Texas A&M University - Corpus Christi

College of Nursing and Health Sciences

NURS 6221 – Economics of Advanced Practice

Syllabus

Semester / Year

FACULTY: Deborah S. Flournoy, PhD, APRN, FNP-BC

OFFICE: Distance faculty; please contact me through Blackboard or call

OFFICE HOURS: See information in course; generally I am available M-F 8-5

TELEPHONE: 903-278-0475

EMAIL: deborah.flournoy@tamucc.edu

CREDITS: semester hours (2)

GENERAL INFORMATION:

This course is required for students enrolled in the Texas A&M University-Corpus Christi College of Nursing and Health Sciences Doctor of Nursing Practice program.

Major topics include: the health care system as a market; health care production functions; supply and demand for health care services; competition and regulation.

COURSE DESCRIPTION:

Principles of health economics, reimbursement, budgeting, variance and financial evaluation methods as a framework of financial stability in primary care practice.

Prerequisites: admission to DNP program
COURSE OBJECTIVES:
At the end of this course, the student will be able to: (AACN DNP Essentials)

1. Compare concepts and economic theories and their relevance to health care practices and organizations. (II, VII)
2. Analyze the influence of economic factors in on the development of health policy. (II, V)
3. Critique public policy in health care practice to identify alternative ways of organizing and financing health care services from an economic perspective. (III, V, VIII)
4. Apply the tools of economics to address current issues in health policy and health care management. (II, V)

**AACN DNP Essential VI is met through team assignments and group activities.**

REQUIRED TEXTS AND RESOURCES:


LEARNING EXPERIENCES AND TEACHING METHODS

A variety of distance learning strategies are used in this Web-based course. Guided independent reading assignments, discussion, written exercises, and self-assessment quizzes are incorporated into the Blackboard courseware package. Students should be guided in the identification of personal learning needs by the course objectives and lessons. Students should exhibit self-direction and demonstrate that learning has occurred by the successful completion of coursework which may include field experiences.

**Students are responsible for documenting time in field experiences in the DNP portfolio.**

Field experiences for this course may include but are not limited to examining the effects of economic trends on market forces in healthcare.

GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS

Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the appropriate faculty member(s) in a timely manner to insure satisfactory completion of the assignment on the date it is due. Unless otherwise instructed, students should use the *APA Publication Manual, 6th Edition* as a reference for formatting and organizing written assignments.

COURSE REQUIREMENTS

1. Evidence of preparation for weekly class discussion is determined by participation. Because every student’s presentation grade will be based in part on the ability to engage
classmates in discussion, it is imperative that students prepare for each class. Your classmates will depend on you.

2. This course is web-based and the principals of distance learning apply for all students. The online week runs from **Tuesday through Sunday**. That means that all students should have completed background assignments to prepare for the weekly activities.

3. Students are expected to have access to a computer that can support BlackBoard applications.

4. All email communication should occur through the BlackBoard structure. Students should review messages/discussions at least every 48 hours.

5. All assignments are due at 11:55pm on the date indicated in the course schedule. Students should review the schedule throughout the semester to insure that class assignments are completed correctly and by the due date. Please print a copy of your syllabus and the course schedule as a reference.

6. The nature of the content of this course may promote extensive debate during class discussion. Since students are assumed to be prepared for the discussions, everyone’s contributions will be considered knowledgeable contributions. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. NO disrespect to classmates will be tolerated.

7. Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.

8. Students are expected to complete a course evaluation at the end of the course.
COURSE GRADE COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion &amp; Participation</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Demand Essay</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Supply Essay</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Doctor of Nursing Practice Experience Portfolio</td>
<td>No credit earned – program requirement</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
</tr>
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The grading scale for the College of Nursing and Health Sciences is:

- A = 90 – 100
- B = 83 – 89
- C = 75 – 82
- D = 67 – 74
- F = below 67

CLASS SCHEDULE

The material in this syllabus and dates identified in the class schedule are subject to change. Students will be notified of changes in a timely manner.

