be able to:

1. Explore the historical and contemporary evolution of nursing as a social enterprise in the United States.
2. Explore the historical evolution and contemporary evolution of health care systems in the United States.
3. Describe the relationship among emergence of different health care systems and the political, social, and economic forces that shaped those systems.
4. Discuss the educational preparation and roles of members of the interprofessional health care team.
5. Examine the evolution of information systems and their contributions to health care systems.



METHODS OF INSTRUCTION:

Lecture, Discussion (critical discourse), Selected DVD presentations, Small Group Activity,

METHODS OF EVALUATION:

Assignments

➤ Test 1	(50 points)	30%
➤ Test 2	(50 points)	30%
➤ Group Presentation	(50 points)	30%
➤ Quiz 1	(10 points)	3%
➤ Quiz 2	(25 points)	3%
➤ Class Participation		4%

Grading for this course is:

90- 100%	A
80-89%	B
70-79%	C
60-69%	D

- * All HCR courses taken by lower division nursing students and used for consideration in admission to the upper division Professional Nursing Program must be passed with a grade of 'C' or better.

RESOURCES:

*** Required**

- * HCR 220 Syllabus

- *Judd, D., Sitzman, Davis, K. (2010) A history of American nursing: trends and eras. Boston: Jones and Bartlett.

- *Williams, S. (2005) *Essentials of health services (3rd ed.)*. Clifton Park: Thomson

- *Selected required readings will be assigned throughout the semester.

COURSE POLICIES:

- **Classroom**

Students are encouraged to attend class. Students are responsible for information covered in lecture/discussion regardless of whether or not they attend class.
- **Written Assignments**

Assignments will not be accepted late unless prior arrangements are made with the instructor for turn in date different from that posted. Assignments may not be repeated. Any questions regarding assignments need to be discussed with the instructor prior to the due date. Assignments are to be **submitted in hard copy** on the date due. Late assignments will have 5 points deducted for each week, up to a maximum of 2 weeks after the due date. Late assignments will **not** be accepted after that time.
- **Presentations**

Students are expected to attend all group presentation days. **5 participation points** will be given for to student attending a presentation day. You must attend the entire class to receive these participations points. If unforeseen circumstances arise that prevent the student from attending the presentation days, the student must contact the instructor **prior to the absence**, to make necessary arrangements.
- **Exams**

Students are expected to take exams as scheduled. If unforeseen circumstances arise that prevent the student from taking the exam; the student must contact the instructor prior to the exam, to make necessary arrangements. If the student does not contact the instructor and misses an exam, the student will receive a 'zero' for that exam. All exams (test booklet and answer sheets) must be returned to the instructor after the student takes the exam and reviews the exam. If an exam is not returned prior to the student leaving the classroom, the student will receive a '**zero**' for that missing exam.
- **Grades**
 - * Grades for all assignments will be posted on the grade book on the course *Blackboard*.
 - * Students share in the responsibility for checking their posted grades and bringing discrepancies to the attention of the instructor within two weeks of the posting date.
- **Academic Integrity**

It is expected that students and faculty in the College of Nursing & Healthcare Innovation have an obligation to act with honesty and integrity, and to respect the rights of others.

For questions about academic and professional integrity within the University and College of Nursing please refer to:

- **University Code of Conduct**
<http://provost.asu.edu/academicintegrity>
- **College of Nursing Undergraduate Program Professional Program Handbook**
Appendix I—Academic and Professional Integrity Policy
Appendix K—Consequences of Violations of Academic and Professional Integrity



CONHI

Undergraduate Class Expectations

Didactic

The following expectations reflect our responsibilities and accountabilities as members of the ASU College of Nursing community:

As a student I will:

- Be on time to class and return promptly following any breaks
- Come to class prepared: This means bringing writing materials, my syllabus, and text/readings. I will review the class objectives, the readings, and any other required materials/activities prior to class and be prepared to Discuss, question and apply them during class.
- Be an active participant in all classroom activities: questions, group discussion and projects, simulations and games.
- Identify my own learning needs, communicate these appropriately, initiate clarification and be self motivated and directed.
- Take tests and turn in assignments on the assigned dates.
- Conduct myself in accordance with the University Student Code of Conduct and the College of Nursing Code of Conduct and Integrity Pledge while in this class. I understand that non-respectful or disruptive behaviors are not acceptable and will be dealt with according to University/College Policy.
- Turn off/mute cell phones/pagers/etc. during class, and will respond/initiate their use only in emergent situations.
- Recognize that lectures, lecture notes, handouts, gaming materials and any other verbal or written materials made available for this class are copyrighted; and they may not be recorded, copied, marketed or sold without consent of the professor.

