College of the Mainland.

Course Number and Section: NURS 4358 -001IN-FA 2023
Course Name: Public and Global Health Policy Cause
Semester: Spring 1st 8-weeks 2024
Time and Days of Course: Online/Internet

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**Office Hours:** By appointment

**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
- 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

| Assignment | % |
|---|---|
| Weekly Discussion Questions - 5 | 25% |
| Legislative Assignment | 15% |
| Case Study | 15% |
| Term paper | 35% |
| Weekly Participation | 10% |
| **Grade Total** | **100%** |

**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 Kimberly Lachney at 409-933-8919 or klachney@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). 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 (5):** Assess knowledge and application of course content. Discussion board topics will be from the weekly reading content. Students will have one initial post related to the course content and supported with cited references. Students will also 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, they should schedule a counseling appointment with the instructor to complete remediation. *(See Discussion Board Rubric in BrightSpace)*
2. **Case Study and Legislative Assignment:** Assesses knowledge and application of 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 professional identity and 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 rubrics in BrightSpace)*
3. **Weekly Participation:** Students will be expected to participate in weekly discussion post as stated in calendar. Initial discussion post must be submitted by Wednesday of the week due, and responses to student/instructor must be submitted by Sunday of the week due.
4. **Term Paper:** Aims to help students explore the health care delivery systems and problems that impede health in our nation. It also allows the student to assess the role of nursing in these healthcare delivery systems. 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 term paper rubric in BrightSpace)*.

**Make-Up Policy/Late Assignments**
All course assignments are expected to be completed and submitted on the specified due date. If the term paper is submitted after the due date, there will be a 10-point deduction **per day** that the assignment is late. If this assignment is turned in after five days, the student will earn a grade of zero (0%). The discussion boards, case study, and legislative assignment 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 ). If you still have questions after discussing your concern with the Course Facilitator, please email 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/txtrdg.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, or by clicking the SRWC icon on the COM website.

# Course Content

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

<u>Unit Student Learning Outcomes:</u>

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.

<u>Learning Content:</u>

I. Focus on Policy: What is 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

<u>Learning Activities:</u>
  Read: Mason, D et al. (2021). Chapters 1 to14
  Discussion Boards and other assignments as per Course Calendar


**Unit 2: Health Care Delivery and Financing**
<u>Unit Student Learning Outcomes:</u>
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.

<u>Learning Content:</u>
  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

<u>Learning Activities:</u>
  Read: Mason, D et al. (2021). Chapters 15 to 36
  Discussion Boards and other assignments as per Course Calendar


**Unit 3: Policy and Politics in the Government**
<u>Unit Student Learning Outcomes:</u>
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 Boards and other assignments as per 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 Boards and other assignments as per 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 Boards and other assignments as per 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 Boards and other assignments as per Course Calendar