



NURS 4358-00111
Public & Global Health Policy
Fall 2025
Online/Internet

Course Facilitator: Terri Davis, DNP, RN tdavis9@con.edu 409-933-8452

Student hours and location:

STEAM 225-15

Monday 1130-1500 and Thursday 0900-1200

Virtual hours available

Required Textbook/Materials:

Mason, D. et al. (2021). *Policy & Politics in Nursing and Health Care*, 8th edition. St. Louis: Elsevier, Inc.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, 7th edition. Washington, DC: APA

Course Description: ONLINE

This course explores the policies that influence healthcare in the U.S. and global healthcare delivery systems. Topics include healthcare policy development, quality assurance and quality improvement, legislative advocacy, disaster preparedness, bioterrorism, emerging infectious diseases, environmental health, levels of prevention, and national health initiatives.

(Credit 3: Lecture 3, Lab 0) (8-week course, 48 contact hours)

Course requirements:

1. Discussion board (8): Assess knowledge and application of incremental course content. Discussion board topics will be from the weekly reading content. Students will post one significant post related to the course content and a support post with cited references. Students will reply to two of their peers' or instructor's posts with cited references. If a student receives a grade below 70% on any discussion board rubric, the student should schedule a counseling appointment with the instructor to complete remediation. (See Appendix Discussion Board Rubric)

2. Case Study (2): Assesses overall knowledge and application of complete course content. This will enhance students' learning experiences in Policy & Politics, leadership, community activism, administration, research, health disparities, and other key issues and trends of importance to this course. Assignments will also meet QSEN/NLN competencies, including teamwork, collaboration and professional identity, evidence-based practice with a spirit of inquiry, safety, and nursing judgment. If a student receives a grade below 70% on any assignment, the student should schedule a counseling appointment with the department remediation counselor and/or course facilitator. (See case study Rubric)

3. Legislative Assignment: Assesses overall knowledge and application of complete course content. This will enhance students' learning experiences in policy & Politics, leadership, community activism, administration, research, health disparities, and other key issues and trends of importance to this course. Assignments will also meet QSEN/NLN competencies, including teamwork, collaboration and professional identity, evidence-based practice with a spirit of inquiry, safety, and nursing judgment. If a student receives a grade below 70% on any assignment, the student should schedule a counseling appointment with the department remediation counselor and/or course facilitator. (Legislative Assignment Rubric)

4. Weekly Participation/Professionalism: Assesses the ability to synthesize information when collaborating on a topic with peers. Students will discuss components of evidence-based research on a weekly discussion board. Students will be expected to synthesize content for the weekly discussion post and support their responses with cited references. Students will be required to synthesize postings from two peers/instructors each week and contribute substantially to the post with new information, either supporting the peers/instructors' view or offering a different view with supporting references at least 2 days/week.

Professionalism: Students will receive professionalism points each day for attendance.

- a. Attendance – Student is present in the class per the institution's attendance requirements.
- b. Timeliness – student submits assignments on time.
- c. Participation and engagement—Students participate in class and team activities in a meaningful and engaged way 2 days/week.
- d. Preparedness – student completes all assignments and pre-class assignments.
- e. Professional demeanor – Student communicates professionally throughout the course period.
- f. Objectives Application – students will apply the objectives of this class to all classwork and assignments.
- g. Teamwork – student participates in teams collaboratively and professionally.

5. Term Paper: The term paper written assignment aims to help students explore the problems that impede health in our nation and globally, learn the best evidence available about policy options that are likely to successfully address these problems, and develop their political and policy acumen. The students will also develop an in-depth understanding of the issues affecting nurses and propose various opportunities for nurses to engage in policy issues that matter deeply to them. If a student receives a grade below 70% on this assignment, the student should schedule a counseling appointment with the department remediation counselor and/or course facilitator (See Appendix C: Term Paper Rubric).

Determination of Course Grade/Detailed Grading Formula:

Case studies/ Research/Appraisal activities

Discussion Board

Assignments/Quizzes

Audio-visual instructional aids

Written Reports

Grade Calculation

Assignments	%
Weekly Discussion Board/Professionalism (8)	25%
Case Study (2)	25%
Legislative Assignment	20%
Written Project: Term paper	30%
Grade Total	100%
*A Grade Total of at least 70% is required to pass the course.	

