



UNIVERSITY of
ROCHESTER
MEDICAL CENTER

SCHOOL OF
NURSING

MEDICINE *of* THE HIGHEST ORDER



University of Rochester School of Nursing

Care Manager Education Program

"The Care Manager Education Program is a comprehensive course full of great topics that care managers need to know. The course material was presented in a clear and interesting format with a nice blend of video and interactive activities. The knowledge and understanding that I gained helped to support my autonomy and professionalism in this role. It has also built confidence and supports my belief that what we do as care managers really does make a difference in people's lives. "

Current Care Manager

255 CRITTENDEN BLVD.

HELEN WOOD HALL
SCHOOL OF NURSING
UNIVERSITY OF ROCHESTER MEDICAL CENTER

About the School of Nursing at the University of Rochester

The School of Nursing is dedicated to preparing highly educated nurses to expertly meet the growing needs of patients and families in an increasingly complex and diverse health care environment.

A pioneer at unifying education, practice and research, the school is focused on developing exceptional, team-oriented health care providers, researchers, educators, clinical leaders and innovators, who continually strive to improve health care provision.

Its robust academic and research programs are strategically aligned to support national health care reform and the need for improved access, chronic disease management, care coordination, and community collaborations.

Part of the SON, the Center for Lifelong Learning provides dynamic learning opportunities for health care professionals throughout their career.



Kathy Rideout,
EdD, PPCNP-BC, FNAP
Dean and Professor of Clinical
Nursing

"With our changing health care environment, care managers are serving a critical role in the transitioning of our workforce and in population health management. This course will expertly prepare those working as care managers or those considering this new role."

“People of ALL disciplines working in care management should definitely take this course!”

--course participant

“This course has been a rich addition to my previous training. I plan to refer to my notes frequently to continue to grow in the care manager role.”

--an experienced care manager



Introduction

The passing of the Affordable Care Act in 2010 has greatly accelerated the demand for care management in a variety of health care settings. Care managers play pivotal roles in strengthening care quality, improving prevention and management of chronic diseases, promoting health across populations and controlling costs. Because the role is dynamic and relatively new, care managers have often needed to develop their roles in response to the care contexts in which they are practicing.

Now, learn from these pioneering care managers and the evidence base developed thus far to support the important work they are doing! This online continuing education course will help nurses and other health care professionals by defining the care manager role and objectives, identifying and teaching best practices, as well as building skills and strategies that can be used in daily practice.

The curriculum covered in this education program reflects state-of-the art approaches for comprehensive care management while providing needed flexibility for students to pace their learning in a way that best suits individual needs and preferences.

Who should take this course?

The course is open to anyone interested in learning more about the care manager role, but ideal for nurses and other health professionals currently working in a care manager capacity, or aspiring to enter the growing field. Physicians who are considering hiring a care manager for their practices may also find the course beneficial as a foundational tool for orienting care managers and helping them actualize their roles.

How does this course work?

This course is completely online and contains 8 modules. The course is designed to take about 30 hours of work, but you have the flexibility to work at your own pace, completing the course in as little as one work week or as long as 6 months.

In the learner directed environment, you will read objectives for the module, and decide when you have met them. Each module contains key concepts for you to become familiar with at the beginning of the module.

The core of the module is a combination of video, audio and print presentations, news stories, round tables and interviews, with interactive reflection and review questions. These multimedia presentations will deepen the understanding of the module's objectives.

When you are satisfied that they you have achieved the module objectives, complete the post test. If you receive an 80% or above, you will be able to go on to the next module. If you receive below 80%, you can review the material in the module and re-take the test. After completing an evaluation of the module, you will proceed to the next one.

You can stop and start each module at any time and come back to it!

At the end of the course, you will submit a final evaluation and attestation to receive your nursing contact hours certificate.

**Questions? Call 585.275.0446 or
email SONCLL@urmc.rochester.edu**

What is a care manager?

Care managers contribute to improving both the quality and the continuity of care for patients--particularly those with chronic conditions. They also work to lower health care costs by reducing unnecessary hospital readmissions and emergency department visits by providing the access, education and support vital to keeping people healthier longer.

