



# North Central Michigan College Master Course Syllabus

## PART 1:

Course Name: Management of Care Concepts

Course Number: NUR 250

Credit Hrs. 1      Lecture Hrs. 1      Lab Hrs. 0      Clinical Hrs. 0      Variable Hrs.

Total Hours of Instruction: 1      Total Contact Hours: 17.6  
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

### Course Description:

Focuses on health care management within the three domains of knowledge skills, and attitudes. Emphasis is placed on the concepts of managing patient centered care, advocacy, legal issues, collaboration, resource management, and quality improvement within the context of the health care environment. Upon completion of this course, students should be able to provide holistic care as part of a multidisciplinary team to groups of individual patients and families while incorporating the concepts of this course.

Prerequisite (s): NUR 150, NUR 170,

Co-requisite (s): NUR 210, NUR 230

### Course Objectives:

The student will:

- Describe key components of the current health care system.
- Identify and analyze concepts of leadership and management of nursing care to individuals and groups of patient.
- Organize and provide delivery of care optimizing resources and integrating safe practice.
- Demonstrate effective communication and collaboration with colleagues and multidisciplinary teams.
- Develop a plan for lifelong professional development

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

## PART 2:

### **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:

- Describe key components of the current health care system. (DQP #1)
- Identify and analyze concepts of leadership and management of nursing care to individuals and groups of patient. (DQP # 2)
- Organize and provide delivery of care optimizing resources and integrating safe practice. (DQP # 15)
- Demonstrate effective communication and collaboration with colleagues and multidisciplinary teams. (DQP #2)
- Develop a plan for lifelong professional development (DQP #11)



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## **Suggested Methods of Instruction:**

Lectures, case studies, group discussions, individual and group applied learning exercises.

**Method of Delivery:** Classroom

## **Suggested Methods of Assessment and Evaluation:**

Exams, quizzes, threaded discussions, analysis of a nursing issue paper

## **Adopted Text at Time of Course Adoption/Revision:**

## **Topics Covered During the Semester:**

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

Week 1: Health care system

Week 2: Health care system and resource allocation

Week 3: Nurse as leader and manager

Week 4: Nurse as patient and staff advocate

Week 5: Organizational culture of safety

Week 6: Nursing values and ethics as applied to health care environment

Week 7: Working within organizations; multidisciplinary teams

Week 8: Communications among professionals and teams

Week 9: Change in organizations

Week 10: Delegation

Week 11: Delegation

Week 12: Time management

Week 13: Transition to professional

Week 14: Interviewing and resume writing

Week 15: Student Evaluation

Week 16: Final

Part 1 & Part 2 approved by CRDAP on: 12/16/16

Part 2 approved by AD:

Date:

Part 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