KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _Health, Physical Education and Recreation_   Date: _10/6/16_

Title Of Course Or Degree: _Patient Engagement Techniques in Community Health_
CoH-8202

Change(s) Initiated: (Please check)

☐ Closing of Degree
☐ Closing of Certificate
☐ New Certificate Proposal
☐ New Degree Proposal
☐ New Course
☒ New 82 Course
☐ Deletion of Course

☐ Change in Degree or Certificate Requirements
☐ Change in Degree Requirements (adding concentration)
☐ Change in Pre/Co-Requisite
☐ Change in Course Designation
☐ Change in Course Description
☐ Change in Course Title, Numbers Credit and/or Hour
☐ Change in Academic Policy
☐ Pathways Submission:
    ☐ 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

☐ Other (please describe):_____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

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

Date Approved: _10/6/16_ Signature, Committee Chairperson:_____

I have reviewed the attached material/proposal

Signature, Department Chairperson: _Donald Hume (D. H.)_____

Revised/Dec.2015/AK

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 8202
   Patient Engagement Techniques in Community Health

2. **DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY?**
   ☒ N/A
   ☐ 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**
   The course bridges a gap between current student training and health service industry demands. This course will be a "hands-on" experience giving students collaborative skills and knowledge necessary to engage patients in today's healthcare environment. The course will also provide insights into and experiences with the practical skill sets required in the areas of chronic disease management, patient goal-setting, and healthcare delivery systems. This course will prepare and provide students with the necessary knowledge and skills for today's healthcare workforce demands.

4. **BULLETIN DESCRIPTION OF COURSE:**
   This course will provide students the opportunity to learn and practice techniques in self-management support and motivational interviewing strategies to facilitate behavior change in patients with chronic conditions. Students will gain an understanding of chronic disease management, wellness and disease prevention, and the basic skills used in health coaching. At course completion, students will have acquired the skills to educate, engage, and support individual patients to improve the patient's health outcomes.

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

Nemorin/2016

1-credit:	☐ 1 hour lecture ☐ 2 hours lab/field/gym

2-credits:	☐ 2 hours lecture ☐ 1 hour lecture, 2 hours lab/field ☐ 4 hours lab/field

3-credits:	☒ 3 hours lecture ☐ 2 hours lecture, 2 hours lab/field ☐ 1 hour lecture, 4 hours lab/field ☐ 6 hours lab/field

4-credits:	☐ 4 hours lecture ☐ 3 hours lecture, 2 hours lab/field ☐ 2 hours lecture, 4 hours lab/field ☐ 1 hour lecture, 6 hours lab/field
	☐ 8 hours lab/field

More than 4-credits:	☐ Number of credits: _____ (explain mix lecture/lab below)
	_____ Lecture _____ Lab
Explanation:	_____

*Hours are hours per week in a typical 12-week semester

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:** 1 SECTIONS PER SEMESTER
   C. **SUGGESTED CLASS LIMITS:** 20 STUDENTS
   D. **FREQUENCY COURSE IS LIKELY TO BE OFFERED:** FALL, SPRING AND SUMMER
   E. **ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION**
   This course reviews major chronic diseases, the implications of poor chronic disease management on patients, and the importance of person-centered care in our evolving healthcare delivery system. There will also be a focus on motivational interviewing skills, which teaches students the basic strategies to help patients manage positive health behavior change. This course

Nemorin/2016

will serve as a potential option for Community Health majors in the Health Education and Promotion concentration and Allied Health majors as an elective. Upon approval, this course may 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):**
Required:
Donatelle, R. (2013). *Health the basics*: Glenview, IL: Pearson Education

Recommended:
Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change.* New York, NY: Guilford Press
Rollnick, S., Miller, W. R., & Butler, C. (2008). *Motivational interviewing in health care: Helping patients change behavior.* New York: Guilford Press

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:**
Upon completion, students will be able to:
A. Explain the emerging profession of health coaching and its importance in health service delivery.

Nemorin/2016

B. Describe and demonstrate how patient engagement techniques can be applied to the management of chronic conditions.
C. Explain the aspects of motivational interviewing, shared decision making, and behavioral activation.
D. Compare and contrast the person centered care system and how it differs from the prior physician-centered care system
E. Identify best practices for sharing patient health information with families.
F. Analyze the importance of strong professional relationships within the health care team.
G. Identify tactics to build strong professional relationships.
H. Evaluate the benefits of teamwork, and identify various roles and scope of work of interdisciplinary team members.

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 discussions
C) Small group work
D) Role playing

16. **ASSIGNMENTS TO STUDENTS:**
Weekly assignments will be based on readings from text and health related articles;
Group power point presentation;
Practicum based on scenarios and motivational interviewing skills learned in class;
and a final exam.

