

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM DATA TRANSMITTAL SHEET

DEPARTMENT Health Physical, Education & Recreation DATE 3/20/17

Title of Course or Degree: Health Care in the United States

Change(s) Initiated: (Please check)

- | | |
|--|---|
| <input type="checkbox"/> Closing of Degree or Certificate | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Letter of Intent | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input checked="" type="checkbox"/> <u>New Course</u> | <input type="checkbox"/> Change in Course Description |
| New 82 Course | <input type="checkbox"/> Change in Course Titles, Numbers, Credits &/or Hours |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| <input type="checkbox"/> Other (please describe): <u>Assigned COH 1500</u> | |

PLEASE ATTACH PERTINENT MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

I. DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date approved 3/20/17 Signature, Committee Chairperson: Stuchale Bracco

Signature, Department Chairperson: Donald Rene 3/20/17

II. PROVOST ACTION

Provost to act within 30 days of receipt and forward to College-wide Curriculum Committee exercising one of the following options:

- A. Approved B. Returned to department with comments

Recommendations (if any): _____

Signature, Provost: _____ Date: _____

III. CURRICULUM SUB-COMMITTEE RECOMMENDATIONS:

- A. Approved B. Tabled (no action will be taken by Curriculum Committee)

Recommendations (if any): _____

Signature, Sub-Committee Chair: _____ Date: _____

IV. COLLEGE-WIDE CURRICULUM COMMITTEE ACTION

Committee to act within 30 days of receipt, exercising one of the following options:

- A. Approved (forwarded to Steering Committee)
B. Tabled (Department notified)
C. Not Approved (Department notified)

Signature, Chairperson of Curriculum Committee _____ Date: _____

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

NEW COURSE PROPOSAL FORM

1. DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT): *Health, Physical Education and Recreation, COH 8203 (Permanent number: COH 1500), Health Care in the United States*

2. DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

3. DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET: ELECTIVE COURSE

4. BULLETIN DESCRIPTION OF COURSE:

Students will examine the context of the US healthcare system, including patient care. Students will gain an understanding of patient care coordination and care management in today's changing and challenging healthcare industry. Students will critically examine the history of the US healthcare system, healthcare models used in the US, and trends in the health care industry.

5. CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
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2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
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3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field
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4-credits:	<input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field
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More than 4-credits:	<input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab
Explanation:	

6. NUMBER OF EQUATED CREDITS IN ITEM #5: 3

7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE FOR EACH)

A. PREREQUISITE(S): NONE

B. COREQUISITE(S): NONE

C. PRE/COREQUISITE(S): None

8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:

A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)

B. PROJECTED ENROLLMENT: 2 SECTIONS PER SEMESTER

C. SUGGESTED CLASS LIMITS: 25 STUDENTS

D. FREQUENCY COURSE IS LIKELY TO BE OFFERED: FALL, SPRING, WINTER, SUMMER

E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION

The United States healthcare industry is changing rapidly, requiring students to acquire the latest training in patient care to meet the needs of various health industry employers. This course will focus on preparing students for gaining knowledge about care coordination and care management delivery models. Students will develop competencies in areas such as understanding the roots of the US healthcare system, current trends, ethics and professional boundaries, community orientation, health information confidentiality, cultural competence, and other relevant areas.

This course will serve as an elective for Community Health Majors, as a core course for the potential Medical Assistant and Health Coach A.A.S., as well as an elective for allied health majors. *This course can be offered as a certified Civic Engagement Course.*

9. LIST COURSE(S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE): NONE

10. IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING: N/A

11. PROPOSED TEXT BOOK(S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL(S):

Sultz & Young (2018). *Healthcare USA*, Ninth edition. Jones & Bartlett

12. REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION? No

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A "CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS" AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A "CURRENT" DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A "PROPOSED" DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AND ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION: N/A

14. EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:

- A. Evaluate and critically analyze past and current models of care within the US healthcare system;
- B. Examine how the history of the US healthcare system has shaped current models of care;
- C. Explain the importance of working on interdisciplinary teams, building positive team/patient relationships, and dealing with conflicts when addressing patient's needs;
- D. Describe ways in which person-centeredness and patient communication play an integral role in assisting patients with self-care management through the process of patient engagement techniques and health literacy;
- E. Explain how chronic disease and social determinants of health impact patient health by analyzing societal patterns and how they are influenced by race, ethnicity, gender, socio-economic status, belief systems, among other factors;
- F. Evaluate and explain the importance of cultural competence in meeting the healthcare needs of immigrants, people of color and marginalized populations;
- G. Identify ethical and professional boundaries relevant to the decision-making process;
- H. Identify resources within communities to connect patients and families to supportive care;
- I. Identify potential careers, employment trends, and educational training; and;
- J. Locate additional resources related to healthcare workers.

15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.:

- A. Lecture
- B. Blackboard community discussions and assignments
- C. Small group work
- D. Written paper of community profiles and neighborhood resources identification
- E. Patient case study and care-management profile
- F. Class presentation

16. ASSIGNMENTS TO STUDENTS:

Weekly assignments based on readings, discussions, patient case study and care-management profile group presentations, formal paper.