Sometimes care managers are called by other titles—care coordinators, case managers, nurse navigators, transition coaches, discharge coordinators or data coordinators—and work in a variety of settings—hospital units, emergency departments, primary care offices, home care agencies, nursing homes.

The care manager assesses the patient, establishes goals and a plan of care, implements the care plan, and manages and monitors the ongoing provision of care.



“The University of Rochester’s Care Manager Education Program provides a good foundation for those interested in the care manager role, while also helping to build the skills of those already in the role. It uses a variety of teaching techniques to keep the learner interested and engaged. I am glad that I took this course as I have learned a lot of new skills that I can use not only in my nursing career, but also in my life.”

-- a course participant

What you will learn...

MODULE ONE:
CARE MANAGEMENT ROLE/PROCESSES

What does it mean to be a care manager? Where and how will care managers fit in the changing environment of health care? This introductory module will define the care manager role in the context of the underlying economic and system dynamics that have led to health care reform nationally. Foundational concepts of population health management also will be described.

MODULE TWO:
OUTCOME
METRICS/
DASHBOARD

Technology provides care managers with valuable tools to manage the health of populations and improve patient outcomes.

In this module, learners will explore the world of data management platforms and quality metrics—technological innovations which allow care managers to take a systematic approach to population health that includes targeting specific patient outcomes, identifying gaps in care, and then developing or improving clinical workflows to improve the health of a population.

MODULE THREE:
MANAGING TRANSITIONS/PLANNING CARE

Managing transitions as patients move across the care delivery system and reducing unnecessary re-hospitalizations and ED visits is a key care management function. This module will focus on transition care management including evidence-based strategies for optimizing quality, safety and efficiency of patient transitions across the care continuum.

MODULE FOUR: INTERPROFESSIONAL
COMMUNICATION

As the health care system moves from a more traditional and often hierarchical care delivery model to team-based approaches, skillful communication between professionals across disciplines and the patients entrusted to their care becomes central. This module focuses on interpersonal communication including strategies for communicating effectively in teams, evidence-based high reliability team processes and structures as well as communication tactics for reducing errors in health care.

MODULE FIVE:
TEAMS AND
TEAMWORK

Building upon Module 4, this session explores a patient quality and safety program endorsed by the Agency for Healthcare Research

and Quality, TeamSTEPPS® for Primary Care Teams. Team leadership strategies as well as approaches for addressing communication failures and conflict are explored. Ways to engage patients and families are also discussed using case examples.

MODULE SIX:
SELF MANAGEMENT AND HEALTHY BEHAVIORS

This module focuses on how care managers can partner effectively with their patients to help them reach their health goals. The central tenets of a theory of motivation, Self-Determination Theory, serve as a framework for understanding how care managers can support patients in both initiating and sustaining health behavior change. Interpersonal strategies that either strengthen or undermine patients’ motivation are presented and specific clinical examples discussed.

MODULE SEVEN:
HEALTH EDUCATION AND LITERACY

Care managers are often health educators for the patients entrusted to their care. Yet many patients are not health literate. This module will describe elements of health literacy that potentially influence patient outcomes. Resources for patient education materials in a variety of health literacy levels will be discussed as will evidence-based approaches to patient self-management and education.

MODULE EIGHT:
PROFESSIONAL DEVELOPMENT AND REFLECTIVE
PRACTICE

The course ends with a discussion of the importance of ongoing professional development and reflective practice to a successful career in care management. Approaches to clinical supervision are discussed as is the potential benefit of care/case management certification. A framework for ethical decision-making is presented and the rewards of cultivating reflective practice processes highlighted.

Continuing Education Credit

Participants will have the opportunity to receive 30 nursing contact hours upon successful completion of the course. Criteria for successful completion of course activities include: (A) achieving passing score (> 80%) on post-tests, (B) completion/submission of online evaluation forms, and (C) signed online attestation statement by participant verifying completion of all required activities.

According to the 2013 ANCC Primary Accreditation Manual, Continuing Nursing Education involves “systematic professional learning experiences designed to augment the knowledge, skills, and attitudes of nurses, and therefore enrich nurses’ contributions to quality health care ...”. The knowledge, skills, or attitudes gained from CNE activities can be applied regardless of the activities participant’s employer

The University of Rochester Center for Nursing Professional Development is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation.

