Healthcare Policy and Politics  
NUR 814  
Section 731, 732, 735  
On-line Course  
3 Credits  
Summer 2015

Course Description: Nursing and public policy formation in relation to healthcare systems organization, financing, regulation, ethics, and delivery of services within a global society.

Expanded Description: Political structures and social forces that shape advanced practice nursing and healthcare delivery will be examined. The need to understand healthcare policies that frame health care financing, practice regulation, access, safety, quality, and efficacy will be emphasized. Values and preferences for making social choices within a pluralistic society will be considered.

Course Objectives: At the end of this course, students will:

1) Examine interactions among economics, ethical principles, social policies, legislative, and regulatory processes that influence access, delivery, and organization of health care systems.

2) Contrast global, national, and regional health policy issues and trends in relation to population health outcomes.

3) Analyze strategies to support the Advanced Practice Nursing Role in shaping public policy.

4) Assess Advanced Practice Nursing policy and practice issues in relation to ethical decision making and population cultural determinants that may influence the delivery and effectiveness of health care.

Prerequisites: None

Co-requisites: None

Professional Standards & Guidelines: The curriculum is guided by the following documents:


Course Faculty:

1) Gretchen Schumacher, PhD, GNP-C, FNP, NP-C
   Assistant Professor- Health Professions
   College of Nursing, A108 Life Sciences Building, Michigan State University
   Email: gretchen.schumacher@hc.msu.edu (preferred contact method)
   Office phone: (517) 353-2183
   Office hours: Wednesdays 10:00 a.m. - 12:00 p.m. and by appointment

2) Jeanette Klemczak, MSN, RN, FAAN
   Assistant Professor- Health Professions
   College of Nursing, A205 Life Sciences Building, Michigan State University
   Email: Jeanette.klemczak@hc.msu.edu (preferred contact method)
   Phone: 517-881-4904
   Office Hours: by appointment. Please request by email or phone message

Faculty responsibilities:

• Dr. Schumacher will be responsible for the overall course and respond to course questions and concerns.
• The course is team taught with each faculty member assuming responsibility for a designated class group/team.
• Individual faculty will provide oversight to designated student teams throughout the semester assuming responsibility for evaluating student performance and awarding course grades to student team members.

Faculty Contact:

Faculty are available via email or by phone throughout the week. Please use the email located within the course D2L program to contact the appropriate faculty member. Email ought to be addressed to the specified faculty only and not to the entire class in an effort to reduce overall course emails and inappropriate messaging. Every effort will be made to return your email or call as soon as possible generally within 48 hours during regular week days. Note: During the weekends and Holidays faculty members may not be available.

Instruction:

a. Methodology:

NUR 814 is an asynchronous online course that requires students to log into the class several times per week to read email, announcements, discussions, and to complete the weekly lesson assignments. The course will incorporate weekly lessons that utilize a variety of teaching and learning strategies such as weekly presentations; online media sources; reading assignments; weekly group/individual activities; and discussion forums. Students are expected to review all assignment materials and actively engage with their peers as informed participants.

b. Modular Lessons: Weekly lessons will be available to the class at 7:00 am on Monday morning of the beginning of each module. The lessons will remain accessible for the duration of the course. Assignment due dates will be listed on the course calendar and on the appropriate discussion forums or drop boxes. All assignments must be posted or submitted in the appropriate drop box or designated area no later than 10:00pm on the assigned due date. Discussion forum assignments initial postings and follow up discussion is listed in the course calendar. Late assignments or postings may not be accepted or evaluated for grading purposes unless prior arrangements have been established with the student’s assigned course faculty.
c. Required Texts: Required text can be obtained from the Spartan Bookstore located in the basement of Fee Hall or on the web at http://www.spartanbook.com.


A free electronic version of this book is available through the MSU Libraries but if you want to purchase the print version, you are welcome to do so: (http://catalog.lib.msu.edu/record=b10448342~S39a).


A free electronic version of this book is available through the MSU Libraries but if you want to purchase the print version, you are welcome to do so: (http://catalog.lib.msu.edu/record=b9870643~S39a).

Note: Additional electronic references and journal articles will supplement the text as required readings throughout the course and linked within the appropriate lessons in D2L.