**Please see the Course Schedule link in BlackBoard for specific dates.**
COURSE WORK GUIDELINES AND GRADING CRITERIA

WEEK 1

Guidelines for BlackBoard  Skill Demonstration

Many students struggle to comply with course requirements because they cannot navigate the BlackBoard courseware. The purpose of this exercise is to familiarize students with BlackBoard and its various tools. To complete this activity, you must complete at least one of several tutorials available through e-learning on BlackBoard.

For this assignment:

- Select at least one of the tutorials available for student orientation to BlackBoard. If you are experienced with BlackBoard, use this exercise to learn something new about the many features. If this course is the first you have taken through BlackBoard, focus your time on learning the basics about discussion, email, gradebooks, and content modules.
- After completing the tutorial, every student should create a brief discussion post that informs the class about what tutorial you used.
- You should also identify two support options available to you as a student enrolled in this web-based course.
- You will not receive a grade for this exercise but no assignments will be graded until this exercise is completed.

Guidelines for Student Introduction

For this assignment you must:

- Introduce yourself and identify your current position in a class discussion post.
- Describe a current economic topic that interests you regarding the US health care industry.
- You will not receive a grade for this exercise but no assignments will be graded until this exercise is completed.
WEEK 2

No assignments this week – please focus on posted content and assigned readings.

WEEK 3

Guidelines for Student On-line Discussion – worth 10 points each

In order to demonstrate understanding of material – discussion forums will be used. For each discussion a designated group will be assigned to work together to develop a comprehensive narrative in response to a question posed by the course instructor. This narrative should be posted no later than **Thursday** of the respective week.

Students not assigned to address the weekly question are expected to actively engage with their classmates in the discussion. Active engagement requires at least two postings. The response may build on other student comments but each student’s response must contain a unique contribution to the discussion.

**For the initial posting each group should:**

1. Review the question and corresponding assigned readings.
2. Work with group members to develop a comprehensive narrative response.
3. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.
4. Group members are not required to post further for their assigned week, but may certainly do so in order to more actively engage with classmates.

Grading Criteria for Discussion Narrative

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<td>Narrative is substantive, comprehensive and reflects application of theoretical principles or empirical evidence</td>
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In response, each student should:

1. Identify the point made in the question or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
2. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and that stimulates further discussion. *Replies such as “I agree” or “You are right” are not considered quality responses.*
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Grading Criteria for Discussion Response

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Note: You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed.

*DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS*

**WEEK 4**

No discussion this week – please focus on posted content and assigned readings.
Guidelines for Student On-line Discussion – worth 10 points each

In order to demonstrate understanding of material – discussion forums will be used. For each discussion a designated group will be assigned to work together to develop a comprehensive narrative in response to a question posed by the course instructor. This narrative should be posted no later than Thursday of the respective week.

Students not assigned to address the weekly question are expected to actively engage with their classmates in the discussion. Active engagement requires at least two postings. The response may build on other student comments but each student’s response must contain a unique contribution to the discussion.

For the initial posting each group should:

1. Review the question and corresponding assigned readings.
2. Work with group members to develop a comprehensive narrative response.
3. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.
4. Group members are not required to post further for their assigned week, but may certainly do so in order to more actively engage with classmates.

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1. Identify the point made in the question or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
2. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates further discussion. *Replies such as “I agree” or “You are right” are not considered quality responses.*

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**Note:** You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed.

*DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS*

**WEEK 6- Guidelines for Essay 1 (Individual Assignment)**

The goal of this assignment is to examine the concept of demand in the health care context. To complete this assignment, students should analyze the readings assigned so far. Write a critical essay that addresses the following questions:

- How does demand for health care differ from demand for other services?
  - Highlight at least 2 differences and include support from peer reviewed articles.
- Are consumers rational in their demand of health care?
  - Explain your position and include support from peer reviewed articles.

Students should briefly define concepts discussed in the essay.
The essay should adhere to APA format. That means, it should not be written in first person. Ideas should be linked through cohesive paragraphs and should include citations and references as evidence that a student’s position is supported in the scholarly literature. Students should include their name in the filename as follows E1FlournoyD5320 and submit the completed document for evaluation through the BlackBoard assignment tool by the due date listed in the course schedule.