“This course was immensely useful to my practice, my personal growth and also preparation for certification.”

--a course participant



Featured Contributors



KATHLEEN PARRINELLO, PHD, RN

Dr. Parrinello is the Executive Vice President and Chief Operating Officer of Strong Memorial Hospital/University of Rochester Medical Center. As Chief Operating Officer, Dr. Parrinello is the principal administrative officer for Strong Memorial Hospital. In addition to her administrative duties, Dr. Parrinello has two academic appointments at the University of Rochester; Associate Professor in the School of Nursing and Clinical Associate Professor of Community and Preventive Medicine in the School of Medicine and Dentistry. Dr. Parrinello is a Fellow in the American College of Healthcare Executives in addition to a number of professional memberships and activities and the author of several publications on clinical practice and administration. This expert has her finger on the pulse of our changing health care environment; including payment reform, population health, and care management.



DENISE FITZGERALD BURGEN, RN, FNP, MSN, MBA

Ms. Burgen is the Chief Clinical Officer at Strong Home Care Group, Inc./ Visiting Nurse Service in the greater Rochester area. She is well respected as a high performance, results-driven professional with over 20 year's track record of demonstrating leadership, expertise and distinguished performance in health care management. Her diverse background includes professional success in ambulatory services, nursing management, developing systems, revenue cycle optimization, processes and procedures to streamline operations, compliance, evidence-based outcomes, as well as effectively increasing profits and decreasing expenses. These skills are advantageous in her role of leading a team of care managers as they help patients make a smooth transition from hospital to home.



LINDA JOHNSON, RN, MS, CCM, COHN

Ms. Johnson is the Director of Health Services at Landmark Health's Care at Home Program. At the time of the Care Manager Education Program development, she was the Associate Director for the Patient Centered Medical Home at University of Rochester Center for Primary Care. In addition to earning national certification as a Certified Case Manager (CCM), Johnson is also a Certified Occupational Health Nurse Specialist (COHN-s), Six Sigma Green Belt, and a Lean Trainer. Throughout her career in case management, she engaged employer groups, individuals and insured populations to identify population health needs and help people achieve their optimal level of wellness using evidence based practice as a guide. Ms. Johnson has a wealth of knowledge and experience with care management and maintains an active role in professional organizations such as the Case Management Society of America.



JENNIFER WOLFE, LMSW

Ms. Wolfe is the Manager of Care Transitions Coaching for Visiting Nurse Service in the Greater Rochester, New York area. This program, based on the Eric Coleman model, helps ensure patients' successful transition from hospital to home. As a licensed social worker, her responsibilities include the day to day operations of the program, clinical development and supervision of staff, and program development within UR Medicine to expand care transitions services. Wolfe is also actively involved in New York State's Delivery System Reform Incentive Payment (DSRIP) Program planning to bring care transitions services to the Medicaid population, and her team serves in the Rochester collaborative for Medicare's Community Care Transitions Program, which has received national attention for excellent readmission rates. Her 15 years of experience in health care and administration and previous work at the University of Pennsylvania Health System as a home care and oncology social worker provide a solid background for collaborating with health care teams trying to reduce readmission rates and improve patient outcomes.

DANIEL TROUT, MLS

Mr. Trout is a Medical Librarian at the Edward Miner Library at the University of Rochester, acting as the primary liaison for Strong Memorial Hospital Nursing Practice and the School of Nursing. He is passionate about helping people overcome barriers to information. He received his Bachelor of Arts degree in Information Science from State University of New York at Oswego and a Master of Library Science degree at the University of Buffalo. Trout is also an Instructor of Clinical Nursing at the School of Nursing, and works with the Center for Academic and Professional Success to assist nursing students with their information needs. He enjoys cooking, reading, and sports. He resides in Rochester NY with his wife and son.

