NURS 6352 Health Care Policy Development
Sections 060, 061
Syllabus – Spring 2017

Welcome and Introduction

Welcome, to Health Care Policy Development!

In this course, we will examine the role of nurse leaders in **conducting and/or applying research** to shape health care policy at the local, state, national, and international levels. The goal is to develop your knowledge, ability, and confidence in influencing policy decisions related to the health of world citizens. You will discover your own innate ability to make a difference as a doctoral-prepared nurse.

This is a hands-on course in which you will be an active participant in your learning process. You will consider economic, socio-political, and other forces on policy formulation and access to care. The structure of this course has been categorized into specific modules to assist you in organizing your time and efforts. Each module will describe a particular goal toward understanding and contributing to policy development with examples and supplemental materials all geared toward proficiency in the content. The modules will identify objectives, areas of focus, and recommended readings.

Peruse the Blackboard site and review each section carefully. If you have any questions, make a note of them and post them in our Course Questions Discussion Board Forum.

Please refer to the information contained in this Syllabus anytime you have a question regarding basic course information. You will need to download a free [Adobe Reader](#) to view PDFs. A list of basic technical requirements is included later in this Syllabus for your convenience.

Welcome to the class!

Instructor Contact Information

Instructor contact information will be provided in the Blackboard course.

Course Title

NURS 6352 Health Care Policy Development

Course Description

The role of the nurse leader in conducting and applying research to shape global health care policy is explored. Students will consider local, national and global health policy within the context of global consequences. The impact of economic, socio-political, and other forces on policy formulation and access to care is considered.

Credit Hours: 3

Prerequisites: Acceptance into the doctoral program or with permission of the instructor(s).

Course Goals and Objectives

Upon successful completion of the course, the student will able to:

1. Analyze how health care policy originates and progresses to completion.
2. Explore issues inherent in negotiation and collaboration necessary for the development of health care policy.
3. Critique nursing's contributions to the health care policy development process at the local, national, and global level.
4. Analyze the utilization of research and evidence-based nursing practice in shaping the health policy agenda.
5. Explore the economic, socio-political, ethical, and governmental factors impacting health care delivery, financing, and availability.
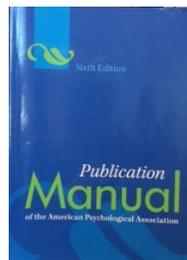
Course Calendar/Schedule

The course calendar is posted in Blackboard in the Syllabus/Calendar tab. Please refer to it frequently for due dates, etc.

Textbook Information, Other Readings and Materials

The required textbooks for this course are:

Required:

Mason, D.J., Gardner, D.B., Outlaw, F.H., & O'Grady, E.T. (2016). *Policy & politics in nursing and health care*. (7th ed.). St. Louis: Elsevier. ISBN-13: 978-0-323-24144-1

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed). Washington D.C.: Author. ISBN-13: 978-1-4338-0561-5

You may purchase your textbooks from UT Tyler Bookstore. Online purchase and shipping are available.

Additional Readings and Materials: Will be provided or recommended.

Course Outline

Module 1- Nursing's Role in Policy and Policy Development, Analysis & Political Strategies

- Fundamentals of the policy process
- Policy development
- Policy analysis
- Policy evaluation

Module 2- Communication- A Key to Successful Policy Development & Implementation

- Political strategy to affect policy change
- Communicating policy needs, actions, and outcomes to stakeholders
- Negotiation and arbitration as part of policy formation
- International collaboration and coalition building
- Social and cultural aspects of policy formation

Module 3 -The Affordable Care Act and Health Care Finance

- Historical influences on health care finance
- Organization and delivery of health care
- Health care financing – comparison of US and others
- Healthcare reform

Module 4 Globalization and Health Care Policy

- Global policy challenges
- Geopolitical influences on nursing care delivery
- Distribution of wealth and ethical implications of global health policy
- Global health challenges and needed policy interventions

Module 5: Practical Policy Application
- Health Care Chaos – Opportunities
- Course Summation

Grading Information and Course Requirements

Achievement of a grade of B or better is required pass the course. Final grades for the course will be determined based upon the following point assignments:

A - 90-100
B - 80-89
C - 70-79
D - 60-69
F - Below 60

Five (5) points will be deducted for each day an assignment is late. The assignments' due dates/times are listed in the Course Calendar. Late assignments are accepted **only** if arrangements have been made with the course instructor **prior** to assignment due date. The final assignment for the course will not be accepted late.