The quality of your essays will be evaluated on the following criteria:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Thorough introduction of essay topic</td>
<td>2</td>
</tr>
<tr>
<td>Definition of concepts examined in essay provided early in paper</td>
<td>2</td>
</tr>
<tr>
<td>Differentiation of demand between health care and other services</td>
<td>5</td>
</tr>
<tr>
<td>Discussion on consumer rationale</td>
<td>5</td>
</tr>
<tr>
<td>Evidence that student’s position is supported in the scholarly literature.</td>
<td>3</td>
</tr>
<tr>
<td>APA formatting and writing quality</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
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</table>

**WEEK 7**

No discussion this week – please focus on posted content and assigned readings.

**WEEK 8**

Guidelines for Student On-line Discussion – worth 10 points each

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Students not assigned to address the weekly question are expected to actively engage with their classmates in the discussion. Active engagement requires at least two postings. The response may build on other student comments but each student’s response must contain a unique contribution to the discussion.
For the initial posting each group should:

1. Review the question and corresponding assigned readings.
2. Work with group members to develop a comprehensive narrative response.
3. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.
4. Group members are not required to post further for their assigned week, but may certainly do so in order to more actively engage with classmates.

Grading Criteria for Discussion Narrative

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In response, each student should:

1. Identify the point made in the question or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
2. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates further discussion. *Replies such as “I agree” or “You are right” are not considered quality responses.*
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Grading Criteria for Discussion Response

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</table>
Articles/researchers/authors of the literature that provides the basis of the narrative are cited | 2

Student met or exceeded the appropriate number of responses for the current week. | 2

**Total** | **10**

**Note:** You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed.

*DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS*

**WEEK 9 – Guidelines for Essay 2 (Individual Assignment)**

The goal of this assignment is to examine the concept of supply in the health care context. To complete this assignment, students should analyze the readings assigned so far. Write a critical essay that addresses the following:

- Some argue that health is ‘different’ from other consumer goods. One way in which it may be different is in the role of suppliers. Contrast the role of a specific supplier within the health system (hospital, physician, pharmaceutical company) with a supplier outside of health care (furniture, automobile, electronics, etc.).
- How do suppliers within the health care industry and those outside of the health care industry influence consumer behavior differently?

Students should briefly define concepts discussed in the essay.

The essay should adhere to APA format. That means, it should not be written in first person. Ideas should be linked through cohesive paragraphs and should include citations and references as evidence that a student’s position is supported in the scholarly literature. Students should include their name in the filename as follows **E2FlournoyD5320** and submit the completed document for evaluation through the BlackBoard assignment tool by the due date listed in the course schedule.

The quality of your essays will be evaluated on the following criteria:

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</table>
Definition of concepts examined in essay provided early in paper  
Role of suppliers within and outside of health care  
Discussion on consumer behavior influence  
Evidence that student’s position is supported in the scholarly literature.  
APA formatting and writing quality  
Total

| Definition of concepts examined in essay provided early in paper | 2 |
| Role of suppliers within and outside of health care | 4 |
| Discussion on consumer behavior influence | 5 |
| Evidence that student’s position is supported in the scholarly literature. | 4 |
| APA formatting and writing quality | 3 |
| Total | 20 |

WEEK 10
No discussion this week – please focus on posted content and assigned readings.

WEEK 11
Guidelines for Student On-line Discussion – worth 10 points each

In order to demonstrate understanding of material – discussion forums will be used. For each discussion a designated group will be assigned to work together to develop a comprehensive narrative in response to a question posed by the course instructor. This narrative should be posted no later than Thursday of the respective week.

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**Note:** You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed.
DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS

WEEK 12

No discussion this week – please focus on posted content and assigned readings.

WEEK 13

Guidelines for Student On-line Discussion – worth 10 points each

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Deborah S. Flournoy
Course Syllabus: NURS 6221 Fall 2017
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In response, each student should:

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DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS
Please reflect on your learnings in this course and be prepared post your thoughts in a discussion post – This is not a graded discussion but must be completed for successful course completion.

POLICIES:

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct:  http://www.tamucc.edu/~students
University catalog related to academic integrity and honesty:  http://catalog.tamucc.edu/
Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.