ANGELO STATE UNIVERSITY

MASTER of SCIENCE in NURSING

NUR6317

HEALTH POLICY & ETHICS

SPRING, 2018

BEVERLY GREENWALD, PhD, MSN, FNP-BC, NP-C, CGRN, RN
COURSE NUMBER
NUR6317

COURSE TITLE
Health Policy and Ethics

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard

PREREQUISITE COURSES
No courses, Graduate Standing

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Nursing Program. Collaborative management programs such as PBwiki may be used for group projects. Computer access requirements are further delineated in the Graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Graduate Student Handbook should be reviewed before taking this course.
The ASU Graduate Nursing Handbook found on the Nursing home page should be reviewed before taking this course.
http://www.angelo.edu/dept/nursing/student_resources/grad_info.php

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course. This course is worth 3 credits and like the face-to-face courses, students will be expected to ‘attend’ 3 times per week. Attendance is required asynchronously (meaning any time of day) on 1) Monday or Tuesday and 2) Wednesday or Thursday and 3) Friday or Saturday during the 5 weeks there are graded Discussion Boards (please see Discussion Board dates in EVALUATION AND GRADES and use the table at the end of the syllabus, where the dates are again posted, to keep track of adequate postings).

BROWSER COMPATIBILITY CHECK
It is the student’s responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU’s Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.
Be sure to perform a browser test. Select the “Support” tab from the Blackboard homepage (http://www.blackboard.angelo.edu) Select “Test your Browser” option.

Please see technical requirements for MSN classes at this link: 
http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

TECHNICAL SUPPORT
Helpdesk: 325-942-2911 or helpdesk@angelo.edu

FACULTY
BEVERLY GREENWALD, PhD, MSN, FNP-BC, NP-C, CGRN, RN
Office: Online Faculty
Phone: (701) 261-4795
Fax: (325) 942-2236
Beverly.Greenwald@angelo.edu
Preferred method of communication: General questions may be asked on the Discussion Board ‘I have a question’ Forum where other students can have the same questions answered. More urgent questions may be asked by either phone or email. I do get my email on my phone and if I miss a phone call, I return all calls as soon as possible. Please use the contact method that meets the urgency of your need.

OFFICE HOURS
Please arrange office hours by phone or email. I am available most times during the week or weekends.

TIME ZONE
ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST. Students working outside of CST will need to make the necessary adjustments and comply with CST.

COURSE DESCRIPTION
This course prepares students as effective agents of change by building leadership skills in health care policy development, implementation and evaluation. Ethics content promotes self-care and active advocacy. Student understanding of local, national, and global factors is expanded to facilitate clinical reasoning and collaborative engagement with all healthcare professionals in redesigning systems to achieve equity, safety, and quality for better healthcare outcomes. Prerequisite: Graduate Standing

COURSE OVERVIEW
Students will learn why every nurse needs to know about policy and ethics. Students will apply the ethical principles to nursing practice and research by completing several activities with advanced directives, organ donation, medical marijuana, vaccinations, and human subject protection in research. Students will propose solutions for racial and ethnic disparities in health care; health promotion and disease prevention as a cost saving measure; quality patient outcomes; and access to care. Students will learn about policy and politics in the workplace and workforce; advocacy for change in health care systems and local, state and federal government; financing health care; and the role of nursing organizations, foundations, and special interest groups in improving health care delivery.

MSN PROGRAM OUTCOMES
Upon program completion, the graduate will be prepared to:
1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a Master’s prepared nurse.

### STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN MSN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
</table>
| 1 Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate patient care and outcomes. | Module 2 DB
Texas Advanced Directives
Texas Advanced Directives Questions
Texas Donate Life Form
Texas Donate Life Form Questions
Texas Advanced Directives Workplace Policy Development | 1 Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations. | Essential I: Background for Practice from Sciences and Humanities
4 Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery. | Ethics
1 Integrates ethical principles in decision making.
2 Evaluates the ethical consequences of decisions.
3 Applies ethically sound solutions to complex issues related to individuals, populations and systems of care. |
| 2 Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, and political factors that influence healthcare. | Module 6 DB
Book Report | 2 Apply organizational and systems leadership skills. | Essential II: Organizational and Systems Leadership
3 Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, and political factors that influence health care. | Leadership
2 Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.
Policy
6 Evaluates the impact of globalization on health care policy development. |
| 3 Design systems change strategies that improve the care environment. | Module 4
Texas Advanced Directives Workplace Policy Development Professional Organization Involvement and Political Advocacy | 2 Apply organizational and systems leadership skills. | Essential II: Organizational and Systems Leadership
6 Design and implement systems change strategies that improve the care environment. | Leadership
7 Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.
Policy
5 Analyzes the implications of health policy across disciplines. |
| 4 Analyze how policies influence the structure and financing of institutional, local, | Module 3 DB
Module 6 DB
Module 7 Book Report | 6 Advocate through system level policy development. | Essential VI: Health Policy and Advocacy
1 Analyze how policies influence the structure and financing of health | Policy
2 Advocates for ethical policies that promote access, equity, quality, and cost. |
<table>
<thead>
<tr>
<th>5 Participate in the development and implementation of institutional, local, state, and federal policy.</th>
<th>Module 9 The Nurse as Policy Advocate in the Community Book Report</th>
<th>6 Advocate through system level policy development.</th>
<th>Essential VI: Health Policy and Advocacy 2 Participate in the development and implementation of institutional, local, and state and federal policy.</th>
<th>Policy 4 Contributes in the development of health policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Interpret research, bringing the nursing perspective for policy makers and stakeholders.</td>
<td>Module 5 DB Protecting Human Research Participants Training, National Institute of Health</td>
<td>6 Advocate through system level policy development.</td>
<td>Essential VI: Health Policy and Advocacy 4 Interpret research, bringing the nursing perspective, for policy makers and stakeholders.</td>
<td>Leadership 5 Advances practice through the development and implementation of innovations incorporating principles of change.</td>
</tr>
<tr>
<td>8 Advocate for policies that improve the health of the public and the profession of nursing.</td>
<td>Module 8 Module 9 Professional Organization Involvement and Political Advocacy The Nurse as Policy Advocate in the Community</td>
<td>6 Advocate through system level policy development.</td>
<td>Essential VI: Health Policy and Advocacy 5 Advocate for policies that improve the health of the public and the profession of nursing.</td>
<td>Policy 2 Advocates for ethical policies that promote access, equity, quality, and cost.</td>
</tr>
</tbody>
</table>

