

2013

## 690-02 Health Care Policy for Nurse Leaders

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**Xavier University**  
**College of Social Science, Health and Education**  
**School of Nursing**

FALL SEMESTER 2013

Course Number and Section:	NURS 690-02
Course Title	Health Care Policy for Nurse Leaders
Credit Hours:	2 Graduate Hours
Prerequisite:	NURS 501 & 505 or permission of faculty

**Course Description:**

This course provides an overview of processes and issues in health care formulation in the private sector, and at local, state, and federal levels. Consideration will be given to selected issues in nursing and health care as they influence health policy within socio-cultural, economic, political, ethical, and historical context. Attention is given to the role of advanced practice nurses in policy decisions in the public and private sectors.

**Course Objectives:**

1. Examine core concepts and trends related to health policy.
2. Evaluate the multiple forces (socio-cultural, economic, political, ethical) affecting health care policy formulation.
3. Describe the responsibility of and accountability of advanced practice nurses in the health policy processes.
4. Formulate positions on issues, from a nursing perspective, that can influence health policies.
5. Analyze the policy processes in the private sector, and at the federal, state, and local levels.

<b>Time /Place:</b>	Wednesday, 7:30 PM - 9:10 PM Cohen 110 / Teleconference
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<b>Faculty:</b>	Debra (Debbie) Van Kuiken, PhD, RN Office: Cohen Rm. 126 Phone: 745-3042 Cell: 513-502-4705 E-Mail: <a href="mailto:vankuikend@xavier.edu">vankuikend@xavier.edu</a> (preferred) Office Hours: By appointment
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**Textbooks:**

Mason, D.J., Leavitt, J.K., Chaffee, M.W. (Eds). (2012). *Policy and Politics in Nursing and Healthcare* (6<sup>th</sup> ed). St. Louis, MD: Saunders Elsevier

**Other suggested resources:**

American Psychological Association. (2009). *Publication manual of the American psychological association*. (6th ed.). Washington, DC: Author.

**Attendance Policy**

Reasonable attendance at all class meetings is expected. If a student is unable to attend a class the responsibility of missed class content is the sole responsibility of the student. This class is discussion based and your presence and thoughts are important.

**Teaching and Learning strategies:**

Strategies include discussion guides, small group-work, videos, weekly discussions, student led seminars, faculty-led discussions and lectures. It is expected that Graduate students will arrive at class prepared to engage in and contribute to class discussions.

**Evaluation strategies:**

Practicing you political skills (3 parts).....	25 %
Discussion guides (6).....	20 %
Student Led discussion .....	15 %
Scholarly Paper .....	30 %
Elevator Speech.....	<u>10 %</u>
 TOTAL	 100%

**Student Responsibilities:**

Students are responsible for:

1. Reading and critically reflecting on material related to class content.
2. Attending all classes and preparing prior to class in order to share insights and experiences concerning assigned readings and use of theories.
4. Bring reading materials to class for reference.
5. Submitting all written material on time and according to requirements.
6. Notifying the professor as needed for assistance in facilitating understanding of course content or any concerns/problems.

**Grading Scale:**

100 – 94	A	82 – 80	B-
93 – 90	A-	79 – 76	C+
89 – 87	B+	70 – 75	C
86 – 83	B	Below 70	F

**Standards for Class Assignments:**

All written assignments should present your best efforts **and be in your own words**. NO QUOTES; with the exception of the wording of a bill or law. Written work should be typed, grammatically correct, free of typographical errors, using APA format (6<sup>th</sup> ed.) and scholarly language when indicated. Note: 10% will be taken off for late submissions. Paper/ assignments will not be accepted after 7 days post due date

**Academic Honesty (from student handbook)**

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record, including letters of recommendation.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own. Penalties for violations of this policy may include a zero for that assignment or test, an "F" in the course and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test or course. If disputes of interpretation arise, the student, faculty member and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.”

