HERZING UNIVERSITY

Course Syllabus

Course Title: Systems Based Practice

Course Code: NU730

Contact Hours: 45/0/0/45

Credit hours: 3.0

Course Description:

This course applies the principals of best practices, change theory, and improvement and implementation science to the development of innovative solutions for complex health systems to ensure optimal care. Course key concepts include organizational structure, including relationships among macro-, meso-, and microsystems across healthcare, and financial and payment models for cost management and reimbursement. Students will engage in a strategic planning initiative for a complex healthcare system which enhances value, access, quality, and cost-effectiveness, including policy to address health equity and eliminate structural discrimination.

Program: Graduate Nursing

Core Graduate Nursing Outcomes:

Upon completion of the program the student should be able to:

- Integrate scientific evidence from nursing and biopsychosocial disciplines, genetics, public health, quality improvement, and organizational sciences when designing and implementing outcome measures in diverse settings and through the lifespan.
- Demonstrate leadership skills that emphasize ethical and critical decision-making, fiscal responsibility, inter-professional relationships that promote safe, quality care within a systems framework.
- Apply methods, tools, performance measures, and evidence-based standards when evaluating quality indicators within an organizational system.
- Synthesize theories, models and research findings inherent to nursing practice, education and management to guide an organization or healthcare system towards achieving successful outcomes.
- Apply client/patient care technologies and informatics to coordinate and ensure safe quality care and promote effective communication among members of the interprofessional healthcare team.
- Analyze ethical, legal and sociocultural factors to influence policy development and healthcare delivery systems that promote the health of individuals and populations.
- Articulate a leadership role within interprofessional teams through effective

communication, collaboration and consultation with other professionals to manage, coordinate care and provide safe, quality family-centered and population-based care.
- Incorporate organizational and culturally sensitive client and population centered concepts in the planning, delivery, management and evaluation of direct and indirect evidence-based health promotion care and services to specified individuals, families and populations.
- Implement scholarly activities in selected individuals, populations, and systems.

Course Learning Objectives

1. Describe the differences in organizational structure and outcomes between the macro-, meso-, and microsystems across healthcare.
2. Explain healthcare financial and payment models for cost management and reimbursement.
3. Use big data and institutional metrics to evaluate system performance.
4. Propose a strategic planning approach to address a critical healthcare system need.
5. Examine policy for evidence of structural discrimination.

Topics & Learning Activities

Unit	Topics & Activities	Points Possible
Unit 1 The Complexity of Healthcare	**Topics:** • Complex healthcare organizations • Current challenges • The Triple and Quadruple Aim **Reading**: All reading content is provided within the units of the course. **Assignment(s):** • Discussion: Introductions • Discussion: Describe a critical need in your community/healthcare setting	**C/I 100**
Unit 2 Practice Models and	**Topics:** • Practice models • Care delivery practice model influences ○ Economics	

Influences on Care	○ Regulatory standards ○ Patient requirements ○ Workforce factors ○ Social determinants of health ○ Health equity **Reading**: All reading content is provided within the units of the course. **Assignment(s)**: • Discussion: Describe actual or potential barriers to address the identified critical need	**100**
Unit 3 Influence of Data on Practice	**Topics:** • Knowledge informed practice • Big data • OSEMN Model **Reading**: All reading content is provided within the units of the course. **Assignment(s):** • Discussion: Propose a strategy and identify key indicators	**100**
Unit 4 Determining Productivity and Effectiveness in Healthcare	**Topics:** • Productivity and effectiveness models • Care delivery models • Benchmarking • Improving outcomes • High reliability **Reading:** All reading content is provided within the units of the course. **Assignment(s)**: • Assignment: System based case study presentation	**150**
Unit 5 Systems Thinking Competencies	**Topics:** • Business acumen • Strategic planning • Organizational decision making • Managing conflict • Acting systematically • Influence across the organization	

	• Building relationships • Promoting organizational transitions • Adapting to new conditions • Initiating innovation • Visioning **Reading**: All reading content is provided within the units of the course. **Assignment(s)**: • Assignment: Systems Thinking Part 1	**150**
Unit 6 Economics and Finance of Healthcare	**Topics:** • ACA • CMS • Insurance **Reading**: All reading content is provided within the units of the course. **Assignment(s)**: • Assignment: Systems Thinking Part 2	**150**
Unit 7 Systems of Leadership	**Topics:** • What is systems leadership? • Impact of systems leadership on redesign and reform in healthcare • Application of systems leadership into practice **Reading:** All reading content is provided within the units of the course. **Assignment(s)**: • Assignment: Systems Thinking Part 3	**150**
Unit 8	**Assignments:** • Discussion: Course Reflection	**100**

*Pass rates may vary by program requirement- Refer to the University Catalog

Graduate Grade Scale

A	90.00-100%
B	80.00-89.99%
F	0.00-79.99%

Grade Summary	Weight	Method of Scoring Points Rubric
Assignments (4 x 150 pts)	60%	Rubric
Discussions (4x 100 pts)	40%	Rubric
Total	100%	

THIRD-PARTY TESTING

Assessment and remediation are critical components of nursing education. Students in the nursing program may be required to take third-party, standardized exams in an electronic format throughout the curriculum. These standardized tests are valid and reliable predictors of success on the NCLEX examination and provide valuable feedback concerning student strengths and weaknesses. Student learning outcome data identifies content areas that require remediation, allowing faculty to personalize student support and intervention. Courses that utilize third-party exams will incorporate the points earned on the test as a percentage of the final grade earned for the course as specified in the course syllabus.

POLICIES

*University policies, such as attendance philosophy, notification of absences, extenuating circumstances, accommodation requests, academic dishonesty, late policy, grading and grading symbols, and student conduct are included in the University catalog. Students should reference the catalog for the complete listing of policies.

**Note: In some cases, program and/or course specific information may be appended to the syllabus as an addendum. In these instances, students must consider the syllabus to be inclusive of any appended information, and as such, students must adhere to all course requirements as described in the document in its entirety.*