



Course Syllabus: Care Coordination Across the Continuum of Care

College of Robert D. & Carol Gunn Health Sciences & Human Services

NURS 4743 – X20

Fall II 2026

Contact Information

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Course Description

This course focuses on the concepts and principles underlying coordination of care for patients across the continuum of care. Communication and assessment skills are developed with an in-depth coverage of practical tools and strategies for connecting care for patients by describing research and evidence-based techniques while translating them into actionable tools.

Credit Hours

Three (3) credit hours

AACN Essentials

For further information regarding the AACN Essentials identified for each course objective, refer to the 2026 American Association for College of Nursing (AACN) *2026 Essentials* Level one competencies for Baccalaureate Education for Professional Nursing Practice.

2021 DEC Competencies

In the DEC Competencies below, the following designations apply: I: Provider of Patient-centered Care, II: Coordinator of Care, III: Patient Safety Advocate, and IV: Member of the Health Care Team. For further information regarding the competencies identified for each course objective, refer to the 2021 Texas Board of Nursing DEC.

Course Objectives		
Upon completion of this course, the student will be able to:	AACN	DECs Competencies
1. Describe the nurse's role in connecting the elements of care in our complex healthcare environment to create the best outcomes for patients while achieving organizational outcomes.	7.1g, 7.2h	II.A
2. Define care coordination as defined by governmental and professional organizations as it relates to organization of patient care activities across the continuum of care.	6.2g, 7.2i	IV.A
3. Analyze a realistic patient-center plan of care that will ensure effective workflow, good use of resources, and positive patient outcomes and satisfaction.	5.1h, 8.3h	II.C
4. Describe the role of the nurse in effective care coordination model.	2.9g, 9.6g	IV.B
5. Describe the principles of team-based health care.	6.1h, 6.3g	IV.C
6. Describe the key domains and activities of patient-centered and team-based care coordination	2.1h, 6.4h	III.A
7. Apply effective communication techniques to interactions with patients, families, and health care members.	6.1g, 9.3g	IV.E
8. Describe the impact of care coordination services on patient outcomes, reduced costs, and improved patient experience.	3.4h, 7.3g	III.F

Student Learning Outcomes

Students in this course will successfully develop a patient centered coordination of care plan of care reflective of effective workflow, good use of resources and positive patient outcomes and satisfaction. [Assessment: 90% of students in this course will earn a grade of 80 or better on the Development of Coordinated Management of Care Assignment]

Students in the course will be able to demonstrate their understanding of the role of the nurse in effective care coordination models. [Assessment: 90% of students will earn a score of 80 or better on the Emerging Models of Coordination of Care Assignment.]

Course Content

See calendar of events for the specific topics of the class discussion, their related concepts, and required readings for this course.

Textbook & Instructional Materials

Required Textbooks

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington D.C.
Katz, B. (2020). *Connecting care for patients: Interdisciplinary care transitions and collaboration*. Burlington, MA: Jones & Bartlett Learning.

Optional Resources

Haas, S., Swan, B. & Haynes, T. (2014). *Care coordination and transition management: Core curriculum*. Pitman, NJ: American Academy of Ambulatory Care Nursing.
Lamb, G. (2014). *Care coordination: The game changer: How nursing is revolutionizing quality care*. Silver Spring, MD: American Nurses Association.
Lamb, G. & Newhouse, R. (2018). *Care coordination: A blueprint for action for RNs*. Silver Spring, MD: American Nurses Association.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of

work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Use of Artificial Intelligence Policy

While artificial intelligence tools may be permitted in other academic contexts across Midwestern State University (MSU Texas) or within specific Wilson School of Nursing (WSN) programs, the **RN-to-BSN Transition Program strictly prohibits the use of AI in any form.**

To maintain academic rigor and program integrity, students may not utilize AI platforms or features (including, but not limited to, ChatGPT, Gemini, GrammarlyGo, and AI-driven writing or rewriting assistants) for content generation, editing, grammar checking, paraphrasing, or formatting. The use of these technologies constitutes a violation of the academic integrity policy.

Turnitin Similarity and Submission Guidelines

Students are strongly encouraged to submit their work in advance through Turnitin to verify originality. Submissions generating a similarity index greater than 20% may be subjected to grade deductions and/or formal referral for academic integrity review under university policy.

