



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Navigating the Healthcare System

Course Number: AH 118

Credit Hrs. 3 Lecture Hrs. 3 Lab Hrs. 0 Clinical Hrs. 0 Variable Hrs.

Total Hours of Instruction: 3 Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Focuses on the challenges individuals (and especially elder individuals) face in understanding and "navigating" the modern healthcare system in the United States with special emphasis on the balance between an individual's maintaining independence or selecting among a variety of options for assistance. Topics to be addressed include: recognition of and access to different levels of the healthcare system (primary, secondary, tertiary care), selection and implementation of different types of insurance (Medicare, Medicaid, private insurers, Medi-Gap, healthcare exchanges), local vs. national solutions in delivery of healthcare options, recognition of patient rights and responsibilities, and the role of patient advocates.

Course Objectives:

Demonstrate a basic understanding of the differences between primary, secondary, and tertiary healthcare systems in the United States.

Demonstrate a basic understanding of the differences between the major groups of health insurance coverage in the United States: private insurers, Medicare, Medicaid, "Medi-Gap" policies, and healthcare exchanges.

Demonstrate a basic understanding of the importance of patient rights and responsibilities and the role of patient advocates.

PART 2:

Lumina DQP outcomes and linked course objectives

(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



North Central Michigan College

Master Course Syllabus

outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

- Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
 - Course Objective: Demonstrate a basic understanding of the differences between the major groups of health insurance coverage in the United States: private insurers, Medicare, Medicaid, “Medi-Gap” policies, and healthcare exchanges.
- Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.
 - Course Objective: Demonstrate a basic understanding of the differences between the major groups of health insurance coverage in the United States: private insurers, Medicare, Medicaid, “Medi-Gap” policies, and healthcare exchanges.
- Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.
 - Course Objective: Demonstrate a basic understanding of the differences between the major groups of health insurance coverage in the United States: private insurers, Medicare, Medicaid, “Medi-Gap” policies, and healthcare exchanges.
- Lumina DQP Outcome 4: Describes how existing knowledge or practice is advanced, tested and revised.
 - Course Objective: Demonstrate a basic understanding of the differences between primary, secondary, and tertiary healthcare systems in the United States.
- Lumina DQP Outcome 5: Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
 - Course Objective: Demonstrate a basic understanding of the differences between primary, secondary, and tertiary healthcare systems in the United States.
- Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.
 - Course Objective: Demonstrate a basic understanding of the differences between primary, secondary, and tertiary healthcare systems in the United States.
- Lumina DQP Outcome 11: Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.
 - Course Objective: Demonstrate a basic understanding of the importance of patient rights and responsibilities and the role of patient advocates.
- Lumina DQP Outcome 12: Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.
 - Course Objective: Demonstrate a basic understanding of the importance of patient rights



North Central Michigan College Master Course Syllabus

and responsibilities and the role of patient advocates.

- Lumina DQP Outcome 17: Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.
 - Course Objective: Demonstrate a basic understanding of the importance of patient rights and responsibilities and the role of patient advocates.
- Lumina DQP Outcome 18: Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
 - Course Objective: Demonstrate a basic understanding of the importance of patient rights and responsibilities and the role of patient advocates.
- Lumina DQP Outcome 19: Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.
 - Course Objective: Demonstrate a basic understanding of the importance of patient rights and responsibilities and the role of patient advocates.

Suggested Methods of Instruction: Lecture, discussion, video, powerpoints.

Suggested Methods of Assessment and Evaluation: Exams, quizzes, oral and written presentations.

Adopted Text at Time of Course Adoption/Revision:

Navigating the Healthcare Maze, Knott, Jeff
978-1932021301

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

Week 1:	Introduction to the Healthcare System in America
Week 2:	Patient Rights and Responsibilities
Week 3:	Patient Rights and Responsibilities
Week 4:	Levels of the Healthcare System I
Week 5:	Levels of the Healthcare System II
Week 6:	National Healthcare Solutions (Medicare, Medicaid, private insurers, healthcare exchanges)
Week 7:	National Healthcare Solutions (Medicare, Medicaid, private insurers, healthcare exchanges)
Week 8:	Advance Directives and Living Wills
Week 9:	Sub-Acute Changes in Patients and Appropriate Responses I
Week 10:	Sub-Acute Changes in Patients and Appropriate Responses II
Week 11:	Acute Changes in Patient Health and Appropriate Responses I
Week 12:	Acute Changes in Patient Health and Appropriate Responses II
Week 13:	Patient Advocacy



North Central Michigan College Master Course Syllabus

- Week 14: Patient Advocacy
Week 15: Final Projects
Week 16: Final Projects/Final Exam

Section 1 & Section 2 approved by CRDAP on: 03 04 14

Section 2 approved by AD: Date:

Section 2 approved by CRDAP Chair: Date:



North Central Michigan College

Master Course Syllabus

PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012