



Course Number and Section: NURS 4358 -001IN-SU 2023  
Course Name: Public and Global Health Policy Cause  
Semester: Summer 10 weeks, 2023  
Time and Days of Course: Online/Internet

**Instructor Information:** Karen Bell, MSN, RN

**Email:** [kbell22@com.edu](mailto:kbell22@com.edu)

**Office Phone:** (409) 933-8716

**Cell Phone:** (717) 679-2127

**Office Location:** STEM Building, Rm – 225-17

**Office Hours:** Wed 9 am - 1 pm, Thurs 9 am - 1 pm

#### **Required Textbooks**

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

#### **Textbook Purchasing Statement**

A student attending 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.

#### **Course Description**

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 Requirement/Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. 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 the role that a nurse may play.	Discussion Boards, case study, and legislative assignment.
2. Examine historic, current, and potential issues influencing the development of healthcare policy.	Synthesize the historical, current, and potential issues influencing the development of healthcare.	Discussion Boards and case study
3. Investigate the role of the nurse in development of policy to enhance quality care/quality improvement at the organization and community levels.	Synthesize the role of the nurse in the development of policy to enhance quality care at the organizational level and quality improvement at the community level.	Discussion Boards and term paper
4. Examine the role of the nurse in achieving national health initiatives.	Investigate the roles of the nurse in achieving national health initiatives	Discussion Boards and legislative assignment
5. 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.	Discussion Boards, case study, and legislative assignment
6. Examine healthcare funding and delivery in the United States.	Analyze health healthcare funding and delivery in the United States.	Discussion Boards and case study
7. Compare and contrast global healthcare delivery systems.	Explore the U.S. and global healthcare delivery systems.	Discussion Boards, case study, and, term paper
8. Examine the role of the nurse as advocate for healthcare legislation.	Examine the roles of the nurse as an advocate for healthcare legislation.	Discussion Boards and legislative assignment
9. Evaluate outcomes of global events on healthcare delivery systems.	Appraise the outcomes of global events on healthcare delivery systems.	Discussion Boards and term paper
10. Investigate the impact of global events on the delivery of healthcare.	Examine the impact of global events on the delivery of healthcare.	Discussion Boards, case study, and, term paper

**Methods of Instruction**

Any or all of the following may be used in this course:

- Case studies
- Group discussions
- Assignments
- Quizzes
- Audio-visual instructional aids
- Written Reports/Clinical Reasoning exercises

**Grading Scale**

A = 90 -100.00

B = 80 -89.99

C = 70 -79.99

D = 60 -69.99

F = < 60

**Grade Total of at least 70% is required to pass the course.**

**Grade Calculation**

<b>Assignment</b>	<b>%</b>
Weekly Discussion Questions - 6	25%
Legislative Assignment	15%
Case Study	15%
Term paper	35%
Weekly Participation	10%
<b>Grade Total</b>	<b>100%</b>

**Attendance**

See the Attendance Policy in the Nursing Student Handbook.

**Tardiness**

See Attendance Policy in the Nursing Student Handbook.

**Withdrawal**

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

**ADA Statement**

Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

### **Early Academic Alert Program**

The Counseling Center at College of the Mainland has implemented an Early Academic Alert Program. Students will be referred to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If referred to the Academic Alert Program, students will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

### **Classroom Conduct Policy/Student Conduct**

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the online Student Handbook <http://www.com.edu/student-services/studenthandbook.php>. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for Student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in BON Rule 213.27 ([http://bon.texas.gov/rr\\_current/213-27.asp](http://bon.texas.gov/rr_current/213-27.asp)). See Behavior/Conduct in the Nursing Student Handbook.

### **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 a 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 the appropriate disciplinary action. Also, see the Behavior/Conduct policy in the Nursing Student Handbook.

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

## Course Requirements

1. **Discussion board (6):** 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 support the post with cited references. Students will reply to two of their peer's/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 and 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. *(See case study/legislative assignment Rubric)*
3. **Weekly Participation:** Assesses ability to synthesize information when collaborating on a topic with peers/Faculty. Students will discuss components of Policy and politics in nursing and health care Policy on a weekly discussion board. Students will be expected to synthesize content from the weekly discussion post and support their responses with cited references. Students will also be required to synthesize postings from two of their peers each week and contribute substantially to the post with new information, either supporting the peer's/instructor's view or offering a different view with supporting references at least 2 days/wk. *(See Participation Discussion Board Rubric)*
4. **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 view of the issues that impact nurses and suggests a variety of opportunities for nurses to engage in the policy issues about which they care deeply. 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)*.

## Make-Up Policy/Late Assignments

All course assignments are expected to be completed and submitted on the specified due date. Any discussion board, legislative assignment, or term paper turned in after the due date will receive 10 points deducted **per day** that the assignment is late. Any of these assignments turned in after five days will earn a grade of zero (0%). The case study will close on the due date and work will not be accepted after the due date with a resulting grade of zero (0%). See Late Assignments Policy in the Nursing Student Handbook.

## Concerns/Questions

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If you continue to have questions after discussing your concern with me, please contact the RN-BSN coordinator (Dr. Sandra Rondeau [srondeau@com.edu](mailto:srondeau@com.edu) ). If you still have questions after discussing your concern with the Course Facilitator, please email [nursing@com.edu](mailto:nursing@com.edu) to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

## Successful Tips for Students

Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

Read assignments before class. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook: <http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies: <http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review <http://www2.swccd.edu/~asc/lrnglinks/txttrdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video) <https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video) 5 Active Reading Strategies for Textbook Assignments - College Info Geek

## ANA Scope and Standards of Practice

Students are expected to adhere to the established ANA Scope and Standards of Practice (2015).

## Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

## Syllabus Revisions

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

**The Speaking, Reading, and Writing Center**

The Speaking, Reading, and Writing Center provides free tutoring services to students, staff, and faculty seeking assistance with writing, reading, and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at [com.mywconline.com](http://com.mywconline.com), or by clicking the SRWC icon on the COM website.

## 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.



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

Learning Activities:

Read: Mason, D et al. (2021). Chapters 1 to14  
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 implications of health care policy on issues related to access, equity, quality, and cost.
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**

### 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 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
- VIII. 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 their impact on health and quality of life.
5. Distinguish the difference between the nurse as a community activist as opposed to 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 Course Calendar