Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

NURS 6300-W01-Leadership in Health Policy

Syllabus

Fall 2017

FACULTY: Theresa J. Garcia, PhD, RN, Assistant Professor

OFFICE: Island Hall, 338

OFFICE HOURS: By appointment: E-mail through Bb to schedule

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FAX: (361) 825-2484

CREDITS: 3 semester hours

COURSE DESCRIPTION:

Focus is on the use of political efficacy and competence to improve health outcomes and improve the quality of the healthcare delivery system. The interrelationships between policy, political trends, health care quality outcomes, access to care, and cost containment will be examined. May require field-based activities.

Prerequisites: Graduate standing and admission into the DNP Program.

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. Learning activities are designed to guide students in acquiring a more in-depth knowledge of policy making procedures and the effect of politics and politicians on health care policy. Additionally, this course will provide students the opportunity to identify the health care policy (ies) exerting the most influence on their chosen health care problem and to seek out the movers and shakers in that particular arena. Students will be encouraged to communicate with these leaders, and develop a strong repertoire of knowledge regarding the political process, allowing them to take a stance on the policy and to develop a plan to improve or inform their chosen clinical practice problem.
Online presentation: This course is delivered exclusively through online technology and may be accessed at http://Bb9.tamucc.edu. Students will need to provide PowerPoint, word processing, and other software as needed to complete requirements of this course and may need to download collaborative tools such as the WebEx application.

LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Interpret the ethical, legal, and social dynamics of policy development and the outcomes on health care practice and system improvement across diverse constituencies (AACN Essentials II and V).

2. Compare the outcomes and impacts of state, national and global health care policies and their implications for policy development (AACN Essential V).

3. Demonstrate active influence and leadership on a particular health policy affecting a designated population through both written means and inter-professional contact within the health policy arena (AACN Essentials V, VI, and VIII).

REQUIRED TEXTS AND RESOURCES:


SUGGESTED RESOURCES:


LEARNING EXPERIENCES:

Students can meet course objectives through successful completion of all assignments, thoughtful study of the textbook and other resources provided by the instructor, and earnest participation in discussions with peers and instructor throughout the course. While the instructor will provide guidance and consultation, students are responsible for identification of individual learning needs, self-direction and motivation, seeking help when needed, and successful completion of the course requirements. 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.

COURSE COMMUNICATION:

The Blackboard (Bb) Mail tool is required for communication within the course. When contacting the instructor or classmates in this course, always use the Bb Mail tool rather than another e-mail account. This tool is accessed in the Bb Mail section of the Course Menu. Messages sent within Bb are archived within the course, thus eliminating lost correspondence.

COURSE TIME EXPECTATIONS:

All assignments and discussions are due by 11:59 pm on the specified due date in the course schedule unless prior arrangements are made with the instructor. Please note and remember that a 3 credit hour course requires a weekly time commitment of a 3-hour presence associated with 9 hours of preparation time. That expectation remains the same in an on-line course. The time spent in the course is set by each student’s personal learning schedule. Students should review Bb mail and announcements at least every 48 hours.

COURSE REQUIREMENTS:

1. Students are expected to have access to a computer that can support Bb applications and all related course materials. A backup plan should be in place if normal computer access becomes unavailable, i.e. arrange use of a computer elsewhere.
2. Any problems with technology, computer, internet, Bb or other applications should be dealt with through the IT (information technology) helpline at (361) 825-2692 or computer.helpline@tamucc.edu
3. Any problems understanding the assignments or due dates should be brought to the attention of the instructor, preferably within the first week of class.
4. Students are expected to complete the course orientation and Academic Honesty Statement prior to beginning work on course content.
5. All e-mail communication with the instructor should occur through Bb, unless otherwise noted. Bb mail and announcements should be reviewed at least every 48 hours.

6. All assignments are due by 11:59 pm on the scheduled date unless other arrangements have been made with the instructor before the due date. Late work will be penalized with a 10% grade deduction/day for up to 3 days; however exceptions will be considered for extreme emergencies where pre-planning was not possible.

7. Respectful and timely participation in discussion forums is required. Since it is assumed each student will be prepared for discussions, all contributions will be considered knowledgeable contributions. Disrespect in any form will NOT be tolerated.

8. All information disclosed through course chats or discussions is confidential and should not be shared with others outside the context of this course.