SARAH PEYRE, EDD

Dr. Peyre is the Assistant Dean for Interprofessional Education, an Associate Professor of Surgery, Medical Humanities and Bioethics, and an Assistant Professor of Clinical Nursing at the University of Rochester Medical Center. She serves as the Director of the Center for Experiential Learning, which is a centralized simulation and educational support center for the educational programs within the School of Medicine and Dentistry, School of Nursing, Eastman Institute of Oral Health, Strong Memorial Hospital and the Faculty Practice Group. Dr. Peyre sits on the Board of Directors for the URMCI Institute for Innovative Education and serves on several committees that help advance the educational mission of the medical center. Recently, she was awarded a Macy Faculty Scholar position, which focuses her efforts on the development and implementation of an interprofessional education program addressing the communication needs that lie in the intersection of electronic health records, and patient and family centered care. Her background and expertise serve her well to help a variety of health care teams improve their communication and teamwork skills.

LARON ROWE, MS

Mr. Rowe is the Director of Information Management for Accountable Health Partners (AHP), a clinically integrated network of hospitals and physicians in the greater Rochester (NY) and surrounding counties. Prior to joining AHP, he served as Director of Information Technology for Rochester Regional Health Information Organization, an electronic health information exchange. In his current role, Rowe helps Accountable Health Partners deliver outstanding clinical outcomes at the best possible value by harnessing available analytics and a robust data infrastructure.

MADLINE (MATTIE) SCHMITT, PHDRN,FAAN, FNAF

Dr. Schmitt is a nurse-sociologist, who, until retirement in 2005, was Professor and Independence Foundation Chair in Nursing and Interprofessional Education at the University of Rochester School of Nursing. Since the 1970's, she has focused her scholarship on interprofessional collaborative practice models and interprofessional education. She was one of two US members of the WHO Task Force who co-authored the 2010 report, Framework for Action in Interprofessional Education and Collaborative Practice. In 2010-2011, she chaired the expert panel that produced the report Core Competencies for Interprofessional Collaborative Practice on behalf of the leadership of 6 national professional education associations (AACN, AACOM, AACP, AAMC, ADEA, ASPH- collectively, IPEC). Dr. Schmitt is an Editor Emerita of the Journal of Interprofessional Care and a founding Board member of the American Interprofessional Health Collaborative. Between 2012-2014, she represented the American Academy of Nursing at the IOM Forum on Innovations in Health Professions Education. Currently, she is a National Center for Interprofessional Practice and Education Ambassador and Community Moderator as well as an independent consultant on interprofessional education and collaborative practice.



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Register online at son.rochester.edu/cil

Planning Committee



**DARYL SHARP, PHD, RN, FAAN
(LEAD FACULTY)**

Dr. Sharp is the Director of Care Management for Accountable Health Partners, a clinically integrated network of hospitals and physicians that exists to deliver quality health care and an outstanding patient experience and rewards its members for the value they bring to the health care system. Dr. Sharp also serves as Professor of Clinical Nursing at the University of Rochester School of Nursing and Center for Community Health. Dr. Sharp has provided numerous training workshops for care managers and is nationally recognized through her publications in motivating health behavior change and care coordination. Throughout her career, Dr. Sharp has educated health home care managers and served as a clinical consultant for care managers employed by the University of Rochester Center for Primary Care.



**SUSAN CIURZYNSKI, PHD, RN, MS, PNP
(NURSE PLANNER)**

Dr. Ciurzynski is the Director of the Center for Lifelong Learning and Associate Professor of Clinical Nursing at the University of Rochester School of Nursing. Dr. Ciurzynski's career has afforded her the opportunity to interface with many adult learners in a variety of settings. As a Nurse Planner for the University of Rochester Center for Nursing Professional Development, she works closely with nurse educators and colleagues in the health care environment to provide high-quality continuing educational activities for a variety of target audiences. She is locally and nationally recognized through publications and presentations surrounding the design and presentation of educational offerings using creative, interactive, and innovative methods.



**KAREN REIFENSTEIN, PHD, RN
(EDUCATIONAL COORDINATOR)**

Dr. Reifenstein serves as an Assistant Professor of Clinical Nursing and Faculty Diversity Officer at the University of Rochester School of Nursing. In addition to being a lifelong learner using educational technology, Dr. Reifenstein has held faculty positions in nursing for over a decade. Throughout her career, she has served in various roles, including educator/faculty in courses on topics such as contemporary nursing professional issues, nursing leadership and management, synthesis of professional nursing, and leadership in systems of care. Dr. Reifenstein's background and expertise provide a strong foundation as she interacts with nursing students to help them develop career management skills required for successful academic performance and professional advancement. In this role, she provides career planning services, resume writing help, and mentoring to facilitate professional role transitions and career advancement.