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) Discussion board assignments   20%
B) Course project   20%
C) Skills Assessment   20%
D) Class and activity participation   20%
E) Final written exam   20%

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

Nemorin/2016

19. Selected Bibliography and Source Materials:

Bodenheimer, T., Lorig, K., Holman, H., Grumbach, K. "Patient Self-Management of
    Chronic Disease in Primary Care." *The Journal of the American Medical Association*
    2002 Nov 20; 288 (19): 2469-75.

Bodenheimer, T., Abramowitz, S. "Helping Patients Help Themselves: How to Implement
    Self-Management." Support California HealthCare Foundation; Dec 2010.

Donatelle, R. (2013). *Health the basics*: Glenview, IL: Pearson Education

Levensky,E. Forcehimes, A. O'Donohue, W., Beitz, K. "Motivational Interviewing."
    American Journal of Nursing Oct 2007; Vol. 107: 10; p. 50-58.

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change.*
    New York, NY: Guilford Press

Rollnick, S., Miller, W. R., & Butler, C. (2008). *Motivational interviewing in health care:*
    Helping patients change behavior. New York: Guilford Press

Wagner, E. H. "Chronic Disease Management: What Will it Take to Improve Care For
    Chronic Illness?" *Effective Clinical Practice* 1998; 1 (1): 2-4

Zimmerman, G. L. "A Stages of Change Approach to Helping Patients Change Behavior."
    American Family Physician 2000 Mar 1; 61 (5): 1409-1416. Retrieved from

Patient Engagement Techniques in Community Health – COH 8202 Course Syllabus

Instructor: TBD
Office: G300 by appointment
E-mail: TBD

Course Prerequisite or co-requisite
None

Catalog Course Description
This course will provide students the opportunity to learn and practice techniques in self-management support and motivational interviewing strategies to facilitate behavior change in patients with chronic conditions. Students will gain an understanding of chronic disease management, wellness and disease prevention, and basic skills used in health coaching. At course completion, students will have acquired the skills to educate, engage, and support individual patients to improve the patient's health outcome and lifestyle.

Course Learning Outcomes
Upon completion of this course, students will be able to:
1. Explain the emerging profession of health coaching and its importance in health service delivery
2. Describe and demonstrate how patient engagement techniques can be applied to the management of chronic conditions
3. Explain the aspects of motivational interviewing, shared decision making, and behavioral activation
4. Compare and contrast the person-centered care system to the traditional physician-centered care system
5. Identify best practices for sharing patient health information with families
6. Analyze the importance of strong professional relationships within the health care team
7. Identify tactics to build strong professional relationships
8. Evaluate the benefits of teamwork, and identify various roles and scope of work of interdisciplinary team members.

Course Material
Required:
Donatelle, R. (2013). *Health the basics*: Glenview, IL: Pearson Education
Recommended:
Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change.* New York, NY: Guilford Press

Rollnick, S., Miller, W. R., & Butler, C. (2008). *Motivational interviewing in health care: Helping patients change behavior.* New York: Guilford Press

Student Assessment Methods

Discussion board assignments (5)	20%
Course project	20%
Skills Assessment	20%
Class and activity participation	20%
Final written exam	20%

Total Possible: 100%

Grading scale

98-100 points A+	88-89 points B+	78-79 points C+	68-69 points D+
93-97 points A	83-87 points B	73-77 points C	60-67 points D
90-92 points A-	80-82 points B-	70-72 points C-	Below 60 points = F

You are responsible for all material on this syllabus so please read it carefully

and keep it in a safe place.

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 be responsible for all course materials 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). Please be aware that 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, work with their peers in a constructive manner, and complete all assignments on time. Late assignments will not be accepted unless approved by the instructor in advance.

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

Sessions will be a combination of lectures, Power Point slides and in-class activities. Materials may be presented on Power Point slides. Assignment guidelines and additional readings will be posted on

Blackboard. 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:

Discussion board

The Discussion Board (DB) is an interactive space design to allow students to share their thoughts and ideas on each discussion topic. The DB is a critical part of this course, and each student is expected to exchange his/her ideas to enhance the understanding of the topics and issues related to the course. Postings on the discussion board will be reviewed and graded for clarity and substance.
Each student is required to post a minimum of two threads to each discussion topic. Each posting must be written in *standard English*. Do not use any text message abbreviation. Grammar, spelling, and punctuation will also be reviewed for accuracy.

As part of this course, each student is *required to post and respond to a minimum of one message per assignment*. Every other Sunday, a new topic will be posted onto the discussion board (DB). You will receive a total of five (5) DB assignments. Each DB assignment and response has a combined point value of 20 points.