9. Students should notify the instructor if they withdraw from the course and should not attempt to access course materials once they have withdrawn.

10. Students are expected to complete a course evaluation at the end of the course.

11. Students can expect the instructor to respond to Bb e-mail messages within 48 hours.

12. Students can expect the instructor to grade assignments within 2 weeks of submission unless otherwise informed.

GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS:

Students are expected to follow instructions associated with the assignments for this course. If you are confused about an assignment, you should contact the instructor in a timely manner to ensure satisfactory completion of the assignment by the due date. Unless otherwise instructed, each student must adhere to the APA Publication Manual, 6th Edition guidelines for formatting and organizing written assignments. The campus Center for Academic Student Achievement (CASA) provides writing support both in person and in an online format. The contact at the Center is Noel Ballmer at 361-825-2254 and the web link is http://casa.tamucc.edu. Another writing resource is http://www.grammarly.com/edu. The College of Nursing & Health Sciences has purchased a license for students to use this website. Attached to an Item in the Resources section of your Blackboard course menu is a PDF instruction guide providing access information. Please do not hesitate to contact me to discuss your writing needs.

GRADING SCALE FOR THE COLLEGE OF NURSING AND HEALTH SCIENCES:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>83-89</td>
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<tr>
<td>C</td>
<td>75-82</td>
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<tr>
<td>D</td>
<td>67-74</td>
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<tr>
<td>F</td>
<td>Below 67</td>
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</tbody>
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COURSE ASSIGNMENTS AND GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Introductions/Academic Honesty Statement/Plagiarism Module</td>
<td>REQUIRED (Pass/Fail)</td>
</tr>
<tr>
<td>Reflective Journals (2)</td>
<td>5%</td>
</tr>
<tr>
<td>Group Discussion: Health Care Issues and Policies</td>
<td>10%</td>
</tr>
<tr>
<td>Issue Outline</td>
<td>20%</td>
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<tr>
<td>Stakeholder Interview: Structure, Purpose, Results</td>
<td>20%</td>
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<tr>
<td>Health Policy Analysis Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Oral Presentation in Policy Brief Format</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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SUCCESSFUL COMPLETION OF COURSE REQUIRES A GRADE OF B OR BETTER

Courses not passed with at least a B may result in an alternate degree plan and delay program completion.

PASS/FAIL REQUIRED ASSIGNMENTS:

Pass/Fail assignments and instructions can be found in the Introductory Unit. Look in the blue Course Menu on the left hand side of your Bb screen, click on the link labeled “Units/Lessons;” then click on “Introductory Unit.”

**Student Introductions:**
All students enrolled in the course will become potential collaborators in professional ventures. The student introduction provides you with an opportunity to share backgrounds, professional interests, and contact information to generate a peer network. This assignment is required.

**Academic Honesty Statement:**
Students are required to read the four sections of the Academic Honesty Statement document, complete the fifth section, and submit it through the Assignment link certifying compliance with the Academic Honesty policy.

**CITI Plagiarism Module:**
The last required pass/fail assignment is an important one. Please go to [http://research.tamucc.edu/compliance/citi-training.html](http://research.tamucc.edu/compliance/citi-training.html) and follow the instructions for the Plagiarism Course. This course is writing intensive. It requires you to find, read, interpret, and cite the work of others in your own words. This is no small task. It is often difficult to know exactly what is considered plagiarism. This CITI online module defines and describes plagiarism and its penalties and teaches you how best to avoid it. The completion report should be saved in pdf format and submitted under the Assignment link in Bb.
REFLECTIVE JOURNALS:

Journal entries will be in response to prompts provided by the instructor and will be evaluated based on sustained focus, depth of response, insight, and writing conciseness. Each journal reflection will count toward 2.5% of the final grade.

OVERVIEW OF THE COURSE AND FINAL PAPER:

This course will begin your journey toward your final DNP Project focused on the clinical practice problem you have chosen. This problem, if it is not already, will become your passion. It will become your major area of expertise. To begin an in depth examination of this problem, you must consider its background in health care policy and the effect that politics and policy makers may have on the problem and your pursuit to solve it. This course will assist you in understanding the role policy and law play in health care in general, and specifically, in your area of interest. It will provide opportunities for you to explore existing health policies with your peers and to individually delve deeper by talking to stakeholders who have a special interest in or some influence on policies pertinent to your problem. You will complete assignments that build upon each other, culminating in a thorough, succinct analysis of the policy most influential to your problem and its solution. At the conclusion of this course, you will speak clearly and persuasively on the health care policy(ies) most influential to your problem to confidently advocate for political reform aimed at improved quality of care and patient outcomes.