The work you will perform for this course is weighted as follows:

Introductory Policy Issue Paper	20%
Policy Analysis Exercise	25%
Policy Development and Implementation Presentation	20%
Global Health Policy Summary	20%
Course Participation	15%

These series of assignments provide a simulated "walk through" of the steps of policy development and implementation. The following is a brief overview; please see the complete assignment particulars and grading criteria posted in the Assignments tab.

1. Introductory Policy Issue Paper (20%)

    Develop an introductory level policy issue paper [e.g. policy brief] that identifies the problem/issue for which there is no standing policy. Identify your position and the policy actions that you would like to see happen.

2. Policy Analysis Exercise (25%)

    Conduct a policy analysis that identifies the specifics of your policy proposal, including the stakes and stakeholders, implicit values, ethical considerations, beneficiaries of the policy and outcomes.

3. Policy Development and Implementation Presentation (20%)

    Prepare a brief and compelling presentation for policymakers about your policy. This presentation is to be no more than 5 minutes in length, recorded via webcam, with an attached PowerPoint and one page talking points paper to be presented to your classmates and faculty.

4. Global Health Policy Summary (20%)

Choose one significant problem that affects global health—it may be specific to a certain disease or diseases, population or gender, country/nation or any or all of the above. Address the prevalence, affected population, causes & solutions, and nursing's role in mitigating this problem.

5. Course Participation (15%)

You will be expected to respond to assigned assignments and Discussion Board forums as described in the Weekly Assignments. You will also be expected to participate in a policy expert activity. Methods of participation include live interaction or with prior submission of questions and critique of policy expert activity.

Assignments

Reading Assignments

- Assigned readings in doctoral education are the beginning, not the endpoint. These readings will point you in the direction of continued reading and pondering of your scholarly thoughts. Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Calendar.
- Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

Written Assignments

- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Due dates/times are listed in the Course Calendar.
- Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.
- All written assignments should be submitted through the Assignment tab.
- *Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work.*
- Late assignments will receive point reductions (see Grading Information and Course Requirements section within this Syllabus).

Assignments/Projects Turn-In Process

All assignments and projects will be submitted through the Assignment tab. Use the following process to prepare and submit assignments:

- Prepare your assignment using Microsoft Word. Name your assignment with the following convention: Last name, first initial_assignment title (ex. JonesS-Policy Issue Paper)
- Submit when all attached files (your completed assignment files) are uploaded

Submitted assignments will be graded in Microsoft Word use the Track Changes feature. This feature allows your instructor(s) to make edits, comments, ask questions, etc. Assignments will

then be return through the Grade Center. An announcement will alert you when papers are returned so that you may check the My Grades tab. To see comments about your assignment, click on your grade.

Email

You are expected to use your patriot email account for all communication with faculty and other students. To communicate by email within the course, click the Tools tab link on the left side of the Blackboard frame. Click Send E-mail to send a message. You have the option to send messages to All Users or Select Users in the course, including the instructor(s).

Questions or problems other than technical problems (see Technical Information in this Syllabus) may be submitted to the instructor email address.

Every effort will be made to respond quickly to your emails within 24 hours during the school week. Emails sent on the weekend will be addressed on Monday [or Tuesday after a Monday Holiday!] Occasionally, it might take longer to respond. If instructor(s) are unavailable to answer emails promptly, an announcement will be posted so that you can plan accordingly. One caveat: technical problems in email systems may slow down responses!! Our priority is communicating with you, so if there are any problems, we will work to solve them.

Discussions

The Discussion Board feature in Blackboard is an online discussion forum in which students and faculty can communicate asynchronously (anytime) via message postings. When you click the Discussion Board tab, a listing of general subject categories (forums) will appear in a table format.