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

A) Group Presentation	20%
B) Formal Paper	20%
C) Homework Assignments	10%
D) Class and activity participation	10%
E) Midterm Exam	20%
F) Final Exam	20%

18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS): SEE ATTACHED

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

- 1. Chen, H., Chou, S., Tseng, Y. Zheng, M., & Wu, I. (2010). Cultivating nursing core competencies in college students. *Journal of Nursing*, 57(5), 18-23.

2. Ehrenberg, A., Gustavsson, P., Wallin, L., Bostrom, A., & Rudman, A. (2016). New Graduate Nurses' Developmental Trajectories for Capability Beliefs Concerning Core Competencies for Healthcare Professionals: A National Cohort Study on Patient-Centered Care, Teamwork, and Evidence-based Practice. *Worldviews on Evidence-Based Nursing*, 13(6), 454-462.
3. Jack, B.A, O'Brien, M.R., Kirton, J.A., Marley, K., Whelan, A., Baldry, C.R., & Groves, K.E. (2013). Enhancing communication with distressed patients, families and colleagues: The value of the Simple Skills Secrets model of communication for the nursing and healthcare workforce. *Nurse Education Today*, 33(12), 1550-1556.
4. National Health Career Association – NHA Certified Medical Assistant (CCMA) Detailed Plan
5. NYACH: Core Competencies for Today's Healthcare Workforce. 6/9/2016
6. Shaw-Taylor, Y., & Benesch, B. (1998). Continuing education. Workforce diversity and cultural competence in healthcare. *Journal of Cultural Diversity*, 5(4), 138-148.
7. Sultz & Young (2018). *Healthcare USA*, Ninth edition. Jones & Bartlett

Digital Resources:

1. Community Healthcare Network: <http://www.chnyc.org/>
2. Health Information Tool for Empowerment (HITE): http://www.hitesite.org/Media/HITE_brochure.pdf
3. NYC Community Health Profiles: <https://www1.nyc.gov/site/doh/data/data-publications/profiles.page>
4. NYC Health: <http://www1.nyc.gov/site/doh/index.page>

Revised/Dec.2015/AK



Kingsborough Community College
The City University of New York

COH 8203, Health Care in the United States

(Permanent number: COH 1500)

Course Syllabus

Instructor: TBD

Office: G300 by appointment

E-mail: TBD

Course Prerequisite or co-requisite

None

Catalog Course Description

Students will examine the context of the US healthcare system, including patient care. Students will gain an understanding of patient care coordination and care management in today's changing and challenging healthcare industry. Students will critically examine the history of the US healthcare system, healthcare models used in the US, and trends in the health care industry.

Required Textbook

Sultz & Young (2018). *Healthcare USA*, Ninth edition. Jones & Bartlett, ISBN-13: 978-1284029888

Course Learning Outcomes

Upon completion of this course, students will be able to:

- A. Evaluate and critically analyze past and current models of care within the US healthcare system;
- B. Examine how the history of the US healthcare system has shaped current models of care;
- C. Explain the importance of working on interdisciplinary teams, building positive team/patient relationships, and dealing with conflicts when addressing patient's needs;
- D. Describe ways in which person-centeredness and patient communication play an integral role in assisting patients with self-care management through the process of patient engagement techniques and health literacy;
- E. Explain how chronic disease and social determinants of health impact patient health by analyzing societal patterns and how they are influenced by race, ethnicity, gender, socio-economic status, belief systems, among other factors;
- F. Evaluate and explain the importance of cultural competence in meeting the healthcare needs of immigrants, people of color and marginalized populations;
- G. Identify ethical and professional boundaries relevant to the decision-making process;
- H. Identify resources within communities to connect patients and families to supportive care;
- I. Identify potential careers, employment trends, and educational training;
- J. Locate additional resources related to healthcare workers.

Student Assessment Methods

A) Group Presentation	200 points
B) Formal Paper	200 points
C) Homework Assignments	100 points
D) Class and activity participation	100 points
E) Midterm Exam	200 points
F) Final Exam	200 points
Total possible points	1000 points

Grading scale

1000-930 points constitutes a grade of **A**
929-900 points constitutes a grade of **A-**
899-870 points constitutes a grade of **B+**
869-830 points constitutes a grade of **B**
829-800 points constitutes a grade of **B-**
799-770 points constitutes a grade of **C+**
769-730 points constitutes a grade of **C**
729-700 points constitutes a grade of **C-**
699-670 points constitutes a grade of **D+**
669-600 points constitutes a grade of **D**
599-000 points constitutes a grade of **F, WN or WU**

At the end of the semester, earned points will be tallied and the following grades will be applied (in the case of half points, tallied points will be rounded up at the .5 and higher mark):

You are responsible for all material on this syllabus so please read it carefully and keep it in a safe place.

