

KINGSBOROUGH COMMUNITY COLLEGE  
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Health, Physical Education and Recreation Date: 9/17/19

Title Of Course/Degree/Concentration/Certificate: COH 1700 - Health Care Coordination

Change(s) Initiated: (Please check)

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree            | <input type="checkbox"/> Change in Degree or Certificate                              |
| <input type="checkbox"/> Closing of Certificate       | <input type="checkbox"/> Change in Degree: Adding Concentration                       |
| <input type="checkbox"/> New Certificate Proposal     | <input type="checkbox"/> Change in Degree: Deleting Concentration                     |
| <input type="checkbox"/> New Degree Proposal          | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input checked="" type="checkbox"/> New Course        | <input type="checkbox"/> Change in Course Designation                                 |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description                                 |
| <input type="checkbox"/> Deletion of Course(s)        | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours         |
|   | <input type="checkbox"/> Change in Academic Policy                                    |
|   | <input type="checkbox"/> Pathways Submission:   |
|   | <input type="checkbox"/> Life and Physical Science                                    |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                              |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                          |
|   | <input type="checkbox"/> B. U.S. Experience in its Diversity                          |
|   | <input type="checkbox"/> C. Creative Expression                                       |
|   | <input type="checkbox"/> D. Individual and Society                                    |
|   | <input type="checkbox"/> E. Scientific World  |
- Change in Program Learning Outcomes
- 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: 9/19/19 Signature, Committee Chairperson: Steele Bracco

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: 9/19/19 Signature, Department Chairperson: David Hume

Date Approved: 9/19/19 Signature, Department Chairperson: David Hume

I have reviewed the attached material/proposal

Signature, Department Chairperson: David Hume

**New Course Proposal Form**

1. Department, Course Number, and Title (Speak with Academic Scheduling for assignment of a new course number):

*Health, Physical Education and Recreation  
COH 1700: Health Care Coordination*

2. Does this course meet a General Education/CUNY Common Core Pathways Category? **NO**

- 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 Pathways 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.

*This course was developed under external funding from the Petrie Foundation in response to an industry need for training courses in health care coordination. Data gathered through the grant have confirmed (1) a robust market exists for these type of specific skills in health care administration and delivery. These skills also align with our Community Health degree, allowing our students to be even more marketable within this field. In turn, a proposal for a future concentration in Coordinated Care is planned under the current A.S. in Community Health. This course will be one of three courses that will comprise the new concentration. Currently, this course will count as an elective under the A.S. degree. Currently there are no equivalent courses offered in academic programs at other institutions.*

4. College Catalog description of course:

*The goal of health care coordination is to improve patient outcomes with better health care services. Care coordinators play a critical role in improving patient care. Students will learn how to effectively advocate for patients and interact with members of the healthcare team in finding solutions to provide high quality, value-based, and efficient care. Effective communication styles, assessing patient's needs and goals, and helping with patients' transitions of care are among many topics covered in this course. Upon course completion, students will have acquired basic knowledge and skills to educate, engage, and support patients and their health care teams to improve health outcomes and quality of life.*

5. Credits and Hours Based on *College Credits Assigned for Instructional 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

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
--

3-credits:    x 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
--

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
---

More than 4-credits: <input type="checkbox"/> 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 \_\_\_\_\_ (For Developmental Courses ONLY)
  
7. Course Prerequisites, Corequisites, and Selected Populations (If NONE, please indicate "NONE" for each):
  - A. Prerequisite(s): NONE
  - B. Corequisite(s): NONE
  - C. Pre-/Co-requisite(s): NONE
  - D. Open ONLY to selected Students (specify population):
  
8. Brief rationale to justify proposed course, include:
  - A. Enrollment Summary if previously offered as an 82XX-Pilot Course (include Complete 4-digit 82 course number):
  - B. Projected Enrollment: 1 SECTION PER SEMESTER
  - C. Suggested Class Limits: 25 STUDENTS
  - D. Frequency course is likely to be offered: : FALL, SPRING
  - E. Role of course in Department's Curriculum and College's Mission:

*This course will augment the learning of several department courses and the college's mission of "providing both liberal arts and career education...[and] to promoting student learning and development as well as strengthening and serving its diverse community." This particular course will arm students with the knowledge, resources, and tools to become effective service leaders. The Health Care Coordination course will teach students the various elements of being a successful Care Coordinator and how to effectively provide health care coordination for a patient by working with a multi-disciplinary team of individuals (i.e., doctors, social workers, family members, caregivers, lay educators, and specialists) that make up the patient's care team. Students will learn how to read and analyze research articles and other web resources, gather credible health information, and learn how to effectively communicate to diverse patient populations; keeping health literacy, cultural diversity and social determinants in mind. Students will learn about major disease topics such as diabetes, asthma, hypertension and heart disease in an effort to provide the best support for individuals and their providers to ensure optimal quality care. This course would be a core course for a future concentration in Coordinated Care within the A.S. Community Health degree, a core course within a potential Coordinated Care and Community Health A.A.S., as well as an elective for allied health majors. This course will serve as a potential option for Community Health majors in the Health Education and Promotion concentration as an elective.*

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 the student efforts required in a traditional classroom setting. *N/A*

11. Proposed textbook(s) and/or other required instructional materials(s):

*No specific textbook is required for this course because there are no textbooks or comprehensive reading resources available. This course will be designated as a "zero-cost" option for textbooks and utilize online educational resources (OER). Students will review a library of resources, relevant peer journal articles, fact sheets, and website resources. These will be available as a set of readings via Blackboard. See detailed list below of required readings and website resources for review.*