To respond or post comments in a forum, click on the forum title then click New Thread. Or, you may reply to a thread. All threads (topics) pertinent to a general subject category will appear as links under that subject category folder. The instructor has control of what general subject categories are available for discussion in the course. Students may introduce and name threads under the general subject or may reply to the threads of other students. That is why it is called "Discussion." At the instructor's discretion, students may or may not have the option of starting a new thread under the general subject categories and may or may not be able to edit their comments after they have been posted. If there are restrictions on your access, you will know in advance what these restrictions are and why they are in place.

Students can and will usually be expected to respond to threads in the course discussion. To respond to a thread:

- In the Discussion Board area, you will see a list of forums
- Click on a forum link to open it and view the contents within
- Open a message
- Click Reply to respond to the message

Your response will now appear in the table, along with your name as author and date/time of posting. Icons will appear to the right, that allow either a response, or perhaps editing and deletion options. If the edit icon or the trash can (delete icon) doesn't appear, the student does not have editing or deletion privileges.

For the purposes of this course, you may be assigned to groups for discussion. When you click on the Communication icon on the left, you will also see Group Pages as one of the new iconic options. Click on the Group Pages icon, and it will display all the options assigned to the group. Only those who are assigned to that group will see and have access to this folder. This allows the students to communicate and post information on any projects assigned to them.

Check the Discussions section often. Since the discussion is asynchronous, other responses will be submitted after your post. Be sure to check the Discussions section each time you log into the course to view any added material and respond to your colleagues' comments.

Participation Expectations and Discussion Assignments

A Rubric for how postings will be graded is provided in the next section of this Syllabus.

- Each participant is responsible for participating in the asynchronous discussions of each module. This participation will include posting answers to questions posed by the instructor and replying to other participants' postings.
- Discussion postings should be made in a timely manner. Deadlines are listed in the Course Schedule. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.
- Participants should plan on entering the Discussion area several times a week in order to read and comment on others postings. Posting answers to the questions posed in the Discussion area should be done in advance of the deadline in order to allow other participants to have the opportunity to comment.
- Quality of answers is as important as quantity. A participant's comments should add to the discussion. Comments should be supported as required with references cited appropriately. The instructors and/or participants may use synchronous chats as the need arises.

Note: When posting to the discussion area, please type in your comments directly into the Discussion Board. Do not type your comments into a document and then attach it to the discussion-this method is difficult for some students to access. You may type your comments into a Word document, then copy and paste it into the Discussion Board.

Discussion Board Postings - Grading Criteria

The purpose of the discussion board in an online doctoral program is to take the place of the class interchange that would occur in a face-to-face class. It is your opportunity to demonstrate your mastery of the assigned readings and your ability to supplement those readings with expanded exposure to related (and sometimes contrary) information that you will seek in your self-directed quest to understand and be informed. To that end, we will expect you to share ideas you have gained from the literature, noting the source when appropriate and interpreting into your own words. We will also expect that you will use a more complex thought process to dissect and analyze what you read in the literature and in the discussion thoughts of your fellow students as you offer your own insights. We do not care if you use big words or a lot of words (remember, the world values parsimony), but we are eager to read your thoughtful insights into the questions and statements, your analysis of the words and ideas, and your recommendations for future pathways for nursing and healthcare. The following information will give you some guidelines and allow you to see thinking process we will use to assign a grade to the discussion board exercises.