**REQUIRED TEXTS AND MATERIALS**


American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1-4338-0562-2 Students will want to purchase this text as it is used in every course in our program. There will be an APA Quiz and this manual (in print version) will need to be marked in advance of taking this quiz.


**OTHER REQUIRED MATERIALS**

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam (Logitech highly recommended)
• Video recording capability (MAC or Windows Movie Maker, or camcorder)
• Audio recording device such as computer MP3 capability
• Logitech USB microphone headset
• Document scanner
• Ability to create PDF documents. No faxed items, JPEG, or other formats will be accepted for scanned documents. PDF/Word is the acceptable format. Scanner is required.
Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

RECOMMENDED TEXTS
No additional texts

TOPIC OUTLINE
Course Introduction
The Ethics of Nursing and Politics.
Introduction to Policy and Politics in Nursing and Health Care
Policy and Politics in the Workplace and Workforce
Policy and Politics in Research and Nursing Science
Health Care Delivery and Financing
Policy and Politics in the Government
Policy and Politics in Associations and Interest Groups
Policy and Politics in the Community

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. All course requirements must be completed to pass this course.

The following grading scale is in use for this course:
A = 90.00-100 percent
B = 80.00-89.99 percent
C = 70.00-79.99 percent
F = <70 percent (Grades are not rounded up)
## EVALUATION AND GRADES

Graded activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Due Date</th>
<th>My personal Start Date</th>
<th>Points</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Attests on appropriate DB that the syllabus has been <em>read in entirety</em>.</td>
<td>Thursday, Jan 18 at 11 pm</td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2 Attests on appropriate DB that the Student Handbook has been <em>read in entirety</em>. Students are responsible to know this guide to academic success. The Student Handbook is found on the Nursing Homepage under ‘Student Resources.’</td>
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<tr>
<td>3 Attests on appropriate DB that all due dates are entered into a tracking system of the student’s choice (calendar, outlook, appointment book…) Acknowledges that these due dates need to be met or the course should be dropped.</td>
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<tr>
<td>4 Communication is essential in an online course. Communication requires 1) that a message is sent and 2) that the message is received. Attests on appropriate DB that communication will be received: 1) via ASU email on a daily basis per the Department of Nursing requirements, 2) Discussion Boards and Announcements will be reviewed at least on Monday or Tuesday; Wednesday or Thursday; and Friday or Saturday. The Question DB specific for each assignment will be reviewed before submitting each assignment, and 3) Feedback on each assignment will be reviewed on the Grade Center. Any revisions required on these assignments need to be completed within 3 days <em>(from date and time graded)</em> to improve the score earned. Failure to submit changes within 3 days is an indication of satisfaction with the original score.</td>
<td>By every Tuesday, Thursday, and Saturday, <em>every week whether a DB is active that week or not!</em></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5 Attests on appropriate DB that each tab on the course has been reviewed as is the standard expectation of all students enrolled in all ASU online Nursing courses. Utilizes the Question Discussion Board to ask questions/read replies to other students’ questions about the course and course expectations.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>APA Quiz (and Remedial Action Plan if score is less than 80%)</td>
<td>January 20, 11 pm, Quiz Due January 27, 11 pm, Remedial Action Plan, if needed.</td>
<td>45</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Module 6: Chapter 19 The Affordable Care Act: Historical Context and an Introduction to the State of Health Care in the United States, 184-196</td>
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</table>

Please note that these are the official due dates for all activities in this course. Every effort is made to have these dates consistent with the remainder of the syllabus and the dates on the Discussion Boards, Learning Modules, and Assignment submission links.