**Social Media:** Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook for more information and to view the Social Media Policy. <http://www.xavier.edu/nursing/current-students.cfm>

**Caveat:**

The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

NURS 690-02  
**Practicing your political skills**  
**Your Legislative Representatives: Part I**  
(5 % of grade; Due September 18)

This three- part assignment is intended to assist the student with development of political skills. It is necessary to nurses to be acquainted with legislative representatives in order to engage effectively in the political process. Use the table on blackboard to present the information listed below.

For each of the offices below, locate the names, best contact information, and role in government (**brief** description) and the length of terms for the following:

Federal

1. The President
2. U.S. Senators (from your state)
3. U.S. Representative (from your home district)

State

4. Governor and Lt. Governor
5. Secretary of State
6. State Senator
7. State Representative

Local

8. County Commissioners
9. (Identify the type of local government e.g. city, county, city-county government)  
Local Elected Officials (depends on the jurisdiction you live in,
  - Briefly describe your local form of government – see BB for forms of local government.
10. School Board members for your district

Other Resources

League of Women Voters voting guide [www.lwv.org](http://www.lwv.org)

Project Vote Smart <http://votesmart.org/>

<http://www.whitehouse.gov/our-government/state-and-local-government>

<http://www.ohio.gov/government/state/>

**Note: 10% will be taken off for late submissions. Paper/ assignments will not be accepted after 7 days post due date**

**Practicing your Political Skill: Part II**

(15 % of grade Due: October 9)

1. Identify a public health-or nursing- related issue **you feel passionately** about
2. Identify who the *appropriate* legislative representative would be (use evidence to back up your choice)
3. Contact one of your “appropriate” legislative representatives:
  - a. Identify yourself as one of his/her constituents
  - b. Also, **identify yourself as a registered nurse.**
4. Share the concern/suggestion/public issue with the identified person along with suggestions for outcomes you would like to see.
5. Summarize your experience in writing (3 pages maximum) and submit on due date.
  - a. Who did you contact? Why this office? Who did you speak to (elected official / staffer)?
  - b. What was said? (submit email or write a description of the conversation including who you talked with.
  - c. Is this your first time contacting a legislator? Was it what you expected?
  - d. If you've contacted a government official before, was this different in any way?
  - e. Would you use the same mode of communication, or do you think you would try another way to contact?
  - f. What response did you get, if any?

Be prepared to share the experience verbally with classmates.

**Following up with your Legislator: Part III**

**(5% of grade; Due November 6**

The purpose of this part of the assignment is to follow-up on the initial communication with your government official.

Write a brief (one page) summary on following up on the issue. For this you can report on any of these that apply.

1. Receipt of a form letter /email or personal letter / email.
2. If you re-contacted the Legislator, what was said and any results
3. Where is the issue in the process? E.g. in committee

**Note: 10% will be taken off for late submissions. Paper/ assignments will not be accepted after 7 days post due date**

**Nursing 690 Healthcare Policy for Nursing Leaders  
Discussion Leader Guidelines  
Week 8 & 9**

**Purpose:** 1) Assist learners in synthesizing course content as it relates to the learner's current professional situation. 2) Assist learners with exploring healthcare policy leadership roles. 3) Promote exploration of current healthcare policy initiatives and proposals set forth by one or more professional nursing organizations.

**Step 1-Motivate!**

Help your classmates answer this question. **Why is this content (Topic, chapter(s) important?**

**Step 2-Explore!**

Present information classmates can use to help them better understand the chapter(s). Consider use of additional readings, websites, and/or examples of a current situation in the workplace, community or professional organization.

**What do I need to know from the literature to better understand the content?**

**Step3-Practice!**

This step will help classmates find the answer to the following question: **How can I practice the information I just learned?**

**Develop and present to the class:**

Thought questions and application questions. **Be prepared to lead and facilitate an inspirational group discussion.**

**Modeling:**

Whether providing direct or indirect nursing care, **how does and/or how could your behavior-in regard to this content-affect your influence for nursing? Present a "Nursing Policy Initiative". Consider your professional nursing organization's website or non-nursing website.**

**Step 4-Apply!**

In this fourth and final step of the Natural Learning cycle, you will want to encourage classmates to make a career response to the cumulative content. Help them to answer this question. **How can I utilize what I have learned in terms of leadership or potential leadership role/opportunities?** Consider the continuum of from citizen activist to professional policy analyst.

