Experimental Course:

Patient Care Navigation in Community Health

HEA1199

Submitted by: Dr. Christine W. Thorpe, Chairperson – Human Services Department

Version 2013-10-09

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| **Title of Proposal** | Patient Care Navigation in Community Health |
| **Date** | **September 20, 2015** |
| **Major or Minor** | **Major Modification** |
| **Proposer’s Name** | **Dr. Christine W. Thorpe** |
| **Department** | **Human Services** |
| **Date of Departmental Meeting in which proposal was approved** | **September 17, 2015** |
| **Department Chair Name** | **Dr. Christine W. Thorpe** |
| **Department Chair Signature and Date** | **Christine W. Thorpe (in lieu of signature)****September 20, 2015** |
| **Academic Dean Name** | **Dr. David Smith** |
| **Academic Dean Signature and Date** | **2015-09-30** |
| **Brief Description of Proposal**(Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | This course in community health care and human services will cover topics such as the rapidly changing nature of health care in the United States, chronic diseases driving rising health care costs, culture, values, and economic status in health care disparities, health coaching, motivational interviewing, and skills needed to work with patients in treatment as part of a modern health care team.   |
| **Brief Rationale for Proposal**(Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body).  | This experimental course is designed to serve as a bridge course for 1199 employees seeking to return to college and pursue associate and baccalaureate degrees in Human Services and Health Services Administration. This course is currently being offered through the School of Continuing Education, but we seek to have the course offered through the Human Services Department as an HEA course requirement.This experimental course will be for only 1199 employees. The experimental course focuses on the role of patient care navigators in health care settings and the current course in the department focuses on health issues of communities and socio-environmental factors that impact health care.  |
| **Proposal History**(Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | **1. New experimental course department approval – 9/17/2015** |

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New York City College of Technology, CUNY

# NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| Course Title | Patient Care Navigation in Community Health |
| **Proposal Date** | September 20, 2015 |
| **Proposer’s Name**  | **Dr. Christine W. Thorpe** |
| **Course Number** | HEA1199 |
| **Course Credits, Hours** | 3 hours 3 credits |
| **Course Pre / Co-Requisites** | n/a |
| **Catalog Course Description** | New health care delivery systems call for greater coordination of care, particularly case management for patients with complex medical needs. Patient care navigators (PCN), also called case managers, work with physicians to ensure that their patients maintain the regimens and medications needed to improve their health. This course in community health covers such topics as chronic diseases, the role of culture and values in creating health care disparities, health coaching, patient care, motivational interviewing and skills needed to work with patients in treatment. This experimental course is for 1199 students only. |
| Brief RationaleProvide a concise summary of why this course is important to the department, school or college. | This experimental course is designed to serve as a bridge course for 1199 employees seeking to return to college and pursue associate and baccalaureate degrees in Human Services and Health Services Administration. This course is currently being offered through the School of Continuing Education, but we seek to have the course offered through the Human Services Department as an HEA course requirement.This experimental course will be for only 1199 employees. The experimental course focuses on the role of patient care navigators in health care settings and the current course in the department focuses on health issues of communities and socio-environmental factors that impact health care.  |
| **Intent to Submit as Common Core**If this course is intended to fulfill one of the requirements in the common core, then indicate which area. | NO |
| **Intent to Submit as An Interdisciplinary Course** | NO |
| **Intent to Submit as a Writing Intensive Course** | NO |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

**NEW COURSE PROPOSAL CHECK LIST**

Use this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal.