Required Readings/Review		
1	<u>AHRQ (2015). Navigating the Health Care System. Website content last reviewed on August 22, 2017: <a href="http://www.ahrq.gov/patients-consumers/patient-involvement/navigating-the-health-care-system.html">http://www.ahrq.gov/patients-consumers/patient-involvement/navigating-the-health-care-system.html</a></u>	Review Website Resources
2	<u>Ghorob, A. &amp; Bodenheimer, T. (2012). Sharing the Care to Improve Access to Primary Care. The New England Journal of Medicine, 366:1955-1957. DOI: 10.1056/NEJMp1202775. Retrieved on August 22, 2017 from: <a href="http://www.nejm.org/doi/full/10.1056/NEJMp1202775">http://www.nejm.org/doi/full/10.1056/NEJMp1202775</a></u>	Read Article
3	<u>Leonard, M., Graham, S., &amp; Bonacum, D. (2004). The human factor: the critical importance of effective teamwork and communication in providing safe care. Quality &amp; Safety in Health Care, 13(Suppl 1), i85-i90. Retrieved on August 22, 2017 from: <a href="http://doi.org/10.1136/qshc.2004.010000">http://doi.org/10.1136/qshc.2004.010000</a></u>	Read Article
4	<u>AHRQ (2010). Health Literacy Universal Precautions Toolkit. AHRQ Pub. No. 10-0046-EF. Retrieved on August 22, 2017 from: <a href="https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/health">https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/health</a></u>	Read Article (specific pages TBD)
5	<u>AHRQ (2015). Health Information Technology Integration. Website content last reviewed on August 22, 2017: <a href="https://www.ahrq.gov/professionals/prevention-chronic-care/improve/health-it/index.html">https://www.ahrq.gov/professionals/prevention-chronic-care/improve/health-it/index.html</a></u>	Review Website Resources
6	<u>HealthIT.gov (2014). Learn EHR Basics. Website content last reviewed on August 22, 2017: <a href="https://www.healthit.gov/providers-professionals/learn-ehr-basics">https://www.healthit.gov/providers-professionals/learn-ehr-basics</a></u>	Review Website Resources
7	<u>NYS Department of Health (2017). New York State Hospital Patients' Bill of Rights. Retrieved on August 22, 2017 from: <a href="https://www.health.ny.gov/publications/1500/">https://www.health.ny.gov/publications/1500/</a></u>	Read Article
8	<u>Healthy People 2020 (2017). Social Determinants of Health. Website content last reviewed on August 22, 2017: <a href="https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health">https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health</a></u>	Review Website Resources
9	<u>MGMA Connection (2017). Baking in Patient-Centeredness: What does it mean to be patient-centered and how do we get there? Retrieved on August 22, 2017 from: <a href="https://www.mgma.com/insights/2017/08/22/baking-in-patient-centeredness-what-does-it-mean-to-be-patient-centered-and-how-do-we-get-there/">https://www.mgma.com/insights/2017/08/22/baking-in-patient-centeredness-what-does-it-mean-to-be-patient-centered-and-how-do-we-get-there/</a></u>	Read Article

Required Readings/Review		
	<a href="http://healthcarecomm.org/wp-content/uploads/2011/05/MGMA-Baking-in-Patient-Centeredness-Mar-2">http://healthcarecomm.org/wp-content/uploads/2011/05/MGMA-Baking-in-Patient-Centeredness-Mar-2</a>	
10	<u>Mauksch, L. &amp; Safford, B. (2013). Engaging Patients in Collaborative Care Plans. American Academy of Family Physicians, Family Practice Management. Retrieved on August 22, 2017 from: <a href="http://www.aafp.org/fpm/2013/0500/p35.pdf">http://www.aafp.org/fpm/2013/0500/p35.pdf</a></u>	Read Article
11	<u>AHRQ (2015). Navigating the Health Care System. Website content last reviewed on August 22, 2017: <a href="https://www.ahrq.gov/patients-consumers/patient-involvement/navigating-the-health-care-system.html">https://www.ahrq.gov/patients-consumers/patient-involvement/navigating-the-health-care-system.html</a></u>	Review Website Resources
12	<u>NY State of Health (2017). Website content last reviewed on August 22, 2017: <a href="https://info.nystateofhealth.ny.gov/what-ny-state-health">https://info.nystateofhealth.ny.gov/what-ny-state-health</a></u>	Review Website Resources
13	<u>Health Information Tool for Empowerment (HITE) (2017). Website content last reviewed on August 22, 2017: <a href="http://www.hitesite.org/">http://www.hitesite.org/</a></u>	Review Website Resources
14	<u>SAMHSA-HRSA Center for Integrated Health Solutions (CIHS) (2017). Cambridge Health Alliance Model of Team-Based Care Implementation Guide and Toolkit. Retrieved on August 22, 2017 from: <a href="https://www.samhsa.gov/sites/default/files/programs_campaigns/samhsa">https://www.samhsa.gov/sites/default/files/programs_campaigns/samhsa</a></u>	Read Article
15	<u>Office of Minority Health Resource Center (OMH) (2017). Culturally and Linguistic Competency. Website content last reviewed on August 22, 2017: <a href="https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=1&amp;lvlid=6">https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=1&amp;lvlid=6</a></u>	Review Website Resources
16	<u>AHRQ (2007). Closing the Quality Gap: A Critical Analysis of Quality Improvement Strategies. Volume 7 - Care Coordination. AHRQ Publication No. 04(07)-0051-7. Retrieved on August 22, 2017 from: <a href="https://www.ahrq.gov/sites/default/files/wysiwyg/research/fi">https://www.ahrq.gov/sites/default/files/wysiwyg/research/fi</a></u>	Read Article (specific pages TBD)
17	<u>AHRQ (2017). Quality Measure Tools &amp; Resources. Website content last reviewed on August 22, 2017: <a href="https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/index.html">https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/index.html</a></u>	Review Website Resources
18	<u>U.S. Department of Health &amp; Human Services. Office of the Assistant Secretary for Health (2015). Education &amp; Training Curriculum, Module 4: Interprofessional Collaboration. Website content last reviewed on August 22, 2017: <a href="https://www.hhs.gov/ash/about">https://www.hhs.gov/ash/about</a></u>	Review Website Resources
19	<u>CDC (2017). Injury Prevention &amp; Control. Ten Leading Causes of Death and Injury. Website content last reviewed on August 22, 2017: <a href="https://www.cdc.gov/injury/wisqars/LeadingCauses.html">https://www.cdc.gov/injury/wisqars/LeadingCauses.html</a></u>	Review Website Resources
20	<u>Healthy People 2020 (2017). Topics and Objectives A-Z. Website content last reviewed on August 22, 2017: <a href="https://www.healthypeople.gov/2020/topics-objectives">https://www.healthypeople.gov/2020/topics-objectives</a></u>	Review Website Resources

