

Course Syllabus (Combined, for Printing)

Course Information

Course number: N441

Title: Chronic Care Management

Semester: ~~spring 2020~~~~Fall 2019~~

Credits: 3

Course Description

This is a three-credit course that explores the interaction of biological, psychological, social, and environmental factors important to understanding the 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 the management of chronic conditions within the context of a patient's individual situation.

Prerequisites: Major in nursing; RN license

Student Learning Outcomes

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

- Analyze the interaction of biological, psychological, social, and environmental factors in the management of chronic conditions.
- Synthesize theories and concepts related to the management of chronic conditions to support self-management.
- Integrate selected concepts of pathophysiology and pharmacology in the nursing management of chronic health problems.
- Examine the impact of cultural, spiritual, ethical, healthcare policy, aging, and social concerns in the management of chronic conditions.
- Understand the roles and functions of the nurse in the 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

No Required Text

This course relies on a variety of readings rather than on a primary course text.

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.
- Others: Please see the Learning Resources pages in the lessons for additional required readings, including articles and webpages.

Online Writing Lab

To get the most from this course, and to help you achieve the level of quality required, you may want to work with the folks at the [Online Writing Lab \(OWL\) \(Links to an external site.\)](http://owl.wiscconsin.edu) (<http://owl.wiscconsin.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~~Diabetes Mellitus
- Unit 3. ~~Diabetes Mellitus~~Heart failure
- Unit 4. Chronic Obstructive Pulmonary Disease

Each unit contains three to four lessons, with each lesson typically including outcomes, a resources page, video or text commentary, and at least one of a variety of activities (discussions, individual assignments, case studies, self-study activities, 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 the Assignment Descriptions and Rubrics section of the syllabus for descriptions of the graded assignments and instructions for creating and submitting them, 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
Lesson 1 Individual Assignment: Implicit Bias	5
Unit 1 Individual Assignment: Stages of Change	12 9

Unit 2 Individual Assignment: Heart Failure Case Study	1 2 0
Unit 3 Individual Assignment: Patient Interview	20
Unit 4 Individual Assignment: Intra-Professional End-of-Life	1 2 0
Discussions	15
Quizzes (each worth 10%)	30 24
Total	100

Grade Scale

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. The grading scale used for final letter grade in this course is based on the grading scale of the campus through which you are enrolled.

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

If you have questions, please contact your instructor.

Assignment Descriptions and Rubrics

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 posts of classmates. For each of the discussions in this course, you are expected to post your views on the topic and then respond to the posts of **at least two** other students.

For discussions, the seven-day week runs Monday through Sunday, with the end-of-the-week deadline occurring usually at **midnight** each Sunday night, Central Standard Time: students are typically expected to post their initial post on Wednesday by midnight, and then to post at least two responses to the posts of classmates by midnight on Sunday (see course calendar). If you are taking a 7 week N441 class, the pattern for due dates of discussion boards may vary. Please check your calendar and use your calendar as your guide. Responses posted after the deadline do **not** receive full credit.

An initial post of high quality, to receive the maximum point value, should be:

- A synthesis of knowledge gained through readings and, if applicable, experience.
- Evidence of critical analysis of the discussion question with connections drawn to professional practice.
- Concise and well written; free of grammar/spelling mistakes; and APA compliant when citations are used.
- Substantial and complete answers to the discussion question.
- Posted on time.

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

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

Criteria	Point Value (Approx.)
Response to topic (quality, deadline)	2
Response to classmate's post (frequency, quality, deadline)	2
Overall quality	1
Total	5

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

Before posting, take time to organize your thoughts: **once posted, you cannot edit discussion posts.** 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.

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 section of the syllabus for an overview of appropriate online behavior.

Implicit Bias Reflection Assignment

See [Unit 1Lesson 1](#) for the full description and rubric for this assignment.

Stages of Change Assignment

See [Unit 1Lesson 4](#) for the full description and rubric for this assignment.

Patient Interview Assignment

[See Unit 2 for the full description and rubric for this assignment.](#)

Heart Failure Case Study Assignment

See [Unit 3Lesson 8](#) for the full description and rubric for this assignment.

~~Patient Interview Assignment~~

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

Intra-Professional End-of-Life Assignment

See [Unit 4Lesson 12](#) for the full description and rubric for 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 help you gain a better understanding of the content and therefore may increase your success in the graded assignments.

Unit Quizzes

The quizzes focus primarily on pathophysiology and pharmacotherapy. All quizzes are timed and open-book, meaning course materials may be used; however, to be successful you will need to study the materials well in advance.

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 the Academic Integrity policy.

You are responsible for taking quizzes at the scheduled times. Instructors 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) must be given to the instructor if the scheduled quiz is not taken according to schedule.

Please submit your quizzes within the allotted time period. If you exceed that time you will be graded as late and your score will be lowered by 10 percent.

Course Policies

Statement of Student Time Commitment

For each course credit, students are expected to spend a minimum of three hours per week on coursework. Therefore, for a three-credit course, at least nine hours per week is expected. This is a

general guideline that may vary depending on the assignments and/or quizzes. Summer versions of this course are delivered in an accelerated format, requiring at least 12 to 15 hours per week.

Late Assignment Submission

Assignment deadlines will be enforced. Late submissions of graded individual or group assignments will be docked 5% for each overdue day including weekends and holidays. Late or missing peer evaluations (in the case of group work) are also subject to these penalties. 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 posts to the discussion forums. APA format for formal papers includes a title page, pagination, section headers, in-text citations, and a references page. All documents must be submitted using Microsoft 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 \(Links to an external site.\)](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.

University 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 the [University of Wisconsin System: Student Academic Disciplinary Procedures \(Links to an external site.\)](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf) (http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

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

Plagiarism

Because of paper mills selling reports, webpages, 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 (e.g., Smith,

2010). UW System has subscribed to software that helps detect instances of plagiarism, and 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 in all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes but is not limited to comments 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 \(Links to an external site.\)](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 under the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agencies/institutions by not disclosing confidential information outside of the course. To maintain anonymity, methods such as aliases or initials should be used. For more information on these laws, please refer to the following websites:

- [FERPA General Guidance for Students \(Links to an external site.\)](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html) (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>)
- [HIPAA \(Links to an external site.\)](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 \(Links to an external site.\)](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's (ANA's) 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 the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply on 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 posts.
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 Enterprise page on [Social Media \(Links to an external site.\)](https://www.nursingworld.org/social/) (<https://www.nursingworld.org/social/>).

Student Bereavement Policy

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

Disability Policy

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

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