Envision yourself: a) having a voice; b) being a leader; c) wielding influence.

**Nursing 690 Healthcare Policy for Nursing Leaders**  
**Healthcare delivery**  
**Student led discussion**

The purpose of this assignment is to introduce the student to health policy issues for different populations/settings. Groups (up to 3) will sign up for topics in “Groups” on BB. Using Unit 2 (chap 17-37) in Mason et al., the group will lead a discussion on the topic. *Each student* will take on issue in the reading and research further with 1-2 resources to give a deeper understanding of the issue. Students will submit an outline for the discussion with attached References (APA, 6<sup>th</sup> ed.)

<b>Content Criteria (50 points)</b>	<b>Points</b>	<b>Comments</b>
<ol style="list-style-type: none"> <li>1. Identified the population/setting</li> <li>2. Identified stakeholders and key issues raised by Mason et.al</li> <li>3. Discussed socio-cultural, economic, political, or ethical influences</li> <li>4. What are the implications for               <ol style="list-style-type: none"> <li>a. Population Health</li> <li>b. Nursing as a profession</li> <li>c. Nurses as individuals</li> <li>d. Others?</li> </ol> </li> </ol>		
<b>Individual contribution: (25 points)</b>		
Provide additional knowledge on one issue by using additional resources.		
<b>Mechanics (25 points)</b>		
<p style="text-align: center;"><b>Professional leadership</b></p> <ol style="list-style-type: none"> <li>1. Presented material clearly and concisely</li> <li>2. Used elements of Motivate, Explore, Practice and Apply guidelines</li> <li>3. Presented self as professional through dress, posture, language</li> </ol>		
<b>Total</b>	<b>/100</b>	



Health Care Policy for Nurse Leaders  
**Policy Issue Paper:** (30 % of grade)

The purpose of this paper is to assist learners to identify the multiple forces that effect the development and formulation of healthcare policy (see course objective # 2), the role of the advanced educated nurse (objective #3) and formulate a position on the issue (objective #4). Students may choose to work in groups of 2 or 3. Paper should be no more than 10 pages; not including title page and references. (You do not need an abstract for this assignment)

After finding a current bill or policy proposal at either the state or Federal level, the student will analyze the bill by the following:

- Identify the problem and give background on the problem and policy history (include current proposed policy information).
- Identify and evaluate the forces that influence the development of policy including:
  - Socio-cultural
  - Economic
  - Political/ Legal
  - Ethical
- Identify the arguments for the policy and against the policy, including if applicable if there are groups supporting or against the proposed bill.
- Discuss the role of nurse leaders using the Kingdon's model.
- Summarize the state of the policy solution and appraise the next steps in the development or implementation.

Resources for locating bills/policy:

ANA: <http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy>

ONA: <http://www.ohnurses.org/advocacy/newsandresources.dot>

KNA: <http://www.kentucky-nurses.org/Main-Menu-Category/Policy-Advocacy/KNA-Legislative>

You may also look at specialty nurse associations or interprofessional associations for what policies are currently being sought. Do not simply restate what the associations are proposing and the information on the sites. You must also look at the literature around the problem and the proposed policy.

If a federal bill: Go to The Library of Congress using link provided below, to obtain any updated information about your chosen Bill. You will need to input the H.R. # **AND** title of your chosen Bill into the search bar to find the correct Bill.