*Any discrepancies should be resolved by using the dates listed here!*
<table>
<thead>
<tr>
<th>Module 9 Policy and Ethics portion of MSN Comprehensive Exam Review Guide</th>
<th>Save this document by <strong>Jan 20</strong>, 11 pm, and work on completing it throughout the semester in preparation for the MSN Comps when your core courses are finished.</th>
<th>5</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed document is due <strong>May 5</strong>, 11 pm.</td>
<td><strong>Discussion Board Participation (#5)</strong> Note: March 30 is a holiday and so the DB for Week 10 will be 2 sets of days: same total requirements but divided over 2 sets of days instead of 3 sets of days.</td>
<td>1 Jan 16 – Jan 20</td>
<td>Module 1 DB #1</td>
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<td></td>
<td>1 Jan 29 – Feb 3</td>
<td>Module 2 DB #2</td>
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<td>5 Feb 5 – Feb 10</td>
<td>Module 3 DB #3</td>
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<td></td>
<td>8 Mar 5 – Mar 10</td>
<td>Module 5 DB #4</td>
</tr>
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<td></td>
<td></td>
<td>10 Sun Mar 25 – Mar 31</td>
<td>Module 6 DB #5</td>
</tr>
<tr>
<td><strong>Video Assignments Due</strong> See Discussion Board Rubric, below, for details on posting your video</td>
<td>Each student is assigned a DB to post a video related to the topics covered. Post by <strong>11 pm on Tuesday</strong>.</td>
<td><strong>Week 1 Jan 16 or 17</strong> Molly Brigette Mariah <strong>Week 3 Jan 29 or 30</strong> Sonia Cherishe Nidia <strong>Week 5 Feb 5 or 6</strong> Stephanie W Steve Emily <strong>Week 8 Mar 5 or 6</strong> Sarah Crystal M Alicia <strong>Week 9 Mar 19 or 20</strong> Alyx Mike E</td>
<td><strong>This video is counted as a cited post but only if the source is included in APA format.</strong></td>
</tr>
<tr>
<td><strong>Module 2</strong> Texas Advanced Directives Texas Advanced Directives Questions Texas Donate Life Form Texas Donate Life Form Questions</td>
<td><strong>Feb 3</strong>, 11 pm</td>
<td><strong>40</strong></td>
<td><strong>6.2</strong></td>
</tr>
<tr>
<td><strong>Module 4</strong> Texas Advanced Directives Workplace Policy Development</td>
<td>Due for student review on Discussion Board: <strong>Feb 27</strong>, 11 pm</td>
<td><strong>100</strong></td>
<td><strong>15.5</strong></td>
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<tr>
<td></td>
<td>Student reviews due: <strong>Mar 1</strong>, 11 pm (to allow students time to add relevant information from these reviews) Due for faculty review: <strong>Mar 3</strong>, 11 pm</td>
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<tr>
<td>Module 5</td>
<td>Protecting Human Research Participants Training, National Institute of Health</td>
<td>Mar 10, 11 pm</td>
<td>100</td>
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</tr>
<tr>
<td>Midterm Course Survey (Formative Assessment) Deployed by department personnel (not faculty).</td>
<td>Deployed at midterm. Students are expected to check emails daily and the Announcements on each set of days, each and every week (not just the DB weeks). The survey will be open for only a short time.</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Module 8</td>
<td>Professional Organization Involvement and Political Advocacy</td>
<td>Due for student review on Discussion Board: Apr 10, 11 pm</td>
<td>10</td>
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<tr>
<td></td>
<td>Student reviews due: Apr 12, 11 pm (to allow students time to add relevant information from these reviews)</td>
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<td></td>
<td>Due for faculty review: Apr 14, 11 pm</td>
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<tr>
<td>Module 9</td>
<td>The Nurse as Policy Advocate in the Community</td>
<td>Due for student review on Discussion Board: Apr 24, 11 pm</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Student reviews due: Apr 26, 11 pm (to allow students to add relevant information from these reviews)</td>
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<td></td>
<td>Due for faculty review: Apr 28, 11 pm</td>
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<tr>
<td>Module 9</td>
<td>Book Report (Final Exam)</td>
<td>Due for student review on Discussion Board: May 1, 11 pm</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Student reviews due: May 3, 11 pm (to allow students to add relevant information from these reviews)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Due for faculty review: May 5, 11 pm</td>
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<td></td>
</tr>
<tr>
<td>Module 9</td>
<td>Self-Evaluation of Course Objectives</td>
<td>May 9, 11 pm</td>
<td>10</td>
</tr>
<tr>
<td>FIF/IDEA Survey (Summative Assessment) Deployed by university personnel.</td>
<td>Deployed at end of the semester by university personnel. The survey will be</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
open for only a short time. The survey open dates will be posted on the DB where you will attest completion to get the 5 points.

| Total |  | 645 points | 100% |

**TEACHING STRATEGIES**

Assigned readings, Internet resources, and written assignments. Individual consultation with instructor periodically and as needed.

Group discussion, problem-solving and research, and online activities will be used to promote student learning. Individual consultation with instructor periodically and as needed.