12. Is the course REQUIRED for a Major, Concentration, or Certificate?

~~This will be a required course for a future concentration in Coordinated Care within the A.S. Community Health degree, as well as a required course within a potential Coordinated Care and Community Health A.A.S.~~

If YES, – Submit a separate Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate” as well as a Proposal that MUST include a rationale for inclusion of the course within the curriculum and the following additional information:

- A. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated.
- B. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date degree/certificate requirements contact Amanda Kalin, ext. 4611, [Amanda.Kalin@kbcc.cuny.edu](mailto:Amanda.Kalin@kbcc.cuny.edu)

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

- 45 credits of Liberal Arts Course work for an Associate of Arts Degree (A.A.)
- 30 credits of Liberal Arts Course work for an Associate of Science Degree (A.S.)
- 20 credits of Liberal Arts Course work for an Applied Associate of Science (A.A.S.)

13. Explain what students will know and be able to do upon completion of course:

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

- *describe coordinated care;*
- *explain the role of a care coordinator;*
- *indicate how the history of health care has influenced the modern health care industry and why coordinated care is needed today;*
- *discuss the various models of care associated with effective care coordination and its importance in improving quality of care and controlling health care costs;*
- *identify the members of a patient’s care team (i.e., hospital, primary care doctor, social worker, lay educator, local community organization, parents, caregivers), and key strategies to foster a collaborative team approach in meeting the needs of the patient;*
- *describe the challenges, as well as best practices, for communicating with individuals, their families and their multidisciplinary health care team;*
- *explain strategies to immediately recognize conflicts, deal with issues, challenges and concerns as they arise;*
- *describe effective patient and family engagement techniques (motivational interviewing, shared decision making);*
- *demonstrate techniques to teach and empower patients to prepare for their doctors’ visits, talk with their doctor, ask questions for clarification;*
- *describe health literacy and provide examples of factors that influence health literacy;*
- *explain how to assess patient’s literacy level and utilize tools/methods such as teach-back to ensure patients understand what is being discussed;*

- discuss cultural humility and sensitivity;
- ~~explain the basics of chronic diseases and co-morbidities, prevalence, risk factors, considerations of patient~~  
specific social determinants, how to manage and prevent future onset;
- identify existing resources in the community and how they would support the patient's and their family's needs;
- identify common assessment tools used by care coordinators, review sample care plans, understand how to design a care plan, track, monitor and evaluate patient's progress and amend as needed; and,
- describe ethical and responsible decision making, importance of maintaining professional boundaries, and following protocol when dealing with conflicts within the care team.

14. Methods of Teaching – e.g. lectures, laboratories, and other assignments for students, including any of the following: demonstrations, group work, website or email interactions and/or assignments, practice in application skills, etc.:

1. *Lecture and Presentations*
2. *Blackboard community discussions and assignments*
3. *Individual and Small Group work*
4. *Use of Web-Resources from reputable organizations to augment students learning*
5. *Peer Journal Articles, short –videos, case studies – patient scenarios*
6. *Role Play/Teach Back and Oral Presentation on how to support an individual in need of health care coordination*

15. Assignments to students:

*Assignments will include weekly readings, writing, individual and group activities. Students will be asked to post on online discussion board (Blackboard), submit written/typed assignments, and complete projects which include small group activities and oral presentations.*

16. Describe method of evaluating learning specified in #14 – include percentage breakdown for grading. If a Developmental Course, include how the next level course is determined as well as Next Level Placement.

