

Course Syllabus - 441, Chronic Care Management - Spring 2018

Course Information

Course number: N441

Title: Chronic Care Management

Semester: Spring 2018

3 credits

Course Description

This a 3-credit course that explores the interaction of biological, psychological, social, and environmental factors important to understanding management of chronic conditions at the individual, family, community, and societal levels.

This course is based upon current concepts in chronic disease management. It is designed using an interprofessional team approach, to help students understand the complexities involved with management of chronic conditions within the context of the patient's individual situation.

Prerequisite: Major in nursing, RN license

Student Learning Outcomes

Upon successful completion of the course, you should be able to:

- Analyze the interaction of biological, psychological, social, and environmental factors on management of chronic conditions.
- Synthesize theories and concepts related to management of chronic conditions to support self-management of chronic conditions.
- Integrate selected concepts of pathophysiology and pharmacology in the nursing management of chronic health problems.
- Examine the impact of cultural, spiritual, ethical, health care policy, aging, and social concerns in the management of chronic conditions.
- Understand the roles and functions of the nurse in management of chronic conditions.
- Demonstrate an understanding of resources and models of care to manage chronic health problems across the continuum of care.

Course Materials

Required Text

- Meerabeau, L., & Wright, K. (2011). *Long-term conditions: Nursing care and management*. West Sussex, UK: Wiley-Blackwell.

Recommended Texts

- Current comprehensive nursing pharmacology text
- Current comprehensive medical-surgical nursing text
- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.
- Other readings: Please see unit lessons for additional required readings, including articles and Web links.

Online Writing Lab

To get the most out of the course, and to help make sure your writing is at the level of quality it needs to be, you may want to work with the folks at the [Online Writing Lab \(OWL\)](http://owl.wiscnson.edu) (<http://owl.wiscnson.edu>) as you begin to plan and compose the first drafts of your writing assignments.

Course Organization

The course is organized into four units:

- Unit 1. Concepts and Theories in Chronic Care Management
- Unit 2. Heart Failure
- Unit 3. Diabetes Mellitus
- Unit 4. Chronic Obstructive Pulmonary Disease: Promoting Self-Management

Each unit contains three to five lessons, with each lesson including outcomes, reading assignments, commentary, and various kinds of activities (class-wide discussions, small-group discussions, individual assignments, and quizzes).

Start and end dates of the units and the due dates of lesson assignments are posted in the course calendar.

Please refer to “Assignment Descriptions” and “Assignment Rubrics” pages of the syllabus for descriptions of each type of assignment and instructions for creating and submitting assignments, as well as the criteria used for evaluation.

Grading

Grade Components

Your course grade will be based on the following required assignments, which will be dispersed throughout the course. Refer to the course calendar for due dates.

Components	Percentage
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Scenario paper	15
Heart Failure Care Plan	15
Patient Interview	20
Discussions	15
Quizzes (Unit 1 quiz @ 3.5%, Unit 2-4 quizzes @ 10.5% ea.)	35
Total	100

Grade Scale

The grading scale used for final letter grades in BSN@Home courses is based on the grading scale of the campus that offers the course.

Grade	Percent	Grade	Percent
A	94-100	A	94-100
AB	87-93	A-	90-93
B	84-86	B+	87-89
BC	77-83	B	84-86
C	74-76	B-	80-83
CD*	67-73	C+	77-79
D	64-66	C	74-76
F	< 64	C-	70-73
*UW-Madison does not use a grade of CD.		D+	67-69
		D	64-66
		F	< 64

There are differences in the final letter grade scales between campuses. UW-Madison and UW-Green Bay use an A/AB grading scale. UW-Oshkosh, UW-Milwaukee, UW-Eau Claire, and UW-Stevens Point use an A/A- scale for final letter grades. If you have questions, please contact your instructor.

Assignment Descriptions

Class-wide Discussions

Online courses like this one depend heavily on discussions, and really valuable discussions require both original, thoughtful initial posts and serious responses to the postings of classmates. For each of the six discussions in this course, you are expected to post your views on the topic, and then to respond to the posts of **at least two** other students.

For discussions, the 7-day week runs Monday-Sunday, with the end of the week deadline occurring usually at **midnight** each Sunday night, central time. Students are typically expected to post their initial post on Wednesday by midnight (see the calendar), and then to post at least 2

responses to the posts of classmates midnight on Sunday (see the calendar). Responses posted after the deadline do **not** receive full credit.

Grades for discussions are entered in the grades area within two weeks of submission. Please see the Assignment Rubrics page of the syllabus for evaluation criteria.

Scenario Paper

One of the required assignments of this course is a paper based on an example of an individual living with chronic disease. Change is a major part of one's ability to self-manage with a chronic condition. This paper focuses on the stages of change theory and how each stage is represented in the story relative to alcohol addiction and sobriety. See Lesson 4 for the full description and rubric for this assignment.

Unit Assignments

Heart Failure Assignment

See Lesson 8 for the full description and rubric for this assignment.

Patient Interview Assignment

See Lesson 11 for the full description and rubric of this assignment.

Study Pages

Some of the lessons include special pages, titled "Study Activity," "Study Worksheet," or "Study Questions." Although they are not required to be turned in for a grade, working through them will gain you a better understanding of the content and therefore may increase your success in the graded assignments.

Unit Quizzes

The Unit 1 quiz focuses on language bias. The quizzes in Units 2, 3, and 4 focus primarily on pathophysiology and pharmacotherapy. All quizzes are timed and open-book, meaning course materials may be used; however, you will have needed to study the materials well in advance in order to be successful.