**ANDREW WOLF, M, RN, ACNP-C
(ONLINE LEARNING CONSULTANT)**

Mr. Wolf is the Coordinator for Online Learning at the University of Rochester School of Nursing. In addition to the completion of the Sloan Consortium Certification in Online Learning, his background includes development and teaching an online learning course in Advanced Physiology and Pathophysiology as well as the development of a hybrid online clinical course for nurse practitioner students. Additionally, Wolf has developed and implemented an interdisciplinary simulation learning experience for nurse practitioner and medical students at the University of Rochester. In his current role, he creates faculty development workshops, coordinates efforts to build quality hybrid online programs, collaborates closely with faculty during hybrid online course development/quality improvement processes, and serves as liaison with the Center for Academic and Professional Success (CAPS) and Information Technology (IT) department teams to ensure the provision of adequate academic and technical support to online students.

**JOSEPH GOMULAK-CAVICCHIO, MSED
(INSTRUCTIONAL DESIGN SPECIALIST)**

Mr. Gomulak-Cavicchio began his career as a special education teacher at Mary Cariola Children's Center, where he worked for nearly ten years with a diverse population of students who ranged greatly in cognitive, social and physical abilities. It was there that he became interested in educational technology and its usefulness to create positive learning experiences for students. His passion led to a second Master's Degree in education, with a concentration and teaching certificate in educational technology. Gomulak-Cavicchio joined the University of Rochester School of Nursing team in early 2014 as an Online Learning Production Assistant. In his current role as an Instructional Design Specialist, Gomulak-Cavicchio assists faculty, staff, and students with achieving their educational goals by using state-of-the-art technology.

**NADINE TAYLOR, BA
(CUSTOMER SERVICE/TECHNICAL ASSISTANCE)**

Ms. Taylor has worked for the University of Rochester for 15 years, coordinating educational offerings for the College Office of Special Programs and the School of Nursing's Center for Lifelong Learning. She has been helping faculty create educational activities and students access these activities in online learning platforms for the past 7 years, gaining expertise in providing clear instructions to help students navigate the courses. In her current role as Coordinator of the Center for Lifelong Learning, Taylor works closely with the Information Technology (IT) department and the Registrar's Office to offer support to adult learners from a variety of health care backgrounds who strive to complete continuing educational offerings.

"The registration and payment process was very easy. Before this course, I e-mailed for more information then met with one of this program's developers . She walked me through the course, answered all the rest of my questions, and showed me how to register with ease. "--a course participant and prospective care manager

How to Register

Registration is simple, whether you are an employer or an individual.

FOR EMPLOYERS

If paying with a credit card, you can register your employees online at son.rochester.edu/cll You can register multiple employees online at one time. To arrange an invoice or pay by check please call 585-275-0446.

FOR URMEDICINE DEPARTMENTS USING 312 REQUISITIONS

Please call 585-275-0446 for details. Please note that employees cannot use BOTH tuition benefits AND a 312 requisition.

FOR INDIVIDUALS

Simply visit son.rochester.edu/cll and click on "Care Manager" to register online. Call 585-275-0446 if you have any questions or concerns.

Price:

\$990 general registration

\$495 employees of UR Medicine/Affiliates

New! 50% Scholarship off general registration for residents and employees of the 13 county FLPPS area



Technology & Support

This course is in an online learning management system called Blackboard, and utilizes interactive video, audio, and text.

Do not worry if you have never taken an online course-technical support is available. If you call or email us, we are happy to walk you through anything!

In order to have the best experience, you will need, at minimum:

1. A computer with either Windows 7 or higher OR MacOSX 10.7 or higher
2. Speakers or headphones.

Visit our website at [SON.rochester.edu/cll](https://son.rochester.edu/cll) and click on "Care Manager" to test your system.

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Rochester, New York 14642
son.rochester.edu/cll

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