It is the student's sole responsibility to ensure that all written assignments comply with WSON and RN-to-BSN Transition Program standards prior to final submission. **All coursework submitted to the D2L course drop box is considered final and will be graded as submitted.**

Instructor Class Policies

Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude or for lack of engagement in the online learning environment. For example, failure to participate in online discussions as scheduled and on time is considered being absent. Prior to dropping a student from the class, the instructor must give the student a verbal or written warning. An instructor's drop of a student takes precedence over the student-initiated course drop at a later date. The instructor will assign a grade of WF or F the 6th week of a 10-week summer term. After this time, the grade will be an F. The date the Office of the Registrar receives the instructor drop form is the official drop date. RN Transition students must complete all nursing courses within a two-year period of time beginning with the first nursing course. RN Transition students must maintain enrollment in at least two courses per semester. If a student does not

maintain enrollment for one semester they will be placed on inactive status. If a student were to withdraw for a second time from the same and or any nursing course and or received a second D or F in the same and or any nursing course, even if the student has repeated a course and received a grade of C or above the student will be dismissed from the program.

Turn-it In grading policy: **All submissions earning a Turn-it In Similarity score above 20% will receive a 30-point deduction, unless it denotes above 20% detection of AI generated content, which will result in assignment grade of "0". Students may submit assignments as many times as needed before the due/date and time to review and revise as needed to earn a Turn-it In Similarity score at or less than 20%. Only the last submission before the due date and time will be graded.**

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Table 1: Points allocated to each assignment

Assignments	Percentage
Discussion Posts (4 Total)	40%
Assignment 1	15%
Assignment 2	15%
Assignment 3	15%
Assignment 4	15%
Total	100%

Table 2: Total points for final grade.*

Grade	Points
A	90 to 100
B	80 to 89
C	79 to 74
D	65 to 73
F	64 and below

***There will be no rounding of grades per WSON grading policy.**

Quizzes

There is one Quiz given in this course. It is an open book quiz. The quiz is timed. You are allowed two (2) attempts. Your highest score will be recorded once your attempts are completed. Please look at the course schedule for the quiz open and closing dates.

Projects Required

Assignments vary in each module, and each assignment has its own rubric for completion and grading. Written work is to be completed and submitted electronically in the appropriate assignment (drop box) on D2L and submitted by 10:59 pm Central Time on due date. **A course average of at least 74% is required to pass this course.** Faculty reserves the right to make changes at any time to this syllabus. Students are to be accountable for all communications sent by faculty on Desire 2 Learn; therefore, you must check the site for announcements, assignments, and messages. If you are unable to access D2L, you may contact faculty via campus email. Phone/Virtual appointments are available upon request.

Discussion Board

You must post a substantive response to each of the required questions. A substantive response is constructive and adds value to the weekly discussions. Substantive responses should be at least 150 words in length. Rarely should each require more than 200 words. Your responses need to reflect critical thought and demonstrate an understanding of the relevant concepts. All factual knowledge must be supported with appropriate citation of sources. Response to the discussion board questions must be posted by 10:59 PM CST on or before the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. Initial response posts not received by due date, but received within two days will be accepted, but will receive a 10-point/day deduction. In addition to posting your responses to the discussion questions you must post a substantive comment to at least two of your classmate's posts. These peer comment response posts may be made anytime during the week but must be made prior to the close of the week by the due date and time. Comment posts made after the due date and close of the week will not be accepted for credit.

Extra Credit

There is NO extra credit work assigned to or given in this course.

Late Work

Assignments more than three days late will not be accepted. Assignments submitted late which are within three days of the due date and time will receive a ten-point deduction for each day they are late.

Make Up Work/Tests

Because of the nature of the length and time of this course, students with proven extenuating circumstances must communicate ahead of assignment due date with course faculty to make arrangement for any excused missed assignment. However, as per course policy, students must notify faculty ahead of assignment due date and a 10-point deduction for each day past the assignment original due date will be applied per course policy for up to three days past the assignment original due date. Missed assignments past three days outside the original due date will receive a grade of **zero**. The acceptance of makeup/missed assignment policy even under extenuating circumstances remains solely at the discretion of the course faculty.