Item	Number of Points/Percent of Grade
Class & Activity Participation	20%
Assignments (2)	20%
Discussions Board (DB) – Blackboard (4)	20%
Course project (Written & Oral Presentation)	20%
FINAL EXAM	20%
<b>Total</b>	<b>100%</b>

17. Topical Course Outline for the 12-week semester. This should be specific regarding topics covered, learning activities and assignments:

*SEE ATTACHED*

18. Selected Bibliography and Source materials:

13. : In addition to readings listed in item #11, the following readings and websites are suggested:

1. Institute for Healthcare Communication

---

2. Institute for Healthcare Improvement
  - Video Library: PERSON- AND FAMILY-CENTERED CARE; TRIPLE AIM FOR POPULATIONS
3. American Academy on Communication in Healthcare: Teams - Better Communication. Better Relationships. Better Care.
4. CCNC Motivational Interviewing (MI) Resource Guide
5. CCMI Shared Decision Making Guide
6. Centers for Disease Control and Prevention: Health Literacy Training
7. National LGBT Health Education Center
8. National Council of State Boards of Nursing: A Nurse's Guide to Professional Boundaries
9. NHLBI: Selected Audiences Resources (cultural competency health information)
10. CDC: Road to Health Toolkit: African Americans and Latino Populations at risk for type 2 diabetes
11. Agency for Healthcare Research and Quality (AHRQ): Health Literacy Measurement Tools
12. AHRQ: Care Coordination, Quality Improvement
13. Medline Plus: How to Write Easy-to-Read Health Materials
14. Stamford Medicine: Chronic Disease Self-Management Program- Evaluation Tools
15. AAFP - Helping Patients Take Charge of Their Chronic Illnesses
16. SAMHSA-HRSA Center for Integrated Health Solutions (CIHS)
  - i. Essential Elements of Effective Integrated Primary Care and Behavioral Health Teams
  - ii. Core Competencies for Integrated Behavioral Health and Primary Care



**Health Care Coordination – COH 1700****Course Syllabus****Instructor:** TBD

Office: G300 by appointment

E-mail: TBD

*The Accessible Classroom:*

*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 Prerequisite or co-requisite**

None

**Catalog Course Description**

*The goal of health care coordination is to improve patient outcomes with better health care services. Care coordinators play a critical role in improving patient care. Students will learn how to effectively advocate for patients and interact with members of the healthcare team in finding solutions to provide high quality, value-based, and efficient care. Effective communication styles, assessing patient's needs and goals, and helping with patients' transitions of care are among many topics covered in this course. Upon course completion, students will have acquired basic knowledge and skills to educate, engage, and support patients and their health care teams to improve health outcomes and quality of life.*

## Course Learning Outcomes

- describe coordinated care and the role of a care coordinator;
- indicate how the history of health care has influenced the modern health care industry and why coordinated care is needed today;
- discuss the various models of care associated with effective care coordination and its importance in improving quality of care and controlling health care costs;
- describe the challenges, as well as best practices, for communicating with individuals, their families and their multidisciplinary health care team;
- describe effective patient and family engagement techniques (motivational interviewing, shared decision making);
- describe health literacy and provide examples of factors that influence health literacy;
- explain how to assess patient's literacy level and utilize tools/methods such as teach-back to ensure patients understand what is being discussed;
- discuss cultural humility and sensitivity;
- explain the basics of chronic diseases and co-morbidities, prevalence, risk factors, considerations of patient specific social determinants, how to manage and prevent future onset;
- identify existing resources in the community and how they would support the patient's and their family's needs;
- identify common assessment tools used by care coordinators, review sample care plans, understand how to design a care plan, track, monitor and evaluate patient's progress and amend as needed; and,
- describe ethical and responsible decision making, importance of maintaining professional boundaries, and following protocol when dealing with conflicts within the care team.

## Course Material

There is no required text for this course. Readings will be available on Blackboard, as well as Kingsborough Library's OER (online educational resources). Required readings for this course include the following, with reference details and additional hyperlinks on pages 13-15:

Required Readings/Review	
1	<a href="#">AHRQ: Care Coordination (review weblink)</a>
2	<a href="#">Sharing the Care to Improve Access to Primary Care</a>
3	<a href="#">The human factor: the critical importance of effective teamwork and communication in providing safe care</a>
4	<a href="#">Health Literacy Universal Precautions Toolkit (Pgs. TBD)</a>
5	<a href="#">AHRQ – Health Information Technology Integration (review weblink)</a>
6	<a href="#">Learn EHR Basics (review weblink)</a>
7	<a href="#">New York State Patients' Bill of Rights</a>
8	<a href="#">HealthyPeople 2020 – Social Determinants of Health (review weblink)</a>
9	<a href="#">Baking in patient-centeredness. MGMA March 2017</a>
10	<a href="#">AAFP: Engaging Patient in Collaborative Care Plans</a>

11	AHRQ – Navigating the Health Care System
12	<del>NV State of Health (review weblink)</del>
13	Health Information Tool for Empowerment (HITE)
14	Cambridge Health Alliance Model of Team-Based Care Implementation Guide and Toolkit
15	Office of Minority Health Resource Center (OMH) - Culturally and Linguistic Competency
16	Closing the Quality Gap: A Critical Analysis of Quality Improvement Strategies: Volume 7 – Care Coordination
17	Quality Measure Tools & Resources (review weblink)
18	US Dept. Of Health & Human Services: Interprofessional Collaboration Module
19	CDC: Ten Leading Causes of Death and Injury (review weblink)
20	HealthyPeople 2020 Topics & Objectives (review topic relevant to course project)

See reading schedule on page 9.

### Student Assessment Methods/Grading

Item	Number of Points/Percent of Grade
Class & Activity Participation	20%
Assignments (2)	20%
Discussions Board (DB) – Blackboard (4)	20%
Course project (Written & Oral Presentation)	20%
FINAL EXAM	20%
<b>Total</b>	<b>100%</b>

### 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

### 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 will complete weekly reading assignments and responses, as well as participate in class discussions and activities. Students are expected to be active and engaged in the course, come prepared for classroom discussions, as much of the course will entail group work and activities relevant to your readings and other assignments. Students are expected to work collaboratively with their peers during class sessions, 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 prior to the due date.