Criteria/Points	<80	80-89	90-100
Format and logical progression of posting.	Spelling and grammar errors detract from the substance of the posting; random thoughts with no sense of a plan to reach a logical conclusion. No clear main idea or direction for flow of information	Midpoint	Form is superior; obvious attention to proofreading and grammar. Main idea is stated early and clearly; argument or ideas are built using a logical progression of thoughts which are stated clearly and succinctly.
Depth and relevance of post to the topic at hand.	Posting shows superficial thinking based on personal experiences or opinions only, there is little consideration of contributions to the topic in the literature or from colleagues. Literature support is not relevant to the topic or major literature contributions are missing. Post strays from topic with much irrelevant information and does not address the intent of the assignment. No references cited.	Midpoint	Posting clearly shows evidence of critical thinking and analysis to a substantial depth expected of a doctoral student. Ideas offered are relevant to the topic and show the ability to extrapolate complex ideas from various sources into a coherent argument or statement(s). Two or more relevant references cited; cited references are appropriate and indicative of the best knowledge on the topic.
Contribution to the learning community	Posting is largely aimed at self-expression without consideration of the reader. There is no room for dialogue or disagreement and no acknowledgment of the potential contributions of others. The posting is a rehash of old ideas without consideration of how these can advise the future. No evidence is found of making the material consumable or reader-friendly.	Midpoint	Posting shows an astute awareness of the needs of the learning community with an interest in their growth and knowledge acquisition; attempts to move colleagues into meaningful dialogue and presents creative approaches that area open to discussion. Post contributes to the progression of nursing as a scholarly community but is presented in a clear, enlightening, and engaging way.

Student Resources

Digital Library Resources

You will utilize the Robert R. Muntz Library, at the University of Texas at Tyler. Many of the database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature in each course. Please take the time to set up your account and get familiar with the resources available. They are awesome.

Technical Information

Technical Support

If you experience technical problems or have a technical question about this course, you can obtain assistance 24/7 by going to Blackboard Support located on the Blackboard login page.

Be sure to include a complete description of your question or problem including:

- The title and number of the course
- The page in question
- If you get an error message, a description and message number
- What you were doing at the time you got the error message

Remember, **Blackboard Support** is available for students 24/7.

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- Macromedia Flash Player allows you to view content created with Macromedia Flash such as interactive web applications and animations.
- Shockwave Player allows you to view content created with Macromedia Director such as games and interactive 3D simulations.
- RealPlayer allows you to view and listen to streaming video and audio.
- QuickTime Player allows Mac and Windows users to play back audio and video files.
- Windows Media Player allows you to view, listen and download streaming video and audio.

○ Adobe Reader allows you to view, save, and print Adobe Portable Document Format (PDF) files.

○ Sun Java Runtime Engine (JRE) allows you to use interactive tools on the web.

○

PowerPoint **Viewer** 2003 lets you view full-featured presentations created in PowerPoint 97 and later versions.

University **Policies**

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Disability Services

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability through Student Accessibility and Resources. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Student Accessibility and Resources office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time, the instructor will set a date and time when make-up assignments must be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of Social Security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Academic Dishonesty Policy

Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor. Please understand that the online technology that has so greatly enhanced our ability to find and use other people's words has also made it much easier to track and discover those who do.

Last Day to Drop Any or All Classes
Spring 2017 – March 27, 2017

To receive a W in the course, withdrawal from the course must be completed on or before the official drop date. Please refer to the Office of the Registrar procedures for Withdrawal.

Student Roles and Responsibilities

Students are responsible for completing the assigned readings, participating in the online discussions and thoughtfully considering the implications of policy on the health of citizens. Successful completion of the course requirements will demonstrate evidence of content mastery.

Netiquette Guide

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the Netiquette guidelines provided.

Navigation

To efficiently and effectively participate in this course, an understanding of how the course is arranged, how to access information, and how to contribute to the learning environment is essential. If you have any questions about how to navigate the course, go to the Help for Students tab.

Completion Time

Online courses require the same amount of time as those that meet face-to-face. Plan to spend six to ten hours a week on this course. This includes reading, participating in the discussions, and completing assignments. The amount of time will vary from individual to individual.

You will have access to most of the course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. The latest time of submission is midnight Central Standard Time on the specified date.

Course Evaluation

UT Tyler may ask you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums.

Also, an end-of-semester evaluation specifically for this course will be made available for you to complete in the last weeks of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to improve continually the quality and relevance of this course.

Getting Started

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information.

Epilogue

It is a delight to have you in the course. Many challenges and opportunities related to health policy await. Through the utilization of knowledge related to nursing and health care, research and leadership, you have the ability to help shape crucial health policies. Nursing has much to offer and the process of policy development will be greatly enhanced by nurse leaders like you.