|  |  |
| --- | --- |
| **Completed NEW COURSE PROPOSAL FORM** |  |
| * Title, Number, Credits, Hours, Catalog course description
 | X |
| * Brief Rationale
 | X |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | X |
| **Course Outline** Include within the outline the following. |  |
| Hours and Credits for Lecture and LabsIf hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | n/a |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment Tables* Discipline Specific
* General Education Specific Learning Outcome and Assessment Tables
 | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc) | X |
| Library resources and bibliography | X |
| **Course Need Assessment.** Describe the need for this course. Include in your statement the following information. |  |
| Target Students who will take this course. Which programs or departments, and how many anticipated?Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | n/a |
| Where does this course overlap with other courses, both within and outside of the department? |  |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | X |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | n/a |
| **Course Design**Describe how this course is designed.  |  |
| Course Context (e.g. required, elective, capstone) | X |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | X |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | X |
| How does this course support Programmatic Learning Outcomes? | X |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | X |
| **Additional Forms for Specific Course Categories** |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | n/a |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | n/a |
| Writing Intensive Form if course is intended to be a WIC (under development)  | n/a |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. |  |
| **(Additional materials for** [**Curricular Experiments**](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)**)** |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). |  |
| Established Timeline for Curricular Experiment |  |

# Library Resource and Information Literacy Form

**1**

|  |  |
| --- | --- |
| **Title of proposal** Patient Care Navigation in Community Health   | **Department/Program** Human Services  |
| **Proposed by** (include email & phone) Dr. Christine W. Thorpe cthorpe@citytech.cuny.edu 718-­‐260-­‐5135  | **Expected date course(s) will be offered** Spring 2016 **# of students** 25-­‐30  |

**2 Are City Tech library resources sufficient for course assignments? Please elaborate.**

Yes, City Tech library resources are sufficient for course assignments. Journals and books related to

health and human services would be appropriate for the course.

**3 Are additional resources needed for course assignments? Please provide details about format of**

**resources (e.g., ebooks , journals, DVDs, etc.), author, title, publisher, edition, date, and price.**

Primary Care Development Corporation, 1199 SEIU Training & Employment Funds. (2014). *Care Coordination Fundamentals.*

**4 Library faculty focus on strengthening students' information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.**

**Do you plan to consult with the library faculty subject specialist for your area? Please elaborate.** No, the material for the course is captured with the textbook, workbook, and various media sources.

**5 Library Faculty Subject Selector** Nancy Gonzalez

**Comments and Recommendations**

Having reviewed library resources on the proposed course, I conclude that the library owns sufficient materials on the subject. Recent editions of book titles on community health care and other human services related topics remain current. Journal articles cited in the proposed course’s bibliography are all available through the library’s electronic resources.

 **Date:** 9/29/15

# ****COURSE OUTLINE****

**New York City College of Technology**

**Human Services Department**

**Patient Care Navigation in Community Health**

Hours and Credits for Lecture: 3 hours, 3 credits

**Course Code: HEA 1199**

Course Pre/Co-requisite: None (this is an AAS degree introductory health education course requirement for HUS)

**COURSE DESCRIPTION:** New health care delivery systems call for greater coordination of care, particularly case management for patients with complex medical needs. Patient care navigators (PCN), also called case managers, work with physicians to ensure that their patients maintain the regimens and medications needed to improve their health. This course in community health covers such topics as chronic diseases, the role of culture and values in creating health care disparities, health coaching, patient care, motivational interviewing and skills needed to work with patients in treatment. This experimental course is for 1199 students only.

COURSE OBJECTIVES:

* Describe the qualities and skills needed by staff members providing care coordination.
* Describe what it means to work as part of a medical team and describe how staff providing care coordination fit with the rest of the medical team.
* List different ways that patients cope with having a chronic disease.
* Describe healthy behaviors and risk factors related to diet, exercise and smoking.
* List ways to support patients taking their medications.
* Describe how care coordination can help patients with HIV and Hepatitis.
* Describe how personal bias and culture can impact the way people interpret illness and interact with the medical system.
* Describe how care coordination staff can help decrease social and cultural barriers to care and reduce health disparities.
* Understand connection between mental health and chronic disease management.
* Describe the role of front-line care coordination staff in dealing with a patient crisis.
* Increase understanding of how to assess patient safety and conduct basic risk assessments.
* Understand the relationship between care  coordination and transitions of care.
* Understand basics of Electronic Health Record systems and use in care management/ coordination.
* Increase basic understanding of Affordable Care Act (ACA).
* Increase basic understanding of the theory and techniques of Motivational Interviewing (MI).
* Understand what health coaching is and in what context a staff providing care coordination might provide it.
* Describe the relationship between care coordination work and quality improvement.
* Describe the role professional boundaries have in helping patients.