<http://thomas.loc.gov/home/thomas.php>

If Ohio bill: <http://www.legislature.state.oh.us/>

If Kentucky bill: <http://kentucky.gov/services/pages/billwatch.aspx> (requires free registration)

**Note:** 10% will be taken off for late submissions. Paper/ assignments will not be accepted after 7 days post due date

**NURS 690 Health Care Policy for Nurse Leaders**

**Group Policy Paper Rubric**

<b>Content Criteria = 80 Points/80% of Total</b>	<b>Points Earned</b>	<b>Comments:</b>
<p>Posted group assignments for paper under “Groups” on BB (make D. VanKuiken one of your group) by October 24.</p> <p>Describe the problem in the community for which social/health care policy is sought.</p> <p>Background Information and Literature Review regarding the problem and existing policy</p> <p>Identifies and evaluates:</p> <ul style="list-style-type: none"> <li>• Socio-cultural forces /characteristics of community members involved</li> <li>• Economic forces</li> <li>• Political forces</li> <li>• Ethical forces/ implications</li> </ul> <p>Identify the arguments for the policy and against the policy, including if applicable if there are groups supporting or against the proposed bill.</p> <p>Formulate a position on the bill with supporting evidence (if you can’t agree, give me both your positions and why)</p> <p>Discuss the leadership role of nurse leaders in solving the problem using Kingdon’s model:</p> <ul style="list-style-type: none"> <li>- Discuss what events might create a policy window for this particular proposal include examples from all three streams</li> <li>- Discuss what you a nurse leader might do in the interim to prepare for this window when it does open</li> </ul>	<p align="center">/10</p> <p align="center">/10</p> <p align="center">/15</p> <p align="center">/10</p> <p align="center">/5</p> <p align="center">/10</p>	

Summarize the current state of the problem/ policy and discussion of the work being done at this time on the problem / policy.	/5	
Provide at least 6 current writings about the problem as references: must use a minimum of 2 peer reviewed journal articles; may use internet articles correctly cited	/10	
Content Points/Percentage	/75	
<b><i>Mechanics = 20 Points/20% of Total</i></b>	<b><i>Points Earned</i></b>	<b>Comments:</b>
Paper is written in APA format. <ul style="list-style-type: none"> <li>Title page: (also include contribution of each member of the group as explained in class)</li> <li>Page headers and page numbers</li> <li>Introduction</li> <li>Conclusion -No new information is added into the conclusion,</li> <li>References</li> </ul> Paragraph transitions are present, logical and maintain the flow throughout the paper. The tone is appropriate to the content and assignment. Sentences are complete, clear, and concise. Rules of grammar, usage, and punctuation are followed. Spelling is correct. Appropriate font, margins, color and white space	/15	
Peer evaluation	/10	
Mechanics Points/Percentage	/25	
<b><i>Total of Possible 100 Points/ 100 Percent</i></b>	<b><i>/100</i></b>	<b>Comments:</b>

Peer Evaluation CRITERIA: GROUP Paper

STUDENT EVALUATED \_\_\_\_\_

STUDENT EVALAUATOR \_\_\_\_\_

Project Title: \_\_\_\_\_

Grading Legend: Scale of 1 (poor) to 5 (excellent)

<u>Evaluation Criteria</u>						<b>COMMENTS</b>
Attended meetings regularly unless excused by the group.	1	2	3	4	5	
Took an active role in the discussion and planning within the group	1	2	3	4	5	
Was a productive member of the group.	1	2	3	4	5	
Took a leadership role in the group.	1	2	3	4	5	
Provided constructive ideas for the group to consider	1	2	3	4	5	
Presented self in a professional manner during group interactions.	1	2	3	4	5	
Was cooperative in the group's endeavors.	1	2	3	4	5	
Kept group up to date on assigned tasks.	1	2	3	4	5	
Met the group's datelines for presentation of assigned tasks.	1	2	3	4	5	
Completed assigned tasks in a prompt and thorough manner.	1	2	3	4	5	
Was collegial when interacting with group.	1	2	3	4	5	
Total score: _____ / 55						

**NURS 690**  
**Health Care Policy for Nurse Leaders**  
**Elevator Speech**

The purpose of this assignment is to give students a tool for explaining the role of nursing from a personal and professional perspective. Students will read Buresh and Gordon’s chapter 5 “Creating Anecdotes and Arguments” (blackboard). Each student will develop an “elevator speech” The student is alone in the elevator when the CEO or a person with policy power steps on the elevator asking, “what do you do?”. Your speech should be concise and explain the important and unique role that nurses hold in healthcare. You only have a few floors to get the message across. The anecdote is to be written and handed in Nov. 28. The student will also present the speech to the class. Each speech should be no longer than 3 minutes and should not be read.