Access-Ability Services (AAS) serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide documentation from the Access-Ability office (D-205). Please contact AAS for assistance. Please do so in a timely manner and well in advance of when accommodations are needed.

Attendance

Attendance is a crucial aspect of this course. Each student is expected to attend class and fully participate in all activities as well as ask questions and provide comments during discussions. Failing to participate or missing classes can affect your final grade. Students will still be responsible for all that is covered in class, whether or not they are in attendance. If you need to drop or withdraw from the class for any reason you will need to obtain the appropriate form from the registrar's office (room A101).

Remember: dropping/ withdrawing may affect financial aid as well as graduation.

Student Preparation and Expectations

Students are expected to be active and engaged in the material presented, work with their peers in a constructive manner and complete all assignments on time. Late assignments will not be accepted unless approved by instructor in advance.

PLEASE, use of cell phones/ smart phones is not permitted while class is in session. Tablets/ iPads/ Laptops are only permissible for note taking. Work not related to class is prohibited while you are in class.

Sessions will consist of a combination of lecture, Power point slides and in-class and Blackboard activities. Materials may be presented on Power Point Slides. Assignment guidelines and additional readings provided. Computer access is available in the library as well as Cyber lounge M200 and M224. Student Help Desk is L106 (Library).

Please be sure to review Kingsborough Community College's Policy on Academic Integrity at:

http://www.kbcc.cuny.edu/studentaffairs/student_conduct/Pages/academic_integrity.aspx

Homework Assignments - 6 (10%)

Homework will be assigned in class. Written assignments should be completed and submitted on time.

Class and Activity Participation (10%)

A portion of class time will be dedicated to group activities. Students are expected to have read required materials prior to class and be fully engaged in discussions and group work.

Patient case study and care-management profile (20%)

Students will work in groups to critically analyze a patient case study and create a care-management profile for assigned patient utilizing community resources identified in class. Students, using PowerPoint slides, will present their case study and care-management profile to the class.

Written Community Profile and Resource Identification Paper (20%)

Students will write a 3-4-page double spaced paper using NYC Community profile data to focus on a neighborhood of their choice. They will analyze the profile and identify culturally appropriate community resources for patients to access insurance, hospital and local health services, and health improvement programs that meet the needs of the community identified in the profile data.

Please note when creating references and citations, please follow the APA style format which can be found here: <https://owl.english.purdue.edu/owl/resource/560/01/>

Exams (40%)

A midterm and final exam will be administered to assess progress in the course. The content covered in the exams will include information from lectures and materials covered in the textbook as well as additional readings.

Additional Resources

NYC Community Health Profiles: <https://www1.nyc.gov/site/doh/data/data-publications/profiles.page>

Community Healthcare Network: <http://www.chnny.org/>

NY State of Health Marketplace Insurance: <https://nystateofhealth.ny.gov/>

NYC Health: <http://www1.nyc.gov/site/doh/index.page>

Health Information Tool for Empowerment (HITE): http://www.hitesite.org/Media/HITE_brochure.pdf

Course Schedule

*Subject to Change

Week	Date	Topic for Discussion	Weekly Assignment
1		Welcome, ice breaker, review syllabus; Introduction to the US Healthcare system, past and present; Understanding basics of payment: systems, Medicaid, Medicare, and healthcare reforms impact on care delivery; Compare and contrast the US healthcare system with other countries systems	
2		Understanding care coordination and new models of care and their impact on the US health system; Commonly used terms in care coordination; high quality care strategies and roles and responsibilities of healthcare workers	Written assignment Presentation groups formed
3		Interdisciplinary team work, positive team relationship building, team communication, body language, and best practices; Conflict management skills	Written assignment; Community Profile identification
4		Person-centeredness and Communication: Defining person-centered care, recognizing family and patient needs, communication and patient engagement techniques, and health literacy	Written assignment
5		Chronic disease and social determinants of health within the US healthcare industry; Chronic diseases, co-morbidity, and determinants affecting patient's health (gender, race, socio-economic status, and others)	Written assignment
6		Assisting patients with self-management techniques; Patient skills for effective communication with primary care providers	Written assignment
7		Midterm Exam (first hour); Quality Improvement process within the healthcare industry; Assessing opportunities; quality improvement participation; identifying tools and understanding evaluation processes in healthcare	
8		Understanding cultural competence and its essential role in the healthcare system; culturally competent communication skills practice; patient interviewing skills	Written assignment; Patient case study and care management due
9		Ethics and professional boundaries; technology, documentation and confidentiality; patient privacy and safety; decision making; HIPPA regulations; APHA professional ethics for public health guidelines	Group presentations
10		Community orientation; Connecting patients and family to community resources; supporting families seeking resources within communities; Health Information Tool for Empowerment (HITE)	Group presentations
11		Identifying and utilizing existing tools within the community to assist patients; finding support services; understanding the importance of patient follow up; techniques for patient follow up	Written paper due
12		Practice of patient follow-up techniques; Review for Final Exam	
--		FINAL EXAM	