**COURSE SPECIFIC LEARNING OUTCOMES/ASSESSMENT METHODS**

|  |  |
| --- | --- |
| LEARNING OUTCOMES | ASSESSMENT METHODS |
| Apply evidence-based principles in the health care of a community facing chronic illnesses | Discussions, papers, exams |
| Apply steps to access health information and develop policies that impact community health issues  | Discussions, papers, exams |
| Apply techniques that address health literacy needs of communities | Discussions, papers, exams, and group exercises |
| Assess the role of patient care coordinators in providing service in the health care setting | Discussions, papers, exams |
| Develop understanding of costs associated with long term health care insurance | Discussions, papers, exams, analysis of health care plans |
| Explore health and social policies, which support healthy environments, communities and families. | Discussions, papers, exams, in-class debates |
| Demonstrate basic knowledge about chronic diseases  | Discussions, papers, exams |
| Examine cultures and values that impact health care disparities | Discussions, papers, exams, role-playing |
| Utilize basic components of health coaching | Discussions, papers, exams, role-playing and modeling |
| Develop motivational interviewing skills when engaging in patient care | Discussions, papers, exams, role-playing and modeling |

GENERAL EDUCATION LEARNING OUTCOMES/ASSESSMENT METHODS

|  |  |
| --- | --- |
| LEARNING OUTCOMES | ASSESSMENT METHODS |
| Demonstrate sensitivity and respect for diversity with respect to culture, race, ethnicity, gender, sexual orientation, socioeconomic status, and disability | In weekly discussions and papers, students will reflect their sensitivity to cultural differences. |
| Demonstrate self-awareness and commitment to the values and ethics of the human services profession. | In weekly discussions and papers, students will reflect their sensitivity to cultural differences. |

**Example Weekly Course Outline**

 Chapter

|  |  |  |
| --- | --- | --- |
| 1 | The Changing Face of Health Care Delivery--New Goals, New Jobs | 1 & 2 |
| 2 | Bias, Culture and Values in Health Care | 7 |
| 3 | Health Disparities, Communication Skills | 8 & 9 |
| 4 | Navigating the Insurance System, Medicare, Medicaid, the Uninsured | 17  |
| 5 | **Exam 1,** Common Chronic Diseases | 3 & 4  |
| 6 | **Paper 1,** Common Chronic Diseases; Basics of Mental Illness and  Crisis Management, Dual Diagnoses | 5 & 6 |
| 7 | Electronic Health Records | 16 |
| 8 | Motivational Interviewing | 18 |
| 9 | Motivational Interviewing | 19 |
| 10 | **Exam 2,** Health Coaching and Patient Care Follow up | 20 |
| 11 | Health Coaching and Patient Care Follow up | 21 |
| 12 | Transitions/Home Care Visits | 14 and 15 |
| 13 | Boundaries | 23 and 24 |
| 14 | **Paper 2** | Final Review  |
| 15 | **Final Exam** | Cumulative |

**Grade Policy and Procedure**

Exam 1 - 10%

Exam 2 - 20%

Paper 1 - 10%

Paper 2 - 20%

Class

Participation - 10%

Final Exam - 30%

**TOTAL - 100%**

**Recommended Instructional Materials:**

Primary Care Development Corporation, 1199 SEIU Training & Employment Funds. (2014). *Care Coordination Fundamentals.*

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# Course Need Assessment

The Experimental Course *Patient Care Navigation in Community Health* is designed to serve as a bridge course for 1199 employees seeking to return to college and pursue associate and baccalaureate degrees in Human Services and Health Services Administration. This course proposal would enable 1199 employees to satisfy the HEA requirement in the AAS Human Services curriculum. It is currently being offered through the School of Continuing Education, but we seek to have the course offered through the Human Services Department as an HEA course requirement.