Required Resources, References, Supplies

a. Course Requirements:

Desire to Learn Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
http://help.d2l.msu.edu/
Always check with the D2L Help Line first!

Computer Hardware and Software requirements:

1. Computer
2. High speed internet access
3. Microsoft Office (The MSU Computer Store offers special pricing for students (http://cstore.msu.edu/).
4. Strongly recommend computer spyware and virus protection

Evaluation:

1. Learning Assessments and Grading: Assignments to be graded will include discussion forum postings/weekly activities, a written policy analysis, a legislator communication, participation/contribution in an online debate, and a stakeholder/legislator policy presentation (elevator speech).
Weekly Lesson Assignments (40%): Student discussion or activity expectations and evaluation criteria will be noted within D2L. Each student will be assigned to teams of approximately 8-10 members the first week of class. Each team will be assigned a course faculty who will be responsible for facilitating and evaluating team activities over the course of the semester. Weekly lesson folders will be open for optional review by the Friday before the start of the week's lesson, however weekly lessons will not begin until Monday of each week at 7AM. Initial required discussion forum posting activity is due by Wednesday of each week at 11:59PM. A minimum of 2 response posts are due each week by Saturday at 11:59PM. No credit will be earned for late postings or submissions of assignments unless prior arrangements have been approved by the assigned team faculty. Your contributions to these discussions forums are a major part of the successful completion of this course. Each discussion week will be assigned 10 points which are awarded according to the grading rubric posted in D2L.

Policy Analysis Paper: (20%). Students will be assigned to complete a policy analysis paper in relation to a selected health policy. Complete paper guidelines, evaluation rubric, and due date can be found in D2L. The policy paper must be submitted as a Word file and uploaded to the specific drop box. Papers will only be accepted as Word files in the drop box. Papers will not be accepted by FAX or by the postal or campus mail systems.

Legislator Communication (10%): Each student will be expected to communicate with a policy maker regarding a chosen current health policy. Students have the option to make electronic connection to a legislator or visit a legislator. Guidelines for this assignment can be found in D2L.

Online Debate (15%): During the course concept synthesis weeks (final 2 weeks of the course) student will participate in an online debate regarding a given health topic issue. Students will be assigned a role and position to play regarding the issue. Guidelines for this assignment can be found in D2L.

Policy Presentation to Stakeholder/Legislator (15%): During the final course week, each student will identify a key stakeholder or legislator to present his/her chosen policy analysis (or another selected policy if desired). Students will present the “elevator speech” or presentation to the group as if the group is the legislator or stakeholder. Guidelines for this assignment can be found in D2L.

Course Grading Scale: Grades will be determined by adding all of the course activities together within a category and arriving at a specific number (point total) and percentage of overall course grade. The MSU 4.0 grading system will be utilized to report final course grades. Points will be rounded to whole numbers using the 0.5 rules. Points at ≥ 0.5 will be rounded up while those < 0.5 will be rounded down to the nearest whole number. There is no opportunity for “extra credit” in this course. Grades will be posted electronically within two (2) weeks of the assignment due date. The following grading scale is used in this course:

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>100 - 94</td>
<td>4.0</td>
</tr>
<tr>
<td>93-87</td>
<td>3.5</td>
</tr>
<tr>
<td>86 – 80</td>
<td>3.0</td>
</tr>
<tr>
<td>79 – 75</td>
<td>2.5</td>
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</tbody>
</table>

(Minimum passing grade)
2. Course Evaluation

Final Course Grades are a weighted average of the combined assignments.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Percentage of Overall Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation: Discussions/Lesson</td>
<td>110 (total)</td>
<td>40%</td>
</tr>
<tr>
<td>Activities</td>
<td>(11 graded activities)</td>
<td></td>
</tr>
<tr>
<td>Online Debate</td>
<td>100</td>
<td>15%</td>
</tr>
<tr>
<td>Legislator Communication</td>
<td>30</td>
<td>10%</td>
</tr>
<tr>
<td>Policy Analysis Paper</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Policy/Stakeholder Presentation</td>
<td>60</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

You will be able to view your grade summary at any time. If you find yourself experiencing academic difficulty in this course, contact your team faculty member as soon as you recognize this concern. Please do not postpone discussions until it is too late.