GRADED ASSIGNMENTS:

Below is a general description of the major assignments in the course. More detailed instructions may be found on the Course Schedule and on BlackBoard.

Assignments Building toward the Health Policy Analysis Paper and Oral Presentation:
The following 4 assignments are planned to build upon each other, culminating in a final product, the Health Policy Analysis Paper and Oral Presentation.

You will begin with a scholarly online group discussion with peers focused on introducing and defining your chosen clinical practice problem or issue of interest and exploring the many health
care policies that have impacted that problem and may influence the solution to the problem. Next, you will undertake the planning (or outline) of a formal analysis of one major issue concerning your clinical practice problem. You will learn the key elements necessary to dissect an issue, determine the key players, and assess the big picture. The next assignment will ensure that you are up to date with stakeholders’ perspectives and the political milieu surrounding your problem as you go out and speak to the people who are influential in or currently impacted by this issue and its surrounding policies and laws. Finally, you will be ready to write your formal policy analysis, support your recommendations, and orally present your findings in the voice of an informed professional nurse activist.

**Assignment 1: Group Discussion: Health Care Issues and Policies**
This first assignment allows you to articulate your chosen area of interest, your passion, your future area of expertise to your peers. You must clearly describe the clinical practice problem and begin to consider the different policies and laws that surround it. You will discuss pertinent political issues that could impact your road to solving or improving the problem. Your peers will do the same, and together you will help each other uncover different perspectives and ponder potential facets of the problem. By the end of the discussion, you should have a good idea of the particular issue or policy that will most influence your problem and your efforts to solve it. 

*This group discussion counts toward 10% of the final grade.*

**Assignment 2: Issue Outline**
Each outline will be completed using formal APA formatting including in-text citations and a full Reference List at the end of the outline.
The Issue outline will include the following key elements:

- A statement of the policy problem including a plan on how best to frame the problem;
- An explanation of the background of the problem, its history and influential factors;
- A description of possible solutions to the problem incorporating policy goals;
- An issue statement in the form of a question;
- An analysis of the political arena surrounding the problem, i.e. a description of who has the most influence over policy change;
- A description of pertinent stakeholders and their interests;
- A brief analysis of policy alternatives aimed at solving the problem;
- Identification of resources needed to attain policy change.

This is a major assignment as all others build on it. You will continue working on this outline as you complete your other assignments. This will be the nuts and bolts of your final paper.

*This assignment will count toward 20% of the final grade.*
Assignment 3: Stakeholder Interview: Structure, purpose, and results
Based on your first outline and the description of key stakeholders and the political arena, you will choose 1 influential person/key stakeholder to interview. This paper will include:

- A description of the interviewee and the reason why you have chosen to interview him/her;
- An explanation of your plan to access this person including a realistic timeline;
- An interview guide including the major questions you planned to ask and your purpose for asking these questions;
- A discussion of the results of your interview including a summary and key facts gleaned;
- A summary of how this interview helped you to better understand the policy problem and possible solutions.

This assignment will count toward 20% of the final grade.

Assignment 4: Health Policy Analysis Paper and Oral Presentation:
This final assignment combines all your previous work from the first 3 assignments into a professionally formatted paper and oral YouTube PowerPoint presentation. These products should flow directly from your previous assignments on which you have received feedback. Your final paper should be in a format that can be easily summarized and transferred into your DNP Project final paper. Your final analysis paper should include the following elements:

- Executive Summary;
- Problem Statement;
- Background;
- Landscape;
- Options;
- Recommendations; and
- References.

Your oral presentation will be a 10-minute Policy Decision Brief presentation directed toward a specific, influential decision-maker involved in the politics of your chosen policy problem. It should cover the following:

- Issue Summary;
- Background;
- Advantages and Disadvantages of at least 2 options for policy reform/change; and
- Your recommendation.

The Policy Analysis Paper will count toward 30% of your final grade and the Oral Presentation will count toward 15% of your final grade.
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](http://www.tamucc.edu/~students)

University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)


Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined
in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**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).

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 15, 2017 is the last day to drop a class with an automatic grade of “W” this term.

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Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

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.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Military Students

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