With an anticipated class size of 25-30 students each semester, they will be able to take this course as an AAS Human Services requirement if they decide to matriculate into the degree program. This course will be offered fall and spring semesters during the evening to accommodate working students. Students who take this course will be able to:

* understand basic knowledge about chronic diseases
* examine cultures and values that impact health care disparities
* utilize basic components of health coaching
* develop motivational interviewing skills when engaging in patient care

Students will be asked to demonstrate their integration and comprehension of the course material through exams, quizzes, and group discussions.

This experimental course will be for only 1199 employees. The experimental course focuses on the role of patient care navigators in health care settings and the current course in the department focuses on health issues of communities and socio-environmental factors that impact health care.

# Course Design

Course Context:

New health care delivery systems call for greater coordination of care, particularly case management for patients with complex medical needs.  The advent of electronic medical records makes it possible for physicians to access full patient records with the ability to monitor procedures, medications and doctors' appointments. Patient care navigators (PCNs), also called case managers, work with physicians to ensure that their patients maintain the regimens and medications needed to improve their health. This course in community health will cover such topics as chronic diseases, culture and values in health care disparities, health coaching, patient care, motivational interviewing and skills needed to work with patients in treatment. PCNs are part of a larger health care team working to ensure that patients follow their treatment plans.

## Course Structure:

Taught over a 15-week semester, *Patient Care Navigation in Community Health* will provide students with a solid foundation in the skills and knowledge needed for patient care coordination. Each week students will be introduced to chronic health issues such as heart disease and diabetes, skills such as coaching and motivational interviewing to engage patients in making health care decisions, and cultural competence and effective communication techniques to engage diverse communities. Students will be required to complete two papers, two exams, and a final exam to assess their knowledge, skills, and values.

## Pedagogical Strategies and Instructional Design:

This course engages students in discussion, exploration, problem-solving, and written assignments about the role of Patient Care Navigators in the evolving health care delivery systems. The course also utilizes videos to enrich classroom material and ensure a real-world connection and orientation. The students will utilize the Patient Care Coordination textbook developed by 1199SEIU Training and Employment staff that is aligned with the hospital-based needs of care coordination. The multi-tiered approach to teaching *Patient Care Navigation in Community Health* supports the basic tenets of adult learning theories related to experience, self-concept, readiness to learn, intrinsic motivation, and life experiences.

# Curricular Experiment

## Plan and Process for Evaluation

In conjunction with the City Tech Director of Assessment, the plan and process for evaluation will be developed to determine the value and long-term feasibility of this experimental course.

## Timeline for Curricular Experiment

The timeline for this experimental course will be for the Spring 2016 and Fall 2016 semesters. It is during these semesters that the feasibility, interest, value, and longevity of the experimental course will be assessed. A pre –, mid, and post evaluation of the course will be administered including the SETs for the course. The desire is to continue to offer HEA1199 for 1199 employees to encourage opportunities to pursue AAS and BS degrees in the Human Services Department.

**HEA1199**

**Patient Care Navigation and Community Health**

**Pre- Evaluation**

1. Why do you want to take this course?

(check all that apply)