As Faculty I will:

- Be on time to class and return promptly following any breaks
- Come to class prepared, use a variety of teaching strategies and invite questions and discussions
- Recognize active participation in classroom activities: questions, group discussion and projects, simulations and games.
- Welcome identification of individual student learning needs, and their appropriate communication and clarification.
- Communicate expected times and/or dates that tests and assignments will be returned.
- Conduct myself in accordance with the University Student Code of Conduct and the College of Nursing Code of Conduct and Integrity Pledge and address any non-respectful or disruptive behaviors that may occur in class.
- Turn off/mute cell phones/pagers/etc. during class, and will respond/initiate their use only in emergent situations.
- Recognize that students' work is their own and will not be recorded, copied, marketed or sold without their consent.

Approved in Undergraduate Forum 4-2-02

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08



TOPIC OUTLINE:

1. The historical and contemporary evolution of nursing as a social enterprise.
2. Image of nursing
3. Education of nurses
4. Advances in practice
5. War and its effects on nursing
6. Nursing workforce issues
7. Licensure and regulation
8. Nursing research
9. The historical evolution and contemporary evolution of health care systems in the United States.
10. Timeline of historical events
11. Access to healthcare
12. Utilization of healthcare
13. Financing healthcare
14. The relationship among emergence of different health care systems and the political, social, and economic forces that shaped those systems.
15. Impact of insurance industry, local , state and federal government
16. Healthcare reform
17. The educational preparation and roles of members of the interprofessional health care team.
18. The evolution of information systems and their contributions to health care systems.



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Course Outcomes	Related PCOs	AACN Essentials	NCLEX Items	Modules	Concepts
Outcome 1: Explore the historical and contemporary evolution of nursing and healthcare systems as a social enterprise in the United States.		N/A	N/A	1-9	Nursing Image, Nursing education, advances in practice, war and its effects on nursing, workforce issues, licensure and regulation, nursing research
Outcome 2: Explore the historical evolution and contemporary evolution of healthcare systems in the United States.				1-10,15	US healthcare systems Private vs. Public Social Security, Medicare, Medicaid
Outcome 3: Describe the relationship among emergence of different healthcare systems and the political, social and economic forces that shaped those systems.				1-9 10-12	Healthcare funding Allocation of services Managed Care Health Care reform
Outcome 4: Discuss the educational preparation and roles of the members of the interprofessional healthcare team.				14	Role and training of team members.
Outcome 5: Examine the evolution of information systems and their contributions to healthcare systems.				8,9, 13	Hospital Technology, Navigating the information highway,
Assignments in this course (List below)	Percent of Course Grade	Assignment builds on one from prior course	Assignment goes forward to another semester		
Test 1	30%				
Test 2	30%				
Group Presentation	30%				
Participation , quiz, other	10%				



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Modules in this course	Description of Module
Module 1:	<p>Early History Of Nursing And Health Care Lecture, DVD, & Group Discussion. DVD- <i>Ancient Egypt : Modern Medicine</i> <i>“Surgeries, amputations, prescription medicine, fertility and contraception...all the things we associate with the practice of modern medicine were actually introduced by the ancient Egyptians more than 5,000 years ago.”</i></p>
Module 2:	<p>Prelude to Modern Nursing and Medicine</p>
Module 3:	<p>Nursing in the 19th Century Lecture, DVD, & Group Discussion. Video: <i>Sentimental Women Need Not Apply</i> <i>“Sentimental Women traces the history of nursing from its military beginnings to the present, when modern technology threatens to displace the compassion that has always been at the heart of the profession. The film examines the exploitative elements -- the racial and sexual discrimination -- with which nursing has had to contend. It also documents the part played by student nurses in cleaning up early American hospitals, nursing's great contribution to public health, and the continuing difficult and essential role of nurses in the military.”</i></p>
Module 4:	<p>Nursing & Health Care 1900’s-1920’s Lecture, DVD, & Group Discussion. DVD: <i>Classic Nursing Films</i> <i>“These historic vintage films on nursing offer an informative view of medical attitudes and procedures from a bygone era: THE ARMY NURSE (1945), NURSING (1942), and ARTIFICIAL RESPIRATION (1927)”</i></p>
Module 5:	<p>Nursing & Health Care in the U.S. -1920's-1940's</p>
Module 6:	<p>Nursing & Health Care in the U.S.- 1940's-1960's Lecture, DVD, & Group Discussion. DVD: <i>Vietnam Nurses</i> <i>This Emmy awarding winning film tells the story of the nurses that played a important role in the Viet Nam War.</i></p>
Module 7:	<p>Nursing & Heath Care in the U.S.- 1960's- 1980's Lecture & Group Discussion.</p>
Module 8:	<p>Nursing & Health Care in the U.S.- 1980's- present Lecture, DVD, & Group Discussion. Video: <i>The Nurses of Hurricane Katrina</i></p>
Module 9:	<p>Envisioning the future of Nursing Lecture & Group Discussion.</p>
Module 10:	<p>Health Care Systems in the U.S. Lecture, DVD, & Group Discussion. DVD: <i>Sick in America</i></p>