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. A Discussion Board is provided in Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and clinical experiences relevant to the course topics.

**ASSIGNMENT DESCRIPTIONS**

*Please note: Rubrics for all assessments are located at the end of this syllabus. Students are expected to include the rubric for each submission. These documents are “add only; delete nothing” meaning that you add your work to the document without deleting the directions. The documents to be used for your work are located under ‘Assignments’ and on the “Modules” on BlackBoard. Simply add your work where indicated (do not delete the directions or any portion), save with an appropriate name for the file, and submit under the appropriate Assignments link on BB.

**Quiz:**

*APA Quiz*

American Psychological Association (APA) is the Gold Standard in nursing for documentation of references. Nursing graduate students are expected to write at the graduate level. Students will prepare the APA manual for use in the MSN courses and then complete a review of proper APA format and an APA quiz. A score of less than 80% on this quiz will necessitate a Remedial Action Plan to resolve APA deficiencies.

**Written Activities:**

*Policy and Ethics Portion of MSN Comprehensives Review Guide:*

Students will submit their work on the Policy and Ethics portion of the MSN Comprehensive Review Guide found on the Nursing homepage, Graduate Student Resources. The MSN Comprehensives are taken upon completion of the Core Curriculum. The Student Handbook has details regarding the MSN Comprehensives. Watch the Nursing Newsletter (sent by Felicia) for application information to take this important exam.

**Discussion Board Activities:**
Faculty use these discussion boards to gauge the engagement and progress of each student, so adequate participation in them is essential. The Discussion Boards total 120 of 605 points in this course and represents a significant written assignment (including citations). Students use the Discussion Boards as an avenue for synthesis of material / information. A Discussion Board is provided in this course to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the Discussion Board Rubric to support individual answers to the assigned questions throughout this course. Note that citations are expected in proper APA format to support the information posted. Students who do not use proper APA format will be invited to take a remedial APA quiz. Due to the large numbers of students enrolled, each week there will be multiple Discussion Boards on the assigned reading. Please be sure to participate in the group to which you have been assigned.

**Ethics Activities:**
Students will apply the ethical principles to nursing practice and research by completing several activities.
- **Texas Advanced Directives**- Students will complete a copy of the Texas Advanced Directives.
- **Texas Advanced Directives Questions**- Students will reflect on their experience with completing a copy of the Texas Advanced Directives.
- **Texas Donate Life Form**- Students will complete a copy of the Texas Donate Life form.
- **Texas Donate Life Form Questions**- Students will reflect on their experience completing a copy of the Texas Donate Life form.
- **Protecting Human Research Participants Training, National Institute of Health**- Students will complete the National Institute of Health’s Protecting Human Research Participants training. This training includes the application of the ethical principles to research and a historical perspective of significant developments in the regulation of research using human subjects.

**Political Advocacy Activities:**
Nurses are expected to advocate for policy at several government levels: community, state, and federal. Nurses also play a leadership role in the workplace and professional organizations. Key principles of political leadership and advocacy are utilized for each of the following assignments:
- **Texas Advanced Directives Workplace Policy**- Students will create a policy to promote the completion of Advanced Directives for each and every patient registered at a clinic or admitted to a hospital.
- **The Nurse as Policy Advocate in the Community**- Students will create an effective policy to promote immunization of young males and females for HPV in his or her community.
- **Professional Organization Involvement and Political Advocacy**- Students will identify a nursing organization with political aspirations and create an action plan for his or her own participation in that organization to advance one cause.

**Book Report:**
Abraham’s book follows the Banes family’s experience with health care and gives rich examples of how some Americans live and how their health care needs are not optimally met. After reading this text, students are expected to be able to a) identify various problems this family encountered and b) propose policy changes to address them and improve the outcomes. For this exercise, students will analyze the family’s problems and propose political solutions to 1) Racial and Ethnic Disparities in Health Care, 2) Ethical Dilemmas in Health Care, 3) Health Promotion and Disease Prevention as a Cost Saving Measure, 4) Quality of Care, and 5) Access to
Care. The Book Report will serve as the Final Exam for this course.

**Policy and Ethics Portion of MSN Comprehensive Exam Handbook:**
Students will submit their work on the Policy and Ethics portion of the MSN Comprehensive Exam Handbook. Students should work on completing the MSN Comprehensive Exam Handbook *simultaneously* with taking each Core Course.

**Self-Evaluation of Course Objectives:**
Students will complete a self-evaluation of meeting the Course Objectives listed in the syllabus.

**Student Feedback:**
Student feedback on all ASU courses is essential to course and program improvement. The Formative Assessment (midterm survey) includes standard questions for the Department of Nursing. The Formative Assessment is created by university personnel (not faculty) and will be found at a blue tab on BB and is labeled ‘Midterm Survey.’ The Summative Assessment (FIF/IDEA Forms) is distributed by university personnel (not faculty) at the end of the course. The Summative Assessment replies are aggregated and responses are therefore anonymous. Both the Formative Assessment and the Summative Assessment are open for a limited amount of time. Please be sure to watch for the notice about these assessments either on “Announcements,” via email, or on the DB.