1. Required by employer
2. Fit my interests
3. Fit my schedule
4. Desire to pursue college degree

2. Which part of the course do you think will be particularly valuable?

3. How will the skills you learn benefit you in your role?

4. What do you hope to do differently when you have completed this course?

5. How would you rate your level of knowledge/skill/ability before you take this course?

1. 5 = very good
2. 4 = good
3. 3 = unsure
4. 2 = poor
5. 1 = very poor

**HEA1199**

**Patient Care Navigation and Community Health**

**Mid-Term Evaluation**

1. What is the most important/valuable thing you have learned in this course so far?

2. What is the least important/valuable thing you have learned?

3. What, if anything, is still unclear?

4. How is the pace of the lectures:

1. too fast
2. too slow
3. about right

5. How many hours a week, on average, do you spend on the course, including homework and studying?

1. 0 - 5 hours
2. 6 - 10 hours
3. 11 - 15 hours
4. 16 or more hours

6. What suggestions do you have for improving the course?

**HEA1199**

**Patient Care Navigation and Community Health**

**Post- Evaluation**

1) Why did you choose to take this course? (check all that apply)

1. Required by employer
2. Fit my interests
3. Fit my schedule
4. Desire to pursue college degree

2) What is your expected grade in this course?

1. A
2. B
3. C
4. D
5. F

4) Have you taken college credit courses before?

1. Yes
2. No

5) If YES, how many credits have you taken prior to this course?

1. 0 - 3 credits
2. 4 - 6 credits
3. 7 - 12 credits
4. 13 or more credits

Please tell us how much you agree or disagree with the following statements.

6) The course description accurately reflected the content of the course.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

7) Expectations were clearly outlined in the syllabus.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

8) Reading assignments were of reasonable length and level.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

9) Exams covered important course materials and content.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

10) Overall, this course has stimulated my interest in this subject.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

11) Should reading, writing and math be a prerequisite for this course?

1. Yes
2. No

12) Please rate your overall satisfaction with this course.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

13) I would recommend this course to my colleagues.

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

# Chancellor’s Report

**New course to be offered in the Human Services department**

|  |  |
| --- | --- |
| **Department(s)** | Human Services |
| **Academic Level** | **[ X ] Regular  [   ] Compensatory  [   ] Developmental  [   ] Remedial**  |
| **Subject Area** | Health Education |
| **Course Prefix** | HEA |
| **Course Number** | 1199 |
| **Course Title** | Patient Care Navigation in Community Health |
| **Catalog Description** | New health care delivery systems call for greater coordination of care, particularly case management for patients with complex medical needs. Patient care navigators (PCN), also called case managers, work with physicians to ensure that their patients maintain the regimens and medications needed to improve their health. This course in community health covers such topics as chronic diseases, the role of culture and values in creating health care disparities, health coaching, patient care, motivational interviewing and skills needed to work with patients in treatment. This experimental course is for 1199 students only. |
| **Prerequisite** | N/A  |
| **Corequisite** | N/A |
| **Pre- or corequisite** | N/A |
| **Credits** | 3 |
| **Contact Hours** | 3 |
| **Liberal Arts** | **[ ] Yes  [  X ] No**  |
| **Course Attribute (e.g. Writing Intensive, etc)** | N/A |
| **Course Applicability** |

|  |  |
| --- | --- |
| **[ X] Major** |  |
| **[ ] Gen Ed Required** | **[ ] Gen Ed - Flexible** | **[ ] Gen Ed - College Option** |
| **[ ] English Composition** | **[ ] World Cultures** | **[ ] Speech** |
| **[ ] Mathematics** | **[ ] US Experience in its Diversity** | **[ ] Interdisciplinary** |
| **[ ] Science** | **[ ] Creative Expression** |  **[ ] Advanced Liberal Arts** |
|  | **[ ] Individual and Society** |  |
|  | **[ ] Scientific World** |  |

 |
| **Effective Term** | SPRING 2016/FALL 2016 only |

**Rationale: This experimental course focuses on United States health care delivery systems and examines the culture and values of diverse patients in the United States. This course is offered for two semesters.**