**PLEASE**, use of cell phones/smart phones are 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 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. Hybrid and online courses will require use of 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:**

[http://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/Pages/academic\\_integrity.aspx](http://www.kbcc.cuny.edu/studentaffairs/student_conduct/Pages/academic_integrity.aspx)

### **Assignments (20%)**

Students will be required to complete two homework assignments, each worth 10% of his/her final grade.

**Assignment 1:** Students will be presented with a Case Study/Scenario of a Patient Encounter and asked to provide feedback on how they would support the patient and work with his/her health care team (and family/caregivers, if needed) to ensure that optimal quality care and support is provided to the patient, as it relates to the specific health circumstances he/she is experiencing.

*Assignment 2: Students will be required to obtain a health brochure from the KCC Student Wellness*

*Center (A-108). The topic of the health brochure should be related to your course project topic. Based on the reading and discussions related to Health Literacy and Culturally appropriate resources, students will assess the readability level and usefulness of the health brochure.*

### **Class & Activity Participation (20%)**

Students will be expected to complete specific assignments and activities, such as hypothetical scenarios in which students are expected to role play and use tools (such as *teach back*) to ensure communication among individuals is clear and acceptable. Students will be graded on preparedness for the activity, as well as how successful they are with the activity. A 3-5 question rubric will be used to assign grading for classroom individual and group activity.

### **Discussion Board (DB) - Blackboard (20%)**

The Discussion Board (DB) is an interactive space designed to allow students to share their thoughts and ideas on each discussion topic. The DB is a critical part of this course. 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 expected to make one post in response to the question or discussion topic the instructor posted, and respond to two classmates' posts. Each posting must be written in *standard English*. Do not use any text message abbreviations. Grammar, spelling, and punctuation will also be reviewed for accuracy.

As part of this course, each student is ***required to post once and respond to a minimum of two of their classmates' posts, per assignment***. Once a new topic is posted onto the discussion board (DB), students will have a week to post their responses and comments to two of their classmates' posts. You will receive four (4) DB assignments. Completion of all 4 assignments will total 20 points.

**NOTE:** Once the discussion topic is posted, and you are notified of posting, students will have one week to complete the assignment. There will be no grade for late DB submissions; no exceptions will be granted. Your initial response to the topic must be at least 25 well-written sentences, and show some insight about the topic. Your follow-up comments to your classmates' initial posts should be at least 10-15 well-written sentences for each. The DB is not meant to be difficult; it is a tool to share your thoughts and viewpoints with the professor and fellow classmates. Please use current events and class readings as a reference.

---

---

### A NOTE ABOUT USING BLACKBOARD:

As part of the course curriculum, you will be expected to read and express your thoughts in writing 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 BEFORE THE SECOND WEEK OF CLASS!*** Call the Help Desk at 718-368-6679 for assistance if needed.

### Course Project (20%)

1. Students will be randomly assigned to a group. Collaboratively, each group of students will choose a topic from a list of recommended topics, to complete their major course project. The goal is for the group of students (acting as future "care coordinators") to support the hypothetical ("made-up") patient and facilitate the care the patient would require in order to gain control of their health and improve their health outcomes.
2. Consider the social determinants that may influence the individual's health, consider any cultural barriers to care, as well as how health literacy may affect an individual's learning, what issues are likely to come up and how you will address them.
3. Develop an outline and a PowerPoint presentation of your discussion that includes the topics described in #2. Consider how you will approach the discussion with the patient as well as their family or caregiver based on the knowledge and skills garnered from your semester's learning.
4. Create a Patient Resource Guide that would be appropriate for the patient and their family. The resource guide should contain 5-7 different resources (website, local community based organization, etc.), with a one paragraph overview for each resource.
5. As part of the coordinator's role, groups are expected to gather relevant educational materials and create a package of health education materials for patients and their families. Students are not expected to write or create their own materials, but encouraged to look at other organizations resources, assess what would be most appropriate for the patient and his/her family, and include the materials in the folder/package.

This assignment will demonstrate how you, as the care coordinator, will help coordinate the patient's care based on a particular health related concern the patient was recently discharged from the hospital.

As part of your Major Project grade, your group is expected to conduct an oral presentation for your classmates. Each participant in the group is expected to take a key role in completing the above assignment and in presenting to the class.

### **Final Exam (20%)**

Final exam will consist of 50 questions that review the main concepts covered in this course, as outlined in the Course Objectives.

### **GENERAL NOTE FOR ALL WRITTEN ASSIGNMENTS**

Please be advised that points will be subtracted from the total score of your assignment if you have not provided citations where appropriate, using APA style correctly and consistently throughout your written work/assignments. The APA style format can be found here: <http://www.apastyle.org/>. In addition to the above, further details and expectations for each assignment will be reviewed in class as the semester progresses.