Note: These surveys are not deployed by faculty so to get your points for participation, you must attest on the DB that you completed these surveys.

The following is information from the Graduate Student Handbook regarding the IDEA Ratings of Faculty and Courses:

Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty members seriously consider student evaluations in making modifications in the course, specific classes, and clinical experience. Evaluations of class, laboratory, and clinical teaching effectiveness are used by individual faculty members in identifying areas of strength and areas of needed improvement. Faculty members value student evaluations of teaching effectiveness as a means of improving teaching skills. Students are encouraged to evaluate classroom and clinical instruction using the forms and methods provided. In addition, verbal input is welcome. The clinical instructor will also provide a tool for students to evaluate the clinical experience.

**GENERAL POLICIES RELATED TO THIS COURSE**

ALL STUDENTS ARE REQUIRED TO FOLLOW THE POLICIES AND PROCEDURES PRESENTED IN THE FOLLOWING DOCUMENTS:

- ANGELO STATE 2016-2017 STUDENT HANDBOOK LOCATED ON THE ASU WEBSITE HTTP://WWW.ANGELO.EDU/CSTUDENT/DOCUMENTS/PDF/STUDENT_HANDBOOK.PDF,
- ASU GRADUATE CATALOG LOCATED ON THE ASU WEBSITE HTTPS://WWW.ANGELO.EDU/CATALOGS/
IMPORTANT UNIVERSITY DATES, SPRING 2018
See Academic Calendar at: http://www.angelo.edu/services/registrars_office/academic_calendar.php
First Day of Class: January 16
Spring Break: March 12 – March 16
Spring Holiday: March 30
Spring Semester ends: May 11
Final Exams Week: May 7 – May 11
Commencement: May 12

STUDENT RESPONSIBILITY & ATTENDANCE
This class is asynchronous, meaning students do not have to be on-line at a certain time. There are readings which students must complete to be able to adequately participate in individual and group assessments. To complete this course successfully, students do have to participate in all course activities i.e. discussion boards, course projects, etc. as well as submit and pass all assignments. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week, on average. The course is set up so that students can work ahead which assists with time-management and timely completion of course objectives.

Attendance is required asynchronously on 1) Monday or Tuesday and 2) Wednesday or Thursday and 3) Friday or Saturday during the 5 weeks there are graded Discussion Boards (please see Discussion Board dates in EVALUATION AND GRADES and use the table at the end of this syllabus, where the dates are again posted, to keep track of adequate postings).

Please note: students from other institutions, taking a one-time ASU course, are bound by ASU policies in this course.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via Blackboard: It is an expectation of this class that students use formal writing skills giving appropriate credit to the source of ideas. Follow APA (2010) 6th edition (2nd Printing or higher, only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through ASU email addresses. Please check your ASU email daily for announcements and policy changes. The ASU Help Desk (800-942-2911 or 325-942-2911) can help you get your ASU email on your cell phone to assist with this essential communication.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Skype, Join.me, Google Hangouts, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Generally, words that are all capitalized are more difficult to read. **Excessive capitalizing may be viewed as SHOUTING!** *(Meaning that capitalizing does highlight a point without being deemed shouting.)*
• Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources. **Quotes should be used sparingly, if at all. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.**
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post. Be sure to **summarize, rather than copy** information from the internet or an article.
• It is extremely rude to forward someone else’s messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

**ASSESSMENT SUBMISSION**

In this class, **all assessments need to be submitted through the Assessments link in the Blackboard course site.** This requirement is to allow grades to be entered on the Grade Center. Issues with technology arise from time to time. If a technology issue does occur regarding an assessment submission, email your instructor at Beverly.Greenwald@angelo.edu and attach a copy of what you are trying to submit. This approach lets me know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link (grades cannot be assigned until student work is submitted in the appropriate spot). This process will document the problem and establish a timeline. Be sure to keep a backup of all work. **Be sure to hit ‘save’ prior to submitting your work** so the completed assignment gets submitted.

**LATE WORK OR MISSED ASSESSMENTS POLICY**

The course is set up on weekly modules. The week begins on Monday at 1 am CST and ends on Saturday at 11 pm CST. Assignment due dates are shown on the schedule. **Late submissions are not accepted without prior approval of faculty.** Students must complete all work for this course to pass this course, even if the late submission is not accepted for a grade. Faculty reserve the right to deduct points if late assignments are accepted past the original due date.

**ACADEMIC HONESTY**

The **Archer College of Health and Human Services** adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook [http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php](http://www.angelo.edu/student-handbook/community-policies/academic-integrity.php). The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."
PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly, if at all. You will not likely find quotes in a journal publication other than in phenomenological studies. Rather than quoting, it is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211(TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes.
by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course daily.