NOTE: New discussion topics will be posted every other Sunday by 8:00 PM. The DB will close at 6:00 PM on Thursday. Students will have a week to complete all other assignments

Responses must be at least 15-25 well-written sentences, and show some insight about the topic. The DB are not meant to be difficult, it is just a tool to share each other's thoughts and viewpoints. Please use current events and class readings as a reference.

A NOTE ABOUT USING BLACKBOARD:

Part of your reading, writing, and *thinking* for this course will be done online. You need to learn how to log on to and use the Blackboard Learning System, which you will be able to use with any computer that has an Internet connection. *YOU NEED TO HAVE YOUR USER NAME AND PASSWORD READY TO USE BY THE SECOND WEEK OF CLASS!* Call the Help Desk at 718-368-6679 for assistance if needed.

Course Project

1. Each student will choose a chronic disease that was reviewed during this course for a hypothetical (made-up) patient. Provide an introduction that includes a brief social and medical history to set the stage for the interactions that will take place over at least three consecutive health coaching sessions with this patient.
2. Each student will write a script incorporating basic education about the disease, relationship building skills, self-management support techniques, and motivational interviewing skills that were learned during the semester. Include identifying how you assessed the patient for health literacy (how much do they know about their chronic condition?)

3. Develop <u>one</u> teaching aid using common, everyday language to help educate your patient about their chronic condition.
4. The assignment will demonstrate how you, as the health coach, established a relationship, set a goal and follow-up with the patient over time.
5. Your assignment will be reviewed by your instructor. Three (3) assignments will be selected to be presented to the class in groups.

Course Project Grading:

Creativity- 10%

Patient education/ Health Coaching knowledge of chronic condition- 20%

Use of Self-Management Support (SMS) and Motivational Interviewing to set a goal and follow-up- 40%

Teaching aid- 20%

Presentation- 10%

Skills Assessment

Students will be tested on techniques in self-management support and motivational interviewing strategies. The assessment format will incorporate an approved scenario where students will be required to role play and be evaluated based on a rubric provided.

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.

Course Schedule

*Subject to Change

Week	Date	Topic for Discussion	Assignment Due
1	TBA	Introduction to course, review syllabus, introduction to Blackboard system.	
2	TBA	We will be examining the definition of an interdisciplinary healthcare team, and identify various roles and scope of work within an interdisciplinary team. Students will begin Working on interdisciplinary teams	Discussion board assignment
3	TBA	Students will build positive relationships on a team, and analyze the importance of strong relationships within a healthcare team. We will identify tactics to build strong relationships within a healthcare team.	
4	TBA	Students will learn how to communicate with team members, and examine why coordinated patient care requires excellent communication across team members. We will identify best practices for communicating effectively, with team members by sharing appropriate information in person, by phone, or by email. Student will evaluate how body language and tone affect communication.	Discussion board assignment
5	TBA	Defining person-centered care, and compare and contrasting person-centered care with physician-centered care system. Motivational interviewing role play scenarios will be examined.	
6	TBA	Recognizing family and patient needs. Identify best practices for how to share patient health information with families in person, by phone, by email. Identify best practices for how to share patient health information with families. Motivational interviewing role play scenarios skill practice.	Discussion board assignment
7	TBA	Students will practice communication and patient engagement techniques and analyze how patient engagement techniques can be applied to the management of chronic conditions. Motivational interviewing, shared decision making and behavioral activation, as techniques for patient engagement. Motivational interviewing role play scenarios skill practice.	
8	TBA	Chronic disease and co- morbidities. In this session, we will explore the basics of diabetes, cardiovascular disease, and asthma. We will discuss the impact these chronic conditions have on individuals, and identify stigmas often associated with these chronic conditions. Motivational interviewing role play scenarios skills will be practice using the chronic conditions explored in this class session.	Discussion board assignment
9	TBA	Chronic disease and co- morbidities. In this session, we will explore the basics of cancer (breast, colon, cervical) mental illness, cognitive impairment/dementia, and depression. We will discuss the impact these chronic conditions have on individuals, and identify stigmas often associated with these chronic conditions. Motivational interviewing role play scenarios skills will be practice using the chronic conditions explored in this class session.	
10	TBA	Chronic disease and co- morbidities. In this session, we will explore the basics of substance use/addiction, and HIV/AIDS. We will discuss the impact these chronic conditions have on individuals, and identify stigmas often associated with these chronic conditions. Motivational interviewing role play scenarios skills will be practice using the chronic conditions explored in this class session.	Discussion board assignment Course Project Due
11	TBA	The definition of health and Social determinants of health will be examined. We will explore determinants that may affect a patient's health (such as gender, race class, ethnicity, and place of residence)	Three Course Projects (selected) will be presented in class
12	TBA	Skills Assessment Exam	Skills Assessment Exam

| 13 | TBA | Final Exam |