Grading Scale:

A = 90 -100.00

B = 80 -89.99

C = 70 -79.99

D = 60 -69.99

F = < 60

Late Work, Make-Up, and Extra-Credit Policy:

All course assignments must be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook

Attendance Policy:

See the Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
Synthesize knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses included in the program of study.	Integrate knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing, understanding policy and politics, and a nurse's role.	Weekly Participation, Discussion Board, case study, and quizzes.
Examine historic, current, and potential issues influencing the development of healthcare policy.	Synthesize the historical, current, and potential issues influencing the development of healthcare,	Weekly Participation, Discussion Board, case study, quizzes, and other assignments
Investigate the role of the nurse in the development of policy to enhance quality care/quality	Synthesize the role of the nurse in the development of policy to enhance quality care at the organizational level and	Weekly Participation, Discussion Board, case study, and quizzes, other assignments

improvement at the organization and community levels.	quality improvement at the community level	
Examine the role of the nurse in achieving national health initiatives.	Investigate the roles of the nurse in achieving national health initiatives	Weekly Participation, Discussion Board, case study, quizzes, and other assignments
Investigate health improvement standards set by organizations within the U.S. and global organizations.	Examine health improvement standards set by organizations within the U.S. and by global organizations.	Weekly Participation, Discussion Board, case study, quizzes, and other assignments
Examine healthcare funding and delivery in the United States.	Analyze healthcare funding and delivery in the United States.	Weekly Participation, Discussion Board, case study, quizzes, and other assignments
Compare and contrast global healthcare delivery systems.	Explore the U.S. and global healthcare delivery systems	Weekly Participation, Discussion Board, case study, quizzes, and other assignments
Examine the role of the nurse as advocate for healthcare legislation.	Examine the roles of the nurse as an advocate for healthcare legislation.	Weekly Participation, Discussion Board, case study, and quizzes, other assignments
Evaluate outcomes of global events on healthcare delivery systems.	Appraise the outcomes of global events on healthcare delivery systems	Weekly Participation, Discussion Board, case study, and quizzes, other assignments
Investigate the impact of global events on the delivery of healthcare.	Examine the effects of global events on the delivery of healthcare.	Weekly Participation, Discussion Board, case study, quizzes, and other assignments

Academic Dishonesty:

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See the Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism:

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, and using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook. Plagiarism will result in disciplinary action, including dismissal from the nursing program.

Avoiding Plagiarism: <http://www.plagiarism.org/>

Student Concerns:

If you have any questions or concerns about any aspect of this course, please use the provided contact information to reach me first. If you continue to have questions after discussing your concern with me, please contact Dr. Rachel Fano.

ANA Scope and Standards of Practice:

Students must adhere to the established ANA Scope and Standards of Practice (2021). (See Student Handbook and Clinical Evaluation Tool for a detailed explanation of standards.)

Student Handbooks:

Students must adhere to all policies outlined in the College and Nursing Student Handbooks.

Syllabus Revisions:

Faculty reserves the right to make changes to the syllabus as deemed necessary.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students with the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending the College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs, including food, housing, or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students' office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Notice to Students Regarding Licensing Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: www.tdlr.texas.gov

Course Content

Unit 1: Introduction to Policy and Politics in Nursing and Health Care

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Synthesize knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses included in the program of study when examining frameworks for action in policy and politics.
2. Identify the impact of the Affordable Care Act on health care reform.
3. Explain how values and politics shape health policy.
4. Identify the components of political skill and the implications for nurses.
5. Explain how policy analysis, advocacy, interest groups, lobbyists, and the media play a role in health care and nursing.
6. Describe the Framework for Action, including the spheres of influence (the community, the workforce and workplace, the government, and the associations and interest groups).
7. Discuss the present and historical application of nursing as “A METAPHOR FOR THE STRUGGLE FOR EQUALITY OF WOMEN.”
8. Explain how political activism has influenced the profession of nursing and the delivery of health care.
9. Identify the steps in political analysis and how they may be applied to an issue in the workplace or how to advocate for clients.
10. Identify the communication skills needed to be effective in professional and political arenas.