### **Resources/Optional Readings:**

1. Institute for Healthcare Communication
2. Institute for Healthcare Improvement
  - Video Library: PERSON- AND FAMILY-CENTERED CARE; TRIPLE AIM FOR POPULATIONS
3. American Academy on Communication in Healthcare: Teams - Better Communication. Better Relationships. Better Care.
4. CCNC Motivational Interviewing (MI) Resource Guide
5. CCMI Shared Decision Making Guide
6. Centers for Disease Control and Prevention: Health Literacy Training
7. National LGBT Health Education Center
8. National Council of State Boards of Nursing: A Nurse's Guide to Professional Boundaries
9. NHLBI: Selected Audiences Resources (cultural competency health information)
10. CDC: Road to Health Toolkit: African Americans and Latino Populations at risk for type 2 diabetes
11. Agency for Healthcare Research and Quality (AHRQ): Health Literacy Measurement Tools
12. AHRQ: Care Coordination, Quality Improvement
13. Medline Plus: How to Write Easy-to-Read Health Materials

14. Stamford Medicine: Chronic Disease Self-Management Program- Evaluation Tools

15. AAFP - Helping Patients Take Charge of Their Chronic Illnesses

16. SAMHSA-HRSA Center for Integrated Health Solutions (CIHS)

- i. Essential Elements of Effective Integrated Primary Care and Behavioral Health Teams
- ii. Core Competencies for Integrated Behavioral Health and Primary Care



**Course Schedule**  
\*Subject to Change

Week	Date	Topic	Description	Required Readings/Review (HW) <i>(see pp. 13-15 for details on each reading)</i>	Assignments
1	TBA	Introductions & Course Overview	Student introductions, general introduction to course, review syllabus, introduction to Blackboard system, introduction of the concept of health care coordination		In class: Discussion - What does care coordination mean to you?; HW - DB: Introduce yourself, and why study Care Coordination? <u>Class 2:</u> In class: Case Study/Scenario - Patient Encounter # 1; HW- Assignment: Case Study/Scenario - Patient Encounter # 2 <u>Class 3:</u> HW-DB: Case Study/Scenario - Patient Encounter # 3
2 & 3	TBA	Care Coordination	Understand the history of health care and why coordinated care is necessary. Examine the definitions of care coordination, roles of care coordinators, goals of care coordination, and the various strategies and models used to support quality care.	<ol style="list-style-type: none"> <li>AHRO: <u>Care Coordination</u></li> <li>Sharing the Care to Improve Access to Primary Care</li> </ol>	In class: Role Play Activity; Teach Back; HW: assess reading level of a document/brochure from the KCC Student Wellness Center.
4	TBA	Basic Communication (health literacy)	Students will learn how to successfully advocate for the best quality of care for their patients. Discuss effective strategies for communication with a multidisciplinary team of individuals (including, doctors, nurses, social workers, lay educators, family members) to bridge the gaps in patient care. Assess appropriate education/reading levels of patients & family members, as well as recognizing any potential barriers and challenges to learning.	<ol style="list-style-type: none"> <li>The human factor: the critical importance of effective teamwork and communication in providing safe care</li> <li>Health Literacy Universal Precautions Toolkit (Pgs. TBD)</li> </ol>	In class: review/detail the essential information to communicate based on Case Study/Scenario (role play) HW-DB: based on group topic - what are some key elements that should be noted in a patient's electronic health record and how is it communicated to the patient's health care team.
5	TBA	Patient Information and Engagement - Accessing patient resources, documentation, privacy, security, and use of EHRs	Student will learn best practices for how to share patient health information in person, by phone, by email among the patient health care team and with family members. Understand the patient's bill of rights. Understand the fundamentals in utilizing technology such as electronic health records to facilitate care coordination. Understand why electronic health records (EHRs) are important in care coordination, the importance of documentation, following care plans and writing meaningful case notes appropriate for various members of the team	<ol style="list-style-type: none"> <li>AHRO - Health Information Technology Integration</li> <li>Learn EHR Basics</li> <li>New York State Patients' Bill of Rights</li> </ol>	

**Course Schedule**  
\*Subject to Change

Week	Date	Topic	Description	Required Readings/Review (HW) <i>(see pp. 13-15 for details on each reading)</i>	Assignments
6	TBA	Health Disparities, Social Determinants of Health	Understanding which health disparities may exist within a specific community, among individuals, recognizing the Social determinants that may affect a patient's health (such as gender, race, class, ethnicity, and place of residence), and identify specific resources and tools to help support a patient's care.	1. <u>Healthypeople 2020 – Social Determinants of Health</u> (review <a href="#">weblink</a> )	In-class: which disparities/social determinants affects your group's health topic. HW-DB: what recommendations would you consider to address identified health disparities; social determinants influencing your patient's care.
7	TBA	Health Coaching/Patient Care Coordination- Transition of Care	Understanding your role in helping the patient transition safely from the hospital to home and gain more control of their health condition via educating them and their family/caregivers on disease specific self-management, assisting them in navigating the health care system, and connecting them to community resources. Establish a partnership with patient and family/caregivers to help improve the patient's quality of life and reduce their need for acute care services. Work closely with patient and family to identify needs, facilitate their access as necessary to community based resources, and support services. Assists with designing and execution of a Transition of Care Plan that includes education on disease self-management, maintaining a patient-centered health record, promotion of an active, healthy lifestyle, review of early warning signs, symptoms, to prevent another emergency, admission, and readmission	1. <u>Baking in patient-centeredness.</u> <u>MGMA March 2017</u> 2. <u>AAP- Engaging Patient in Collaborative Care Plans</u>	In class: review/ complete care plan for health topic