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	<i>“As the worsening economy leads to massive job losses—potentially forcing millions more Americans to go without health insurance—FRONTLINE travels the country examining the nation's broken health care system and explores the need for a fundamental overhaul. Veteran FRONTLINE producer <u>Jon Palfreman</u> dissects the private insurance system, a system that not only fails to cover 46 million Americans but also leaves millions more underinsured and at risk of bankruptcy.”</i>
Module 11:	<p>Financing Health Care Lecture, DVD, & Group Discussion. DVD: <i>Profits before Patients</i> <i>“With almost 20 years inside the health insurance industry, Wendell Potter saw for-profit insurers hijack our health care system and put profits before patients. Now, he speaks with Bill Moyers about how those companies are standing in the way of health care reform.”</i></p>
Module 12:	<p>Managed Care and Health Care Reform Lecture, DVD, & Group Discussion. DVD: <i>Sick Around the World</i> <i>“In the debate over health care, what might the U.S. learn from the successes and failures of five other capitalist democracies?”</i></p>
Module 13:	<p>The Role Of Research, Information Technology And Pharmaceuticals In Health Care. Lecture, DVD, & Group Discussion. DVD: <i>The Other Drug War</i> <i>“Against the backdrop of an historic congressional debate on legislation to add long-promised prescription drug coverage to Medicare, FRONTLINE examines the battle between major pharmaceutical companies and American consumers fed up with paying the highest drug prices in the world.”</i></p>
Module 14:	<p>Hospital Based Health Care Team Members. Health care professions, supply and demand, program opportunities</p>
Module 15:	<p>History of American Hospitals Lecture, DVD, & Group Discussion. DVD: <i>Sicko</i> <i>“Opening with profiles of several ordinary Americans whose lives have been disrupted, shattered, and—in some cases—ended by health care catastrophe, the film makes clear that the crisis doesn't only affect the 47 million uninsured citizens—millions of others who dutifully pay their premiums often get strangled by bureaucratic red tape as well</i></p>

Essentials of Health Services

3rd Edition



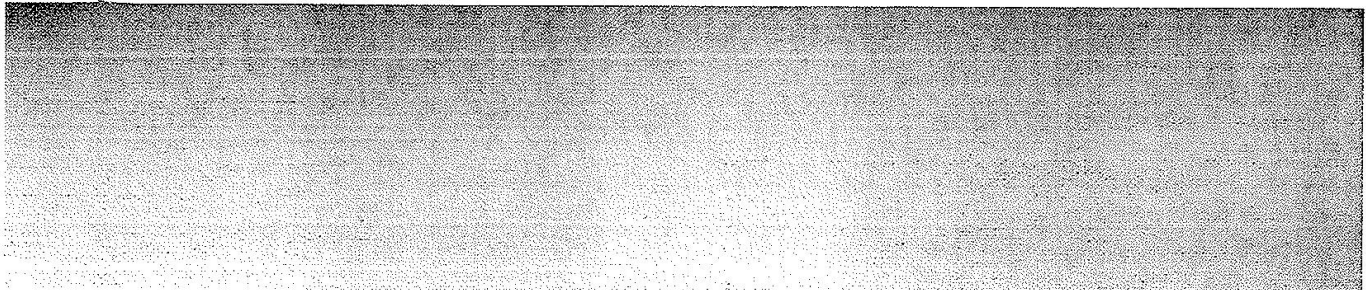
Stephen J. Williams, Sc.D.