Students who require accommodations are encouraged to provide the faculty with the required documentation consistent with MSU policy so appropriate support can be implemented avoiding delay.

Writing Requirements:

It is expected that students will engage in a scholarly dialogue when conversing on the discussion board utilizing appropriate citations and referencing. The minimum expectation for writing is at a graduate level in accordance with the MSU CON graduate student handbook. APA format is essential for citations of work and a reference list is required for all postings and activities.

Student information and discussions within the course are private and confidential. Course documents and discussion forums are not to be shared with persons outside of the course. The ability to share information in an open and trusting environment is an essential component of the course and needs to be respected.

Professionalism:

Any submission that is deemed unprofessional, negative or inflammatory may be deleted by faculty. The expectation of this course is that everyone must treat each other with civility and respect! In particular, if you disagree, always acknowledge the other person’s point of view and provide documentation to support for your point of view. That way, fruitful discussions are stimulated. Incidents of incivility and disrespect will not be tolerated and may result in a loss of points.

University & College Policies:
The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON Student handbook  [http://nursing.msu.edu/handbooks.asp](http://nursing.msu.edu/handbooks.asp)
- Information for Current Students—including Rights, Responsibilities and Regulations for Students [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs  [http://www.reg.msu.edu/UCC/AcademicPrograms.asp](http://www.reg.msu.edu/UCC/AcademicPrograms.asp)

**Academic Integrity:** Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Nursing adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR814. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also [http://www.msu.edu/unit/ombud/honestylinks.html](http://www.msu.edu/unit/ombud/honestylinks.html))

**Accommodations for Students with Disabilities:** Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit [MyProfile.rcpd.msu.edu](http://MyProfile.rcpd.msu.edu).

**Disruptive Behavior:** Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

**Attendance:** Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend by the fifth day of the semester, may be dropped from the course.

College of Nursing policies regarding Professional Development Guidelines [found in CON Student Handbooks at CON website]. Students are responsible for the information found in the CON MSN Student Handbook.
Additional Course Policies:

Absence from class:

Participation is expected each week. If a student is going to be absent from class for a week (or more) and is unable to complete an assignment on time, he/she must inform the instructor in advance to be formally excused and still receive credit for the assignment. Illness and personal emergencies are considered excused absences. **Vacations will not be considered excused absences and late assignments will not be excused for this reason.** For all reasons, students must inform the instructor in writing explaining the reason for absence at least 24 hours before the assignment is due. Emails received later than this will not be accepted and the student’s assignment will not be accepted. Students who miss more than three consecutive weeks of class, i.e., who do not participate actively in class activities, and who have not communicated with faculty to be excused from class, will receive a failing grade of 0.0 in the course.

Course Calendar:

The course calendar will identify the modules, corresponding weekly lessons, assigned readings, and important course related dates.

When to Look for Course Materials:

In this course, each [Monday](#) is considered the beginning day of a new week, however weekly course materials will be viewable by the Friday prior to each week.

Comments on Discussion Expectations:

Each week, Discussion Questions or activities will be posted in the weekly Lessons Folder. These questions generally refer to the material (textbooks and online sources) students are assigned to read for that week. While the questions probe factual knowledge of some of the assigned material, they are primarily geared towards helping students discuss and highlight the critical issues involved in health care policy. Discussions of health care policy involve not only questions of fact, but also questions of value, e.g., attitudes towards the role of government in a market economy, attitudes concerning individual responsibility, views of justice, and so forth, etc. Everyone may not necessarily all agree about such values, and there is absolutely no requirement that anyone agrees with the views of the instructors or fellow students! Instead, the primary purpose of the discussions is to demonstrate understanding and can describe (a) the factual basis for a particular policy position and (b) the underlying value (ethical principle) that leads a person to advocate a particular policy.

Throughout each week's discussion, the faculty will monitor student conversations and will contribute to the discussion as necessary to facilitate student learning. However, the discussions are meant to be primarily discussions among the class members. From time to time, faculty may post additional questions that arise out of the week's discussions. It is of the utmost importance that no one feels constrained or intimidated to the point they are concerned about posting a comment or asking a question.