**Course Schedule**  
\*Subject to Change

Week	Date	Topic	Description	Required Readings/Review (HW) <i>(see pp. 13-15 for details on each reading)</i>	Assignments
8	TBA	Navigating the Insurance System and Community Resources/Health Care Settings (Home Visits, etc.)	Basic understanding of health insurance benefits, eligibility, billing and coding. Understand how to identify appropriate community resources for individuals, develop resource guide to outline various services such as free programs, referral based programs, fee for service programs. Help facilitate individual engagement in appropriate community resources (if applicable, such as Health Homes, home health care services).	<ol style="list-style-type: none"> <li>1. <u>AHRO – Navigating the Health Care System</u></li> <li>2. <u>NY State of Health (review weblink)</u></li> <li>3. <u>Health Information Tool for Empowerment (HITE) (review weblink)</u></li> </ol>	In class: draft resource guide
9	TBA	Professional Work Ethics: Cultural Competency, Awareness of Bias and Values - customer services	Understand the patient's bill of rights; personal and professional boundaries; and why it's important in creating a positive relationship with patients and colleagues; considerations of Social Media, best practices for maintaining professional boundaries, key indicators to assess when boundaries are at risk of violation. Understanding burn out, frustrations, common challenges faced by care coordinators and how to respond.	<ol style="list-style-type: none"> <li>1. <u>Cambridge Health Alliance Model of Team-Based Care Implementation Guide and Toolkit</u></li> <li>2. <u>Office of Minority Health Resource Center (OMH) - Culturally and Linguistic Competency (review weblink)</u></li> </ol>	In class: guiding principles as a care coordinator
10	TBA	Quality Improvement, Accountability, Performance and Process Improvement, Evidence Based Practice	Understand how individual's role impacts quality of care, identify opportunities for improved quality care outcomes. Understand resources and tools to help track and monitor individual's health goals and improvement strategies to foster better outcomes	<p>AHRO Quality and Patient Safety:</p> <ol style="list-style-type: none"> <li>1. <u>Closing the Quality Gap: A Critical Analysis of Quality Improvement Strategies: Volume 7 – Care Coordination Quality Measure Tools &amp; Resources</u></li> <li>2. <u>US Dept. Of Health &amp; Human Services: Interprofessional Collaboration Module</u></li> <li>3. <u>GDG: Ten Leading Causes of Death and Injury</u></li> <li>3. <u>Healthy People 2020 Topics &amp; Objectives (review topic relevant to course project)</u></li> </ol>	In class: how is data useful, what can data tell you, how can you use data from your group topic to drive conversations
11 & 12	TBA	Self-Management Education - Chronic Diseases and Comorbidities	General understanding of the leading causes of death and basic knowledge of the diseases and illnesses, including but not limited to: Heart Disease, Stroke, Diabetes, Asthma, Cancer, mental health). Learn about the prevalence of the diseases, stigmas often associated with these conditions, and basic management and prevention of such diseases. Students will also	<ol style="list-style-type: none"> <li>1. <u>US Dept. Of Health &amp; Human Services: Interprofessional Collaboration Module</u></li> <li>2. <u>GDG: Ten Leading Causes of Death and Injury</u></li> <li>3. <u>Healthy People 2020 Topics &amp; Objectives (review topic relevant to course project)</u></li> </ol>	Major Project: Student Lecture & Presentation - group activity

**Course Schedule**  
\*Subject to Change

Week	Date	Topic	Description	Required Readings/Review (HW) <i>(see pp. 13-15 for details on each reading)</i>	Assignments
			learn how to review and evaluate appropriate health education content to share with individuals. Students will work in groups of 2-3 individuals to develop basic on various disease topics. Recommendations for health behavior change will be shared with fellow classmates.		

**FINAL EXAM schedule will be announced at some point mid-semester.**

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

Please listen to class announcements and read Blackboard announcements for any changes to the syllabus.

References for Required Reading List

Required Readings/Review		
1 AHRQ: Care Coordination (review weblink)	AHRQ (2015). Navigating the Health Care System Website content last reviewed on August 22, 2017. <a href="http://www.ahrq.gov/patients-consumers/patient-involvement/navigating-the-health-care-system.html">http://www.ahrq.gov/patients-consumers/patient-involvement/navigating-the-health-care-system.html</a>	Review Website Resources
2 Sharing the Care to Improve Access to Primary Care	Ghorob A. & Bodenheimer T. (2012). Sharing the Care to Improve Access to Primary Care. The New England Journal of Medicine, 366:1955-1957. DOI: 10.1056/NEJMp1202775. Retrieved on August 22, 2017 from: <a href="http://www.nejm.org/doi/full/10.1056/NEJMp1202775">http://www.nejm.org/doi/full/10.1056/NEJMp1202775</a>	Read Article
3 The human factor: the critical importance of effective teamwork and communication in providing safe care	Leonard, M., Graham, S., & Bonacum, D. (2004). The human factor: the critical importance of effective teamwork and communication in providing safe care. Quality & Safety in Health Care, 13(Suppl 1), 185-190. Retrieved on August 22, 2017 from: <a href="http://doi.org/10.1136/qshc.2004.009185">http://doi.org/10.1136/qshc.2004.009185</a>	Read Article
4 Health Literacy Universal Precautions Toolkit (Pgs. TBD)	AHRQ (2010). Health Literacy-Universal Precautions Toolkit. AHRQ Pub. No. 10-0046-EF. Retrieved on August 22, 2017 from: <a href="https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/health-literacy-toolkit.pdf">https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/health-literacy-toolkit.pdf</a>	Read Article (specific pages for review TBD)
5 AHRQ – Health Information Technology Integration (review weblink)	AHRQ (2015). Health Information Technology Integration. Website content last reviewed on August 22, 2017. <a href="https://www.ahrq.gov/professionals/prevention-chronic-care/improve/health-it/index.html">https://www.ahrq.gov/professionals/prevention-chronic-care/improve/health-it/index.html</a>	Review Website Resources
6 Learn EHR Basics (review weblink)	HealthIT.gov (2014). Learn EHR Basics. Website content last reviewed on August 22, 2017. <a href="https://www.healthit.gov/providers-professionals/learn-ehr-basics">https://www.healthit.gov/providers-professionals/learn-ehr-basics</a>	Review Website Resources
7 New York State Patients' Bill of Rights	NYS Department of Health (2017). New York State Hospital Patients' Bill of Rights. Retrieved on August 22, 2017 from: <a href="https://www.health.ny.gov/publications/1500/">https://www.health.ny.gov/publications/1500/</a>	Read Article
8 Healthy People 2020 – Social Determinants of Health (review weblink)	Healthy People 2020 (2017). Social Determinants of Health. Website content last reviewed on August 22, 2017. <a href="https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health">https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health</a>	Review Website Resources