Learning Content:

- I. Focus on Policy: What Policy?
- II. The Affordable Care Act
- III. Upstream Factors: Social Determinants of Health
 - A. The Quadruple Aim
- IV. Nursing and Health and Social Policy
- V. Policy and the Policy Process
- VI. Forces That Shape Health and Social Policy
 - A. Values
 - B. Politics
 - C. Science and Research
 - D. Policy Analysis and Analysts
 - E. Advocacy and Activism
 - F. Interest Groups and Lobbyists
 - G. The Media
 - H. The Power of Presidents and Other Leaders
- VII. The Framework for Action
 - A. The Government
 - B. The Workforce and Workplace
 - C. Associations and Interest Groups

D. The Community
VIII. Policy and Political Competence
IX. Nursing Essentials
X. Conclusion

Learning Activities:

Read: Mason, D et al. (2021). Chapters 1 to 14
Discussion Board: See Course Calendar

Unit 2: Health Care Delivery and Financing

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Synthesize knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses included in the program of study.
2. Define the roles of patients, providers, and funding sources as fundamental to understanding the complexities of the current healthcare system and examine if reform is needed.
3. Discuss the health care policy's implications on access, equity, quality, and cost issues.
4. Examine the impact of limited access to care by the uninsured, underinsured, and vulnerable populations such as infants, children, and older adults.

Learning Content

I. Medicaid, Medicare
II. Private Insurance
III. Affordable Care Act
IV. The Marinated Mind
V. Health Disparities
VI. Public Health
VII. Models of Primary Care

Learning Activities:

Read: Mason, D et al. (2021). Chapters 15 to 36
Discussion Board: See Course Calendar

Unit 3: Policy and Politics in the Government

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Synthesize knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses included in the program of study.
2. Describe the interdependence of politics, including diverse perspectives, shared values, and the passage of health care reform.

3. Cite the relationship and functioning among the federal, state, and local levels of government and how nursing can have an influence.
4. Identify the nursing licensure and regulation functions of a Board of Nursing (BON).
5. Describe the legal and judicial system and the role of the courts in shaping policy.
6. Describe the electoral process and the importance of voting.

Learning Content

- I. Evolving of Nursing's Advocacy Role
- II. Models of Nursing Advocacy
- III. Preparing Nurses for Their Role as Advocates
- IV. Overcoming Barriers to Advocacy
 - A. Overcoming the Barriers
- V. Lived Experience of Advocacy
 - A. Patient Advocacy
 - B. Professional Advocacy
 - C. Political Advocacy
- VI. Discussion Questions

Learning Activities:

Read: Mason, D et al. (2021). Chapters 37 to 47
Discussion Board: See course Calendar

Unit 4: Policy and Politics in the Workplace and Workforce

Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Synthesize knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses included in the program of study.
2. Define the interrelationship among quality care, healthcare teams, technology, and finances in contemporary work environments.
3. Discuss the impact of global migration on the nursing workforce.
4. Discuss the implications of multiple access points to entry into practice.
5. Define a workplace culture of safety.
6. Examine issues related to staffing ratios and collective bargaining.

Learning Content

- I. Healthcare Organizations
- II. Board appointments
- III. Nurse leadership
- IV. Quality and Safety
- V. EBP Politics and Policy
- VI. Nursing Workforce
- VII. Nurse Staffing Ratio
- VII. Racism in the workplace

IX. Strategies for Transformation in the Workplace
X Technology and Healthcare

Learning Activities:

Read: Mason, D et al. (2021). Chapters 48 to 65

Discussion Board: See Course Calendar

Unit 5: Policy and Politics in Associations and Interest Groups

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Synthesize knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses included in the program of study.
2. Explain the need for nursing associations.
3. Review the impact of collective bargaining on membership and revenues.
4. Define the benefits of organizational engagement in nursing associations.
5. Review the components of successful coalition building, maintenance, and success.

Learning Content

I. Interest Groups

II. Nursing Associations

III. Taking Action

IV Coalitions

Learning Activities:

Read: Mason, D et al. (2021). Chapters 66 to 72

Discussion Board: See Course Calendar

Unit 6: Policy and Politics in the Community

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Synthesize knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses included in the program of study.
2. Review the nature of communities.
3. Define the components of a healthy community.
4. Describe the social determinants of health and the impact on health and quality of life.
5. Distinguish the difference between the nurse as a community activist and the nurse as a community servant.
6. Examine the threat to public health from emerging and reemerging infectious diseases. Expose human trafficking as a contemporary public health problem with global and domestic implications.

Learning Content

- I. Contemporary Issues in Communities
- II. Community Activism
- III. Culture of Health
- IV. Human Trafficking
- V. Think Globally
- VI. Preventing Infectious Disease
- VII. Taking Action

Learning Activities:

Read: Mason, D et al. (2021). Chapters 73 to 83

Discussion Board: See Course Calendar