With these thoughts about group discussions in mind, here are some more specific suggestions that may be helpful during weekly online discussions:

(1) There is no need that your first comments for a week address ALL posted discussion questions. Start with one and let others tackle different questions first.
(2) Initial contributions should be short "to get the ball rolling."

(3) Come back later in the week and address other questions as well as the contributions of your fellow students.

(4) Past experience shows that some students are always among the first to make their contributions and others have a tendency to follow. In this class, all students are required to be first discussants at some point during the course.

(5) The weekly discussions are meant to be both a learning tool and a way for faculty to check your progress in grasping the course material. While opinions and values are certainly part of policy discussions, your contributions should primarily reflect your grasp of the material and the policy issues. Show us how the concepts and facts introduced in the course material and readings help you think more clearly about the policy issues at hand!

(6) As a final rule, remember that these discussion groups occur in a public forum. That means, that you can present your and any point of view as vigorously as you like, as long as you avoid personal attacks on others. Appropriate grammar, spelling, style, and referencing are required.

Your comments should include the following 8 critical elements to obtain the maximum score. Please familiarize yourself with the criteria.

1. Analysis: discussing relevant themes, concepts, main ideas, components, or relationships among ideas; identifies hidden assumptions or fallacies in reasoning.

2. Application: provides examples of how principles or concepts can be applied to actual situations; discusses the implications of theory for practice; demonstrates applied level of understanding.

3. Elaboration: builds on ideas of others or ideas found in the readings/overviews by adding details, examples, a different viewpoint, or other relevant information; provides original insights or responses, integrates multiple views. (Just saying "ditto" or "I agree" is not considered elaboration).

4. Evaluation & Feedback: assesses the accuracy, reasonableness, or quality of ideas; provides constructive feedback to classmates.

5. Presentation: writing style at graduate level; appropriate language usage; correct grammar; spelling accurate; appropriate terminology utilized; concise & precise; creative & interesting to read; 1st name signed at the end of the post.

6. Promptness & Initiative: demonstrates engagement during the week by starting (initiating) & creating discussion threads; attempts to motivate the group discussion; presents creative approaches to the topic; contributes readily to the conversation but does not dominate it; supports &/or leads others in discussion.

7. References: Posts should be supported by appropriate evidence with citations or links to the reference included within the post. The American Psychological Association (APA) writing style should be used for citing references & the presentation style of the work (required).
8. Reflection and Meaning Making: describes thoughtfully what something means or the new insights it provides; raises questions as seeds for clarification or further discussion; thoughtful approach to content; correlates to personal & professional experiences.

Discussions: Point Allocation Criteria

Final evaluation of the reference posts are based on *quality and not on quantity of the interaction*. Overall points will be awarded based on the degree to which the submissions contribute to the creation of a learning environment and incorporate the critical elements for discussion forum contributions. Students must show evidence of engagement throughout the week and postings that reflect application of the assigned lesson materials. Awarding of points will be based on the following criteria. **Individual points may be deducted for postings that contain inappropriate grammar, spelling, style, or APA referencing.**