Important Dates

- Last Day to drop with a grade of "W:" **November 23, 2026**. Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule: **Fall Term B 2026**

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date (Graded submissions)
Week 1 Course Orientation, Introductions on Discussion Board, Introduction to care coordination and transition management.	Introduction to Care Coordination and Transition Management and Health Assessment: 1. Define key care coordination and transition management terms. 2. Explain the significance of the care coordination transition management model and how the model standardizes the work of ambulatory, acute, subacute and home care health care providers using evidence from interdisciplinary literature on care coordination and transition management. 3. Describe and differentiate robust patient engagement tools that can be used in care coordination. 4. Describe the impact care coordination has on improving the quality and safety of patients and key quality measurement indicators. Readings Katz Chapter 1 and 2 Videos Music of Coordinated Care Anatomy of Care Coordination	Assignment #1 Due by Sunday 10:59PM Central Standard Time.
Week 2 Transitions: Fractured or Flowing?	Care Transitions: 1. Identify types of care transitions. 2. Describe the scope and impact of high-risk care transition gaps. 3. List care transition consensus standards and measures. 4. Describe evidence-based care transition programs. 5. Explain key elements of effective care transitions. 6. Assess the effectiveness of own organizational care transitions 7. Identify evidence-base transition tools and techniques for use in organization. 8. List common failures in care transitions	Discussion for Week 2 Initial discussion post due by Friday, 10:59PM Central Standard Time. The 2 peer posts are due by Sunday 10:59PM Central Standard Time.

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date (Graded submissions)
	Readings Katz Chapter 3 Videos What is integrated care Preventing re-admissions through care coordination	
Week 3 Leading for Connected Care-The Senior Management Role and Middle Managers and Connected Care	Leading for Connected Care-The Senior Management Role and Middle Managers and Connected Care 1. Describe the role of the senior leader in advancing care coordination. 2. Compare and contrast transactional leader and transformational leader and impact these leadership styles have on care coordination. 3. Describe how nurses are positioned to provide leadership to improve care coordination in every sector of healthcare and all nurse positions. 4. Describe behaviors of effective team leaders and these behaviors impact care coordination. Readings Katz Chapters 4, and 5	Assignment #2 (Exam) Due by Sunday 10:59PM Central Standard Time.
Week 4 Care Coordination and Communication on the Front Lines-The Clinician Role	Care Coordination and Communication on the Front Lines: The Clinician Role 1. Define teamwork and collaboration. 2. Demonstrate the knowledge, skills, and attitudes required for cross-setting communication and transitions in care. 3. Describe processes that provide sufficient, timely and useful information necessary to achieve successful patient care transitions. 4. Identify key characteristics of effective communication for care transitions.	Discussion for Week 4 Initial discussion post due by Friday, 10:59PM Central Standard Time. The 2 peer posts are due by Sunday 10:59PM

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date (Graded submissions)
	Readings Katz Chapter 6	Central Standard Time.
Week 5 Experiencing Connected Care-The Patient Role	Experiencing Connected Care-The Patient Role • Pulling Together for the Patient: Teamwork in Healthcare. • Digital Connections, Communication and Collaboration Readings Katz Chapter 6, and 7 Videos Coaching for safer healthcare transitions	Assignment #3 Due by Sunday 10:59PM Central Standard Time.
Week 6 Pulling Together for the Patient: Teamwork in Healthcare	Pulling Together for the Patient: Teamwork in Healthcare. • Teamwork Part 1- Team Research • Teamwork Part 2- Building an Effective Healthcare Team Step by Step Readings Katz Chapter 8 Video Healthcare should be a team sport	Discussion for Week 6 Initial discussion post due by Friday, 10:59PM Central Standard Time. The 2 peer posts are due by Sunday 10:59PM Central Standard Time.
Week 7 Digital Connections, Communication, and Collaboration	Digital Connections, Communication and Collaboration • The landscape of Healthcare Technology • Electronic Communication Tools for Connected Care • Telemedicine Cost and Quality • Nurses and the Technology Revolution Readings Katz Chapter 9	Assignment #4 Due by Sunday, 10:59PM Central Standard Time.

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date (Graded submissions)
Week 8 High Risk Connected Care Trends and Collaboration Best Practices.	High Risk Gaps and Cracks: • Social Determinants of Health, Health Disparities and Mental Health • Caregivers, Dementia, and End-of-Life Care Readings Katz Chapters 10 and 11 NO PEER POST Due NO LATE WORK ACCEPTED THIS WEEK	Discussion for Week 8 Initial discussion post due by day designated in schedule , 10:59PM Central Standard Time. NO PEER POST Due NO LATE WORK ACCEPTED