## Change in Degree Program

**The following revisions are proposed for the AAS and BS degrees in Human Services**

**Program: Associate in Applied Sciences and Bachelor of Science in Human Services**

**Effective: Spring 2016**

|  |  |
| --- | --- |
| **FROM:** | **TO:** |
| **PROGRAM-SPECIFIC DEGREE REQUIREMENTS**Associate-Level Courses (TOTAL CREDITS: 30)HUS 1101 Introduction to Human Services 3 HUS 1201 Elements of Counseling 3 HUS 1202 Community Mental Health 3HUS 1203 Human Services Seminar 3 HUS 1206 Group Dynamics 3 HUS 2305 Field Practicum I 3 HUS 2307 Community Organization and Development 3 HUS 2401 Introduction to Gerontology 3 HUS 2405 Field Practicum II 3Select one of the following four courses: 3 HEA 1102 Community Health or HEA 2108 Women’s Health Issues or HEA 2110 Human Sexuality or HEA 2400 HIV/AIDS for Health Care and Human Services Workers Baccalaureate-Level Courses (TOTAL CREDITS: 36) HUS 3501 Counseling Methods 3 HUS 3503 Case Management 3 HUS 3504 Group Work Practice 3 Select one of the following HUS/HEA 35XX courses for 3 credits: 3HEA 3502 Drugs and Personal Health or HEA 3505 Health Issues of Children and Adolescents or HEA 3508 Health and Mental Health Issues with Vulnerable Populations Across the Life Span orHUS 3510 Social Welfare Policy and Program Select one of the following HUS/HEA 36XX courses for 3 credits: 3 HUS 3602 Alcohol and Substance Abuse Treatment or HUS 3605 Child Welfare and Family Services or HUS 3620 Supervision in Human Services or HUS 3608 Human Services Practice with Vulnerable Populations Across the Life Span or HUS 3609 Human Services and the Criminal Justice System HUS 3610 Research Methods in Human Services 3 HUS 4700 Professional Internship I 3 HUS 4801 Professional Internship II 4 HUS 4802 Volunteerism 2 HUS 4803 Resource Development in Human Services 3 HUS 4804 Management Concepts in Human Services 3 | **PROGRAM-SPECIFIC DEGREE REQUIREMENTS**Associate-Level Courses (TOTAL CREDITS: 30)HUS 1101 Introduction to Human Services 3 HUS 1201 Elements of Counseling 3 HUS 1202 Community Mental Health 3HUS 1203 Human Services Seminar 3 HUS 1206 Group Dynamics 3 HUS 2305 Field Practicum I 3 HUS 2307 Community Organization and Development 3 HUS 2401 Introduction to Gerontology 3 HUS 2405 Field Practicum II 3Select one of the following four courses: 3 HEA 1102 Community Health or HEA 1199 Patient Care Navigation and Community HealthHEA 2108 Women’s Health Issues or HEA 2110 Human Sexuality or HEA 2400 HIV/AIDS for Health Care and Human Services Workers Baccalaureate-Level Courses (TOTAL CREDITS: 36) HUS 3501 Counseling Methods 3 HUS 3503 Case Management 3 HUS 3504 Group Work Practice 3 Select one of the following HUS/HEA 35XX courses for 3 credits: 3HEA 3502 Drugs and Personal Health or HEA 3505 Health Issues of Children and Adolescents or HEA 3508 Health and Mental Health Issues with Vulnerable Populations Across the Life Span orHUS 3510 Social Welfare Policy and Program Select one of the following HUS/HEA 36XX courses for 3 credits: 3 HUS 3602 Alcohol and Substance Abuse Treatment or HUS 3605 Child Welfare and Family Services or HUS 3620 Supervision in Human Services or HUS 3608 Human Services Practice with Vulnerable Populations Across the Life Span or HUS 3609 Human Services and the Criminal Justice System HUS 3610 Research Methods in Human Services 3 HUS 4700 Professional Internship I 3 HUS 4801 Professional Internship II 4 HUS 4802 Volunteerism 2 HUS 4803 Resource Development in Human Services 3 HUS 4804 Management Concepts in Human Services 3 |

**Rationale:** To add new course HEA1199 to the list of allowed HEA courses.