WEBLINKS:
- Board of Nursing for the State of Texas http://www.bne.state.tx.us/
- National Institute of Nursing Research (NINR) HTTPS://WWW.NIH.GOV/ABOUT-NIH/WHAT-WE-DO/NIH-ALMANAC/NATIONAL-INSTITUTE-NURSING-RESEARCH-NINR
- Campaign for Action (The Future of Nursing) http://campaignforaction.org/

COURSE EVALUATION
Students are provided the opportunity and are strongly encouraged to participate in a course evaluation at the end of the semester. Focus areas on the IDEA evaluation include:
- Learning how to find, evaluate, and use resources to explore a topic in depth
- Learning to analyze and critically evaluate ideas, arguments, and points of view

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week 1: Jan 16 – Jan 20</th>
<th>Read, Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Course Introduction: Why every nurse needs to know about Policy and Ethics.</td>
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</tbody>
</table>

**Objectives:**
At the completion of this Learning Module, the student will be able to:
- State 4 reasons why all nurses need to be involved in policy development.
- State how policy and ethics overlap.
- Identify 3 nursing organizations with a policy agenda for the future of nursing.
- Identify which portion of the MSN Essentials will be the core of this course.
- State why this course is essential for passing the MSN Comprehensives.

**Assignments:**
- Read
  - Forward
  - Preface
  - Back cover
- 10 Domains of the Future of Nursing (See the blue tab ‘Learning Modules’ for reading assignment documents.)
  (Also found under ‘Learning Modules’ on BB)
- Comprehensive Exam Handbook found on the Nursing Home Page-
  http://www.angelo.edu/content/files/21065-comprehensive-examination-handbook-final
- Begin completing the Policy and Ethics portion for the Comprehensive Exam Handbook
- Complete course orientation activities described in the EVALUATION AND GRADES section in the syllabus

**Activities:**
- Discussion Board Participation: Module 1 (Jan 16 – Jan 20)
- Participate in Introduction Discussion Board (note this Introduction Discussion Board is not graded, so please be sure to post on the DB that is graded using the rubric)
**Assessment:**
- Graded Discussion Board Module 1 Graded DB #1, **Jan 16 – Jan 20**, please see the syllabus for the DB grading rubric and craft your posts accordingly. Use the Blooms Taxonomy of Verbs to ensure a higher level of learning: application, analysis, evaluation, and creativity (rather than remember and understand).
- Save the Module 9 Policy and Ethics portion of MSN Comprehensive Exam Review Guide by **Jan 20**, 11 pm. Complete this document as you go through this course. The completed document is due on **May 5**, 11 pm.
- Attest on the appropriate Discussion Boards that course orientation activities have been completed- see EVALUATION AND GRADES in the syllabus, due **Jan 18**, 11 pm.

<table>
<thead>
<tr>
<th>Week 2: Jan 22 – Jan 27 Read</th>
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<tr>
<td>Week 3: Jan 29 – Feb 3 Activities</td>
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<tr>
<td>Module 2: The Ethics of Nursing and Politics.</td>
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</tbody>
</table>

**Objectives:**
At the completion of this Learning Module, the student will be able to:
- List and define the ethical principle(s) and how they are related to nursing practice and health care policy.
- List and describe the essential components of professional ethics.
- Describe the professional ethics of nursing.
- Discuss Advanced Directives, end-of-life care, and organ donation with patients.
- Describe ethical issues in artificial nutrition and hydration.
- Describe ethical issues related to organ donation.

**Assignments:**
- Read (Jan 22 – Jan 27)
  - Chapter 15 Health Policy, Politics, and Professional Ethics, 137-150
  - Ethical Principles and Ethical Theories document (found under ‘Module 2’ at the Learning Module blue tab).
- Code of Ethics for Nurses = http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses

**Activities:**
- Discussion Board Participation: Module 2 (Jan 29 – Feb 3)
- Complete the Texas Advanced Directives Form (found at Module 2 and to be submitted at the blue tab ‘Assignments’ for Module 2)
- Complete the Texas Advanced Directives Questions (found at Module 2 and to be submitted at the blue tab ‘Assignments’ for Module 2)
- Complete the Texas Donate Life Form (found at Module 2 and to be submitted at the blue tab ‘Assignments’ for Module 2)
- Complete the Texas Donate Life Form Questions (found at Module 2 and to be submitted at the blue tab ‘Assignments’ for Module 2)

**Assessment:**
- Graded Discussion Board Module 2 (Jan 29 – Feb 3, 11 pm; Graded DB #2)
---

**Texas Advanced Directives Form** (due **Feb 3**, 11 pm)

**Texas Advanced Directives Questions** (due **Feb 3**, 11 pm)

**Texas Donate Life Form** (due **Feb 3**, 11 pm)

**Texas Donate Life Form Questions** (due **Feb 3**, 11 pm)

**Week 4: Feb 5 – Feb 10 Read**

**Week 5: Feb 12 – Feb 17 Activities**

**Module 3: Introduction to Policy and Politics in Nursing and Health Care**

**Objectives:**
- At the completion of this Learning Module, the student will be able to:
  - Describe policy, politics, and nursing from a historical perspective.
  - Identify 5 ways nurses are advocates in health care.
  - Utilize media to influence health policy and ethics.

