North Central Michigan College
Master Course Syllabus

PART 1:

Course Name: Health System Concepts

Course Number: NUR 130

Credit Hrs.   2   Lecture Hrs.   2   Lab Hrs.   Clinical Hrs.   Variable Hrs.

Total Hours of Instruction: 2   Total Contact Hours: 35.2
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Introduces the concepts of health within the three domains of knowledge, skills, and attitudes. Emphasis is placed on the concepts of patient centered care, advocacy, diversity, family, gerontological nursing, therapeutic communication, spirituality, end of life, values of the profession, legal issues, teaching and learning, collaboration, managing care and quality improvement. Upon completion of this course, students will be able to incorporate all concepts of this course into the care of all patients within a variety of health care settings.

Prerequisite (s): Acceptance into the Nursing program
Co-requisite (s): NUR 110

Course Objectives:

The student will be able to:
- Utilize therapeutic communication to provide patient centered care.
- Utilize therapeutic communication to provide culturally competent care.
- Describe the legal responsibilities of professional nursing practice.
- Understand ethics of the nursing profession.
- Understand attitudes of the nursing profession.
- Understand values of the nursing profession.
- Demonstrate respect and advocacy for the unique characteristics and values of diverse patients.
- Assist the patient to achieve spiritual health.
- Assist the patient to manage end of life issues.
- Identify normal physical, emotional and spiritual aging changes for the elderly client.
- Recognize changes in functional status and quality of life for the elderly client.
- Identify healthy family dynamics as they apply to health-wellness-illness.
- Teach learning principles as they apply to health-wellness-illness.

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.

- Identify the role of the regulatory agencies and accrediting bodies in providing quality, cost effective care within the nursing profession.
- Identify the role of regulatory agencies and accrediting bodies in providing quality, cost-effective care within the health care system.

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Course Objectives and Linked Lumina DQP Outcomes
*See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.*

The student will be able to:
- Utilize therapeutic communication to provide patient centered care. (DQP #2, 12)
- Utilize therapeutic communication to provide culturally competent care. (DQP #2, 12)
- Describe the legal responsibilities of professional nursing practice. (DQP #1, 2)
- Understand ethics of the nursing profession. (DQP #1, 2)
- Understand attitudes of the nursing profession. (DQP #1, 2)
- Understand values of the nursing profession. (DQP #1, 2)
- Demonstrate respect and advocacy for the unique characteristics and values of diverse patients. (DQP# 1, 12)
- Assist the patient to achieve spiritual health. (DQP# 1, 2, 5)
- Assist the patient to manage end of life issues. (DQP #1, 2, 5)
- Identify normal physical, emotional and spiritual aging changes for the elderly client. (DQP# 1, 2)
- Recognize changes in functional status and quality of life for the elderly client. (DQP# 1, 2)
- Identify healthy family dynamics as they apply to health-wellness-illness. (DQP # 1, 2)
- Teach learning principles as they apply to health-wellness-illness. (DQP# 1, 2)
- Identify the role of the regulatory agencies and accrediting bodies in providing quality, cost effective care within the nursing profession. (DQP# 1, 2, 5)
- Identify the role of regulatory agencies and accrediting bodies in providing quality, cost-effective care within the health care system. (DQP# 1, 2, 5)

Suggested Methods of Instruction:
Lecture, in class and online instruction, case studies, group discussions, videos, modules, computerized tutorials, practice tests, self-assessments, human-patient simulator exercises

Method of Delivery: Classroom

Suggested Methods of Assessment and Evaluation:
Written assignments, exams, quizzes, peer reviews, proctored computerized exam

Adopted Text at Time of Course Adoption/Revision:
Berman, A. & Snyder, S.S. (2012). *Kozier and Erb's fundamentals of nursing: Concepts, process, & practice* (10th ed.). Upper Saddle River, NJ: Pearson.

Giddens, J. F. (2013). *Concepts for nursing practice*. St. Louis, MO: Mosby Elsevier.

Topics Covered During the Semester:
Sequence of topics and time allowance are at the discretion of the instructor

Week 1: Patient Centered Care and Advocacy

Week 2: Cultural Diversity

Week 3: Family structure, dynamics and responses

Week 4: Introduction to gerontological nursing

Week 5: Introduction to therapeutic communication

Week 6: Therapeutic communication

Week 7: Spirituality

Week 8: Grief and Loss

Week 9: End of Life care

Week 10: Professional Values and ethics

Week 11: Legal issues in Nursing

Week 12: Legal issues in Nursing

Week 13: Teaching learning process and patient centered care

Week 14: Collaboration and interdisciplinary care

Week 15: Managing care and quality improvement; application of informatics principles

Week 16: Final exam; course wrap up

Part 1 & Part 2 approved by CRDAP on: 05 06 16	
Part 2 approved by AD:	Date:
Part 2 approved by CRDAP Chair:	Date:

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