	Points	Comments
Paints a picture <ul style="list-style-type: none"> <li>• Reflects critical judgment</li> <li>• Depicts your knowledge as internalized</li> <li>• Inserts self into picture</li> <li>• Does not demean other Healthcare workers</li> </ul>	/30	
Communication is in layperson’s terms – no jargon	/25	
Uses facts/ statistics	/25	
Written anecdote is free of spelling / grammatical errors	/10	
Presentation is done in professional manner/ <3 minutes/ no reading!	/10	
<b>TOTAL</b>	<b>/100</b>	

**Xavier University**  
**College of Social Science, Health and Education**  
**School of Nursing**  
 NURS 690-02 Health Care Policy for Nurse Leaders

Fall 2013

**Course Topical Outline**

Date	Topic	Reading Assignments (Mason, Leavitt, Chaffee)	Assignments Due
Week 1 8/28	Introductions Syllabus Review Nurses' image	Gordon article; posted on blackboard	
Week 2 9/4	Introduction: History and advocacy	Chapters 1 -5	Discussion Guide # 1
Week 3 9/11	Introduction: Political philosophy and agenda setting	Chapters 6-8 (to p.71)	Discussion Guide # 2
Week 4 9/18	Introduction: Ethics and communication in Policy	Chapters 8 (p 71) - 12	Discussion Guide # 3 <b>Practicing your political skills: Part I due</b>
Week 5 9/25	Health Care Systems	Chapters 13-14	Discussion Guide # 4
Week 6 10/2	Health Care Systems	Chapters 16-21	Read!
Week 7 10/9	Health Care Delivery	Unit 2	<b>Student led discussions</b>

Date	Topic	Reading Assignments (Mason, Leavitt, Chaffee)	Assignments Due
Week 8 10/16	Health Care Delivery	Unit 2	<b>Student led discussions</b>  Topics for policy issue paper submitted for approval due 10/17
Week 9 10/23	Policy and Politics in the Government	Chapters 63- 65; + one (66,68,80)  League of Women Voters materials	Read! And be prepared to share  <b>Practicing your political skills: Part II due</b>
Week 10 10/30	Policy and Politics in Research and Nursing Science	Chapters 39 – 42	Discussion Guide # 5  <b>Due: post author assignments</b> for your group paper to BB “Groups for paper”- include D. VanKuiken
Week 11 11/6	Policy and Politics in the Workplace: Work Environment  (context)	Chapters 47, 49, 56, + one from (53, 55, 57-62)	Discussion Guide # 6
Week 12 11/13	Policy and Politics in the Workplace: Practice and Education	Chapters 48,50, 54, + one (51 - 52, 60)	Discussion Guide # 7



Date	Topic	Reading Assignments (Mason, Leavitt, Chaffee)	Assignments Due
Week 13 11/20	Policy and Politics in Association/ SIG	Chapter 81- 83; 86, + one (84,85, 87, 88, 89, 90 )  <a href="http://www.aannet.org/policy-briefing-papers">http://www.aannet.org/policy-briefing-papers</a>	<b>Draft of Anecdote and Argument for editing in pairs</b>  <b>Practicing your political skills: Part III due</b>
Week 14 11/27	THANKSGIVING		
Week 15 12/4	Policy and Politics in the Community	Chapters 91, 92, 101, 103	<b>Policy issue paper due</b>  <b>Elevator speeches due Speeches (4)</b>
Week 16 12/11	[course feedback]		<b>Elevator Speeches</b>