**Assignments:**
- Read (Feb 5 – Feb 10)
  - 1 A framework for Action in Policy and Politics, 1-21
    * Figure 1-5 A framework: Spheres of influence for action, 12
    * Figure 1-6 The who, what, where, when and why of nursing’s policy influence, 13
  - 2 A Historical Perspective on Policy, Politics, and Nursing, 22-29
  - 3 Advocacy in Nursing and Health Care, 30-37
  - 4 Learning the Ropes of Policy, Politics, 38-47
    * Figure 4-3 The spectrum of political competencies and examples of activities, 46
  - 5 TAKING ACTION: How I Learned the Ropes of Policy and Politics, 49-51
  - 6 A Primer on Political Philosophy, 52-60
  - 7 The Policy Process, 49 – 57
    * Box 7-3 Example of a Policy Decision Brief, 69
    * Box 7-4 Example of a One-Page “Leave –Behind” Summary of a Nursing Policy Issue, 70
  - 8 Health Policy Brief: Improving Care Transitions, 73-79
  - 9 Political Analysis and Strategies, 80-90
  - 14 Using the Power of Media to Influence Health Policy and Politics, 120-136

**Activities:**
- Discussion Board Participation: Module 3, **Feb 12 – Feb 17**

**Assessment:**
- Graded Discussion Board Module 3, (Week 5, **Feb 12 – Feb 17**; Graded DB #3)

**Week 6: Feb 19 – Feb 24 Read**

**Week 7: Feb 26 – Mar 3 Activities**

**Module 4: Policy and Politics in the Workplace and Workforce**

**Objectives:**
- At the completion of this Learning Module, the student will be able to:
  - Describe how effective policy yields patient safety.
  - Describe nursing education policy and how it impacts nursing.
  - Describe the role of governments in regulating the patient-provider relationship.

**Assignments:**
- Read (Feb 19 – Feb 24)
  - 58 Quality and Safety in Health Care: Policy Issues, 483-493
  - 59 Politics and Evidence-Based Practice and Policy, 494-501
  - 61 Rural Health Care: Workforce Challenges and Opportunities, 511-515
  - 63 Policy and Politics in the Contemporary Work Environment, 523-532
  - 66 Politics of Advanced Practice Nursing, 542-549
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**Activities**: (Feb 26 – Mar 3)
- Develop a policy to implement the Texas Advanced Directives in the workplace

**Assessment**: 
Advanced Directives Workplace (found at Module 4 and to be submitted at the blue tab ‘Assignments’ for Module 4)
- Due for student review on Discussion Board: **Feb 27**, 11 pm
- Student reviews due on DB: **Mar 1**, 11 pm (to allow students to add relevant information from these reviews)
- **Due for faculty review**: **Mar 3**, 11 pm

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### Week 8: Mar 5 – Mar 10 Read and Activities

#### Module 5: Policy and Politics in Research and Nursing Science

**Objectives**: 
At the completion of this Learning Module, the student will be able to:
- Describe how science, research, evidence, politics, and policy are related.
- Discuss the current ethical and political issues related to medical marijuana.
- Identify 3 historical events that impacted how research is conducted on human subjects.
- Discuss the ethical principles of human subjects’ research.

**Assignments**: 
- Read (**Mar 5 – Mar 10**)
- 12 Health Services Research: Translating Research into Policy, 105-114
- 90 TAKING ACTION Reefer Madness: The Clash of Science, Politics, and Medical Marijuana, 698-702

**Activities**: 
- Discussion Board Participation: Module 5, **Mar 5 – Mar 10**
- Protecting Human Research Participants Training, National Institute of Health: See directions at Module 5

**Assessment**: 
- Graded Discussion Board Module 5 (Week 8, **Mar 5 – Mar 10**, Graded DB #4)
- Protecting Human Research Participants Training, National Institute of Health due **Mar 10**, 11 pm
  (directions found at Module 5 and work to be submitted at the blue tab ‘Assignments’ for Module 5)

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### Week 9: Mar 19 – Mar 24 Read

**Week 10: Sunday, Mar 25 – Mar 31 (Mar 30 = Holiday) Activities**

#### Module 6: Health Care Delivery and Financing

**Objectives**: 
At the completion of this Learning Module, the student will be able to:
- Describe major socio-economic and political trends and how these trends impact health care.
- Describe how health care is funded.
- Describe how the Affordable Care Act fundamentally changed the US health care system
- Describe policy related to family care giving, women, and women’s health issues.
- Describe policy related to public health and health disparity.

**Assignments**: 
- Read (**Mar 19 – Mar 24**)
- 16 The Changing United States Health Care System, 151-163
-17 A Primer on Health Economics, 164-171
-18 Financing Health Care in the United States, 172-183
-19 The Affordable Care Act: Historical Context and an Introduction to the State of Health Care in the United States, 184-196 (Note, due to the election of a Republican President, this topic will have to be predominantly "Current Events" in this course.)