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Essentials of Health Services, 3rd Edition
by Stephen J. Williams, Sc.D.

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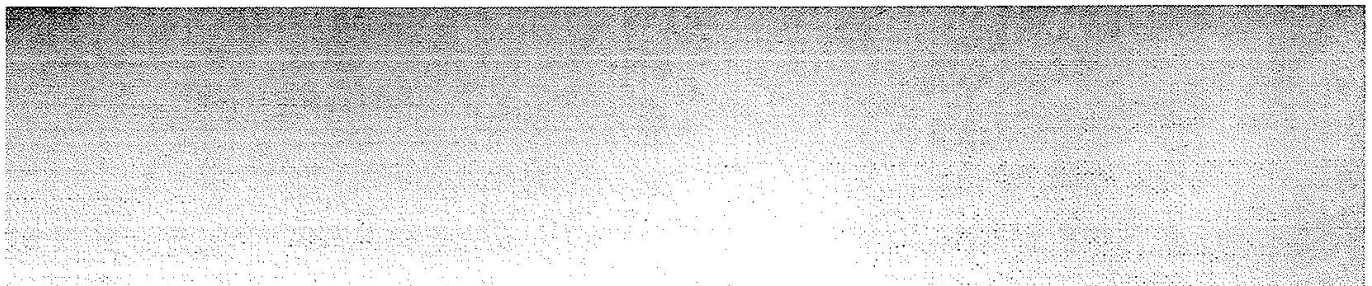


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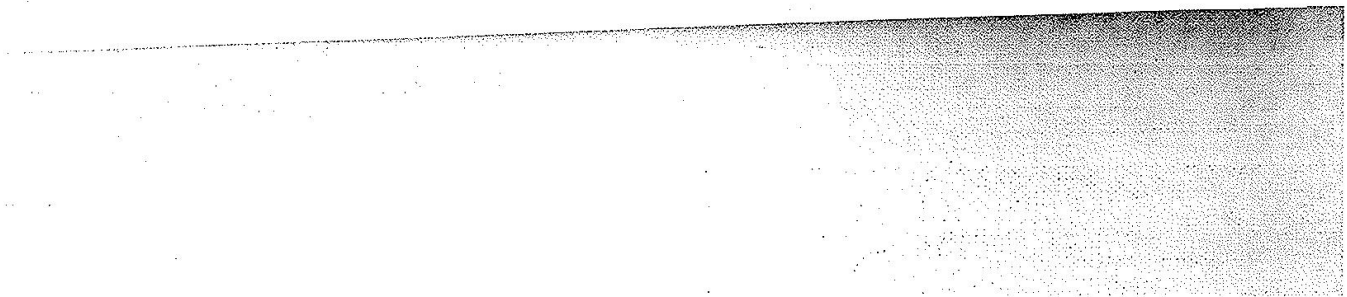
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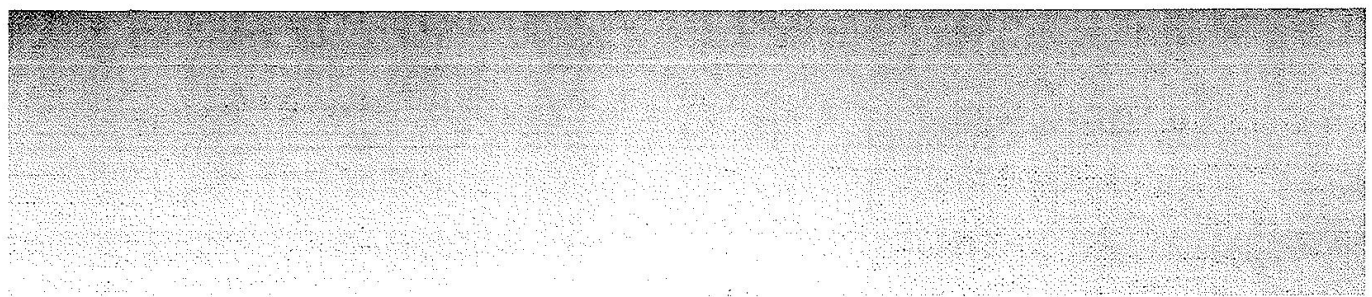
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Lynda Rost



A History of American Nursing
| TRENDS AND ERAS

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