You are expected to complete your own work and not interact with others during the quiz; to do otherwise is considered cheating and is in violation of Academic Integrity policy.

You are responsible for taking quizzes at the scheduled times. Faculty must be notified at least 24 hours in advance if you are unable to take the quiz, and delays are considered reasonable only in extreme circumstances. Documentation (evidence) of the circumstance (reason) is required to be provided to the instructor if the scheduled quiz is not taken according to schedule.

Please submit your quizzes within the allotted time period. There is a 5-minute grace period, but if you exceed that time you will be graded as late and your score will be decreased by 10 percent. All quizzes are found under the **Quizzes** tab in the main D2L navigation bar.

Assignment Rubrics

Your assignments will be evaluated using the rubrics given on this page.

Class-wide Discussions

Initial post of high quality, to receive maximum point value, should be:

- Synthesis of knowledge gained through readings and, if applicable, experience.
- Evidence of critical analysis of the discussion question with connection drawn to professional practice.
- Concise and well written; free of grammar/spelling mistakes. APA formatting is used for citations.
- Substantial and completely answers the discussion question.
- Posted on time.

Response post of high quality, to receive maximum point value, should be:

- Insightful or thought-provoking.
- Respectful and enhance further discussion.
- Clear well written; free of grammar/spelling mistakes.
- Posted on time.

Criteria	Point value (approx.)
Response to topic (quality, deadline)	2
Postings to others (frequency, quality, deadline)	2
Overall quality	1
Total	5

All posts should be entered into the discussion itself, not as attachments.

Take time to organize your thoughts before posting. You want everyone to read and understand your comment, so present it in an organized, easy-to-read manner. Provide only the most essential information in your post. If people want further details, they'll ask for them in a reply.

You should take a clear position in your post, but it is a good idea to invite alternative perspectives.

Finally, be courteous! Refer to the Course Policies page for "netiquette" for appropriate online behavior.

Scenario Paper

See Lesson 4 for the full description and rubric for this assignment.

Unit Assignments

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Course Policies

Statement of Student Time Commitment

For each course credit, as a general guide, students are expected to spend a minimum three hours/week on coursework. Therefore, for a three-credit course, at least 9 hours/week is expected. This amount of time may vary depending on the assignments due that week or the degree of difficulty the content holds for the student. Summer versions of this course are delivered in an accelerated format, requiring at least 12-15 hours per week.

Late Assignment Submission

Assignment deadlines will be enforced. Late submissions of individual and group graded Assignments will be docked 5 percent for each overdue day including weekends and holidays. An unsubmitted peer evaluation in the case of group work also applies here. If a due date conflicts with your schedule, it is suggested you post the completed assignment in advance of the due date to avoid losing credit.

APA Style

Whenever ideas or information are taken from a reference source, they must be properly cited using APA format. This would apply to any written work in the course, including papers and the submissions to the discussion forums. APA format for formal papers includes title page, pagination, section headers, in-text citations, and a 'References' page. All documents must be submitted in Word (.doc or .docx) or Rich Text Format (.rtf).

A brief summary of the APA publication format is available online from the [Online Writing Lab at Purdue University](https://owl.english.purdue.edu/) (https://owl.english.purdue.edu/).

Academic Integrity Policy

Students who engage in academic misconduct are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. Academic misconduct includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act.

U of Wisconsin System Code (UWS Ch. 14-14.03 (2) provides specific examples of academic misconduct and reads in part: "Examples of academic misconduct include, but are not limited to: cheating on an exam; collaborating with others in work presented, contrary to the stated rules of the course; submitting a paper or assignment as one's work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the source of those ideas ... knowingly and intentionally assisting another student in any of the above ..." The code is available at http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf.

U of Wisconsin campuses have specific procedures to investigate and deal with academic misconduct.

Plagiarism

Because of paper mills selling reports, Web pages, and full-text online databases, instances of plagiarism are increasing on campuses. Using someone's words without quoting the person is plagiarism. Using someone's ideas, even though the person's words are different from your words, without citing the source is plagiarism. Use in-text citations to cite your sources. For example, if you use the ideas cited in an article, place the author and publication year at the end of the sentence, in parentheses, for example: (e.g. Smith, 2010). UW System has subscribed to software that helps detect instances of plagiarism. Plagiarism will result in a failing grade. Reports of plagiarism are also made to University administration.

Netiquette

All members of the class are expected to follow the rules of common courtesy with all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and the comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive. Persistent abuse of online etiquette may result in disciplinary action.

A good online etiquette guide is available at [The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html) (http://www.albion.com/netiquette/corerules.html).

Confidentiality

When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity, methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:

- [FERPA General Guidelines for Students](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html) (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>)
- [HIPAA](http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html) (<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>)

Social Media Policy

Consistent with [UWGB Social Media Policy](http://www.uwgb.edu/univcomm/policies/social-media-policy.asp) (<http://www.uwgb.edu/univcomm/policies/social-media-policy.asp>) and the American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information, see the [ANA and NCSBN's Guidelines on Social Media and Networking for Nurses](http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf)

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Student Bereavement Policy

Students who experience the death of a loved one should contact the faculty to arrange an excused absence.

Disability Policy

Students seeking accommodations under the Americans with Disabilities Act (ADA) should contact the [Disability Services](http://www.uwgb.edu/ds/) (http://www.uwgb.edu/ds/) office on their home campus within the first week of the semester so that appropriate accommodations may be arranged.