9	Baking in patient-centeredness. MGMA March 2017	MGMA Connection (2017). Baking in Patient-Centeredness: What does it mean to be patient-centered and how do we get there? Retrieved on August 22, 2017 from: <a href="http://healthcareconnn.org/wp-content/uploads/2014/05/MGMA-Baking-in-Patient-Centeredness-Mar-2">http://healthcareconnn.org/wp-content/uploads/2014/05/MGMA-Baking-in-Patient-Centeredness-Mar-2</a>	Read Article
10	AAFP: Engaging Patient in Collaborative Care Plans	Mauksch, L. & Safford, B. (2013). Engaging Patients in Collaborative Care Plans. American Academy of Family Physicians. Family Practice Management. Retrieved on August 22, 2017 from: <a href="http://www.aafp.org/fpm/2013/0500/p35.pdf">http://www.aafp.org/fpm/2013/0500/p35.pdf</a>	Read Article
11	AHRO – Navigating the Health Care System	AHRO (2015). Navigating the Health Care System. Website content last reviewed on August 22, 2017. <a href="https://www.ahrq.gov/patients-consumers/patient-involvement/navigating-the-health-care-system.html">https://www.ahrq.gov/patients-consumers/patient-involvement/navigating-the-health-care-system.html</a>	Review Website Resources
12	NY State of Health (review weblink)	NY State of Health (2017). Website content last reviewed on August 22, 2017. <a href="https://info.nystateofhealth.ny.gov/what-ny-state-health">https://info.nystateofhealth.ny.gov/what-ny-state-health</a>	Review Website Resources
13	Health Information Tool for Empowerment (HITE)	Health Information Tool for Empowerment (HITE) (2017). Website content last reviewed on August 22, 2017. <a href="http://www.hitesite.org/">http://www.hitesite.org/</a>	Review Website Resources
14	Cambridge Health Alliance Model of Team-Based Care Implementation Guide and Toolkit	SAMHSA-HRSA Center for Integrated Health Solutions (CIHS) (2017). Cambridge Health Alliance Model of Team-Based Care Implementation Guide and Toolkit. Retrieved on August 22, 2017 from: <a href="https://www.samhsa.gov/sites/default/files/programs_campaigns/samhsa">https://www.samhsa.gov/sites/default/files/programs_campaigns/samhsa</a>	Read Article
15	Office of Minority Health Resource Center (OMH) - Culturally and Linguistic Competency	Office of Minority Health Resource Center (OMH) (2017). Culturally and Linguistic Competency. Website content last reviewed on August 22, 2017. <a href="https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=1&amp;lvlid=6">https://minorityhealth.hhs.gov/omh/browse.aspx?lvl=1&amp;lvlid=6</a>	Review Website Resources
16	Closing the Quality Gap: A Critical Analysis of Quality Improvement Strategies: Volume 7 – Care Coordination	AHRO (2007). Closing the Quality Gap: A Critical Analysis of Quality Improvement Strategies: Volume 7 - Care Coordination. AHRO Publication No. 04107-0051-7. Retrieved on August 22, 2017 from: <a href="https://www.ahrq.gov/sites/default/files/wysiwyg/research/fi">https://www.ahrq.gov/sites/default/files/wysiwyg/research/fi</a>	Read Article (specific pages for review TBD)
17	Quality Measure Tools & Resources (review weblink)	AHRO (2017). Quality Measure Tools & Resources. Website content last reviewed on August 22, 2017. <a href="https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/index.html">https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/index.html</a>	Review Website Resources

<p>18 US Dept. Of Health &amp; Human Services: Interprofessional Collaboration Module</p>	<p>U.S. Department of Health &amp; Human Services: Office of the Assistant Secretary for Health (2015). Education &amp; Training Curriculum, Module 4: Interprofessional Collaboration. Website content last reviewed on August 22, 2017: <a href="https://www.hhs.gov/ash/about">https://www.hhs.gov/ash/about</a></p>	<p>Review Website Resources</p>
<p>9 CDC: Ten Leading Causes of Death and Injury (review weblink)</p>	<p>CDC (2017). Injury Prevention &amp; Control. Ten Leading Causes of Death and Injury. Website content last reviewed on August 22, 2017: <a href="https://www.cdc.gov/injury/wisqars/LeadingCauses.html">https://www.cdc.gov/injury/wisqars/LeadingCauses.html</a></p>	<p>Review Website Resources</p>
<p>0 HealthyPeople 2020 Topics &amp; Objectives (review topic relevant to course project)</p>	<p>Healthy People 2020 (2017). Topics and Objectives A-Z. Website content last reviewed on August 22, 2017: <a href="https://www.healthypeople.gov/2020/topics-objectives">https://www.healthypeople.gov/2020/topics-objectives</a></p>	<p>Review Website Resources</p>