10 points: Postings reflect at least 6 of the 8 critical elements throughout the week.
8 points: Postings in which 5 out of 8 of the critical elements are present throughout the week
6 points: Postings in which 4 out of 8 critical elements are present throughout the week
4 points: Minimal postings in which some critical elements are present.
2 points: Minimum of 1 comment posted for the week.
0 points: A lack of postings or postings that reflect unprofessional or unacceptable comments (lacking professional or collegial attitude; disrespectful; inappropriate terminology or slang).
<table>
<thead>
<tr>
<th>Lesson/Date</th>
<th>Faculty</th>
<th>Topics</th>
<th>Content</th>
<th>Assigned readings/ Activities (SUBJECT TO CHANGE)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE I: INTRODUCTION TO HEALTH POLICY</strong></td>
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</tbody>
</table>
| 1- 5/18     | GS/JK   | Course review Introduction to policy | Course specifics  
Policy process (federal and state)  
Drivers of policy | Hickey: Chapter 10  
Goudreau: Chapters 1,2 |
| 2- 5/25     | GS/JK   | Health Policy and Populations Analyzing health policy | Social Determinants of Health  
Policy analysis | Assigned readings TBD (see D2L)  
Review Policy Analysis Assignment |
| **MODULE II: HEALTH POLICY AND APRN PROFESSIONAL IMPLICATIONS** | | | | |
| 3- 6/1      | GS/JK   | APRN role | IOM report  
APRN Consensus Model  
APRN education standards/advancement | Goudreau: Chapters 4,5,6  
Goudreau: Chapter 29,30 or 32 (role)  
Newhouse (2012)  
Villegas (2012)  
Sasse (2014)  
Massie (2014)  
Jordan (2011) |
| 4- 6/8      | GS/JK   | APRN professional networks/oranizations | APRN professional organizations  
Strategies for “getting active”  
Legislator and stakeholder communication | MICNP, MIANA, MI-CNS  
Review legislator/stakeholder presentation assignment  
Legislator, stakeholder communication sources TBD (see D2L) |
### MODULE III: POLICY FOR HEALTH CARE DELIVERY AND FINANCING

<table>
<thead>
<tr>
<th>Date</th>
<th>Instructor</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 5-6/15 | GS/JK | PPACA | - PPACA components  
- PPACA and APRNs | Goudreau: Chapter 9  
Vincent (2014)  
Hyman (2012) [Heinonline] Citation 38  
Harrington (2010)  
2014 Poverty Guideline |
| 6-6/22 | GS/JK | State Health Policy | - MI and PPACA  
- Navigating MI Exchange  
- MI Blueprint for Health | Goudreau: Chapter 13  
Kaiser Foundation 2014  
MI DIFS  
MI Exchange site  
Snyder Blueprint for Health  
NCSL  
**LEGISLATOR COMMUNICATION DUE** |
| 7-6/29 | GS/JK | Accountable Care | - Accountable Care Model  
- ACOs and Michigan  
- Accountable care and APRNs | Goudreau: Chapter 21  
Accountable Care Activity TBD (see D2L) |
| 8-7/6  | GS/JK | Cost Containment | - Health care reimbursement models  
- Cost Containment Strategies | Goudreau: Chapter 22  
Assigned readings TBD (see D2L) |
| 9-7/13 | GS/JK | Global/Cultural Comparisons | - APRN and international context  
- Global health policy issues | Goudreau: Chapter 28  
Global health policy readings/activity (see D2L)  
**POLICY ANALYSIS DUE** |

### MODULE IV: POLICY IMPLICATIONS FOR QUALITY AND SAFETY

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<tr>
<th>Date</th>
<th>Instructor</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 10-7/20 | GS/JK | Concepts of and foundation for quality and safety | - Driving forces for quality and safety  
- Transparency and errors | Goudreau: Chapter 20  
IOM: Quality and Safety reports  
IHI  
QSEN and Graduate KSAs |
| 11-7/27 | GS/JK | Healthcare policy for quality and safety | - Quality and safety policy in systems  
- Data collection, meaningful | Goudreau: Chapter 20  
Additional readings TBD (see D2L) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Group</th>
<th>Activity Description</th>
<th>Role/Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>12- 8/3</td>
<td></td>
<td>----work week for organization of debate and legislator/stakeholder presentations----</td>
<td>use, aggregate data and public reporting</td>
<td></td>
</tr>
<tr>
<td>13- 8/10</td>
<td>GS/JK</td>
<td>Current Legislative Issue</td>
<td>Role play debate of issue for policy (guidelines in D2L)</td>
<td>ONLINE DEBATE</td>
</tr>
<tr>
<td>14- 8/17</td>
<td></td>
<td>Legislator/stakeholder presentation advocating or “lobbying” for chosen policy</td>
<td>Group presentations to legislator or stakeholder</td>
<td>LEGISLATOR/STAKEHOLDER PRESENTATIONS (guidelines in D2L)</td>
</tr>
</tbody>
</table>

*Detailed calendar and assignments will be available in the D2L course management system for download. Calendar revisions may occur at the discretion of the faculty based on student learning needs.*