-‘Maslow’s’ document
-20 Health Insurance Exchanges: Expanding Access to Health Care, 196-206
-23 Policy Approaches to Address Health Disparities, 220-223
-27 Women’s Reproductive Health Policy, 247-251
-28 Public Health: Promoting the Health of Populations and Communities, 252-258
-31 Chronic Care Policy: Medical Homes and Primary Care, 275-279
-32 Family Care Giving and Social Policy, 280-285

Activities:
-Discussion Board Participation: Module 6, Sunday, Mar 25 – Mar 31 (Mar 30 = Holiday)
-Assessment:
-Graded Discussion Board Module 6 (Week 10, Sunday, Mar 25 - Mar 31 (Mar 30 = Holiday), Graded DB #5)

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<tr>
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<th>31</th>
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<td>29</td>
<td>30</td>
<td>31</td>
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</table>
You can choose to double up the posts on either of 2 sets of days, rather than the usual 3 sets of days due to the holiday.

Week 11: Apr 2 – Apr 7
Module 7: Policy and Politics in the Government

Objectives:
At the completion of this Learning Module, the student will be able to:
-Describe how government works.
-Describe the process by which a bill becomes law.
-Describe the role of the Board of Nursing in ensuring patient safety.
-Describe the importance of having a nurse in the board room.
-Identify potential avenues for nurses to be involved in politics.

Assignments:
-Read (Apr 2 – Apr 7)
-40 Contemporary Issues in Government, 335-355
-43 An Overview of Legislation and Regulation, 377-389
-52 Taking Action: A Nurse in the Boardroom, 442-446


-Rather than read Chapter 54, Nursing Licensure and Regulation, we will examine the following articles:
-Mangin, M. E. (2012). You’re being investigated by your state nursing board: What to do when the nursing board investigates or takes action against you. American Journal of Nursing, 112(6), 23-25. (Found at Module 7)
- Brous, E. (2012). Common misconceptions about professional licensure: Being unaware of the realities of licensure can damage a nurse’s career, even permanently. *American Journal of Nursing, 112*(10), 55-59. (Found at Module 7)

**Activities:**
None (reading only)

Consider applying for Malpractice Insurance at the Student Rate which may remain the effective rate during the first year of APRN practice. There are a variety of options but one is NSO: http://landing.nso.com/malpractice-insurance-nursing-professionals/?refID=iiWW2Ppi

For your personal use: Create a professional portfolio which includes: Resume, License sent by the BON, Professional Goal Statement, Malpractice Insurance Policy, Letters of Reference, Annual Evaluations, Continuing Education Certificates, Certification Certificates, Special Items: ACLS, BLS, the State Nurse Practice Act, and the 4 AJN articles (to review annually).

**Assessment:**
None (reading only)

### Week 12: Apr 9 – Apr 14 Read and Activities

#### Module 8: Policy and Politics in Associations and Interest Groups

**Objectives:**
At the completion of this Learning Module, the student will be able to:
- Describe the origin of Nursing Organizations.
- Identify key issues in Nursing Organizations.
- List 5 member benefits for Nursing Organizations.
- Describe how nurses can affect political change at the state level.

**Assignments:**
- Read *(Apr 9 – Apr 14)*
  - 73 Current Issues in Nursing Associations, 588-595
  - 74 Professional Nursing Associations: Operationalizing Nursing Values, 596-604
  - 80 TAKING ACTION: The Nightingales Take On Big Tobacco, 632-641

**Activities:**
- Complete the Professional Organization Involvement and Political Advocacy exercise found at Module 8 and to be submitted at the blue ‘Assignments’ tab, for Module 8

**Assessment:**
- Professional Organization Involvement and Political Advocacy: 10 points
  - Due for student review on Discussion Board: **Apr 10**, 11 pm
  - Student reviews due: **Apr 12**, 11 pm (to allow students to add *relevant* information from these reviews)
  - Due for faculty review: **Apr 14**, 11 pm

### Week 13: Apr 16 – Apr 21 Read

### Week 14: Apr 23 – Apr 28 Activities

### Week 15: Apr 30 – May 5 Activities

#### Module 9: Policy and Politics in the Community

**Objectives:**
At the completion of this Learning Module, the student will be able to:
- Describe each of the key concepts of community activism and provide 3 examples.
- Describe how nurses can affect global policy.
- Create a plan for political action in the community.

**Assignments:**
- Read (Apr 16 – Apr 21)
  - 82 An Introduction to Community Activism, 651-659
  - 85 Taking Action: From Sewage Problems to the Statehouse: Serving Communities, 670-673
  - 103 Infectious Disease: A Global Challenge, 713-723

**Activities:**
- Nurse as Policy Advocate in the Community
- Book Report
- MSN Comprehensive Handbook, Policy and Ethics portions
- Self-Evaluation of Course Objectives

**Assessment:**
- Nurse as Policy Advocate in the Community (found at Module 9 and to be submitted at the blue ‘Assignments’ tab for Module 9)
  - Due for student review on Discussion Board: Apr 24, 11 pm
  - Student reviews due: Apr 26, 11 pm (to allow students to add relevant information from these reviews)
  - Due for faculty review: Apr 28, 11 pm
- Book Report due May 5, 11 pm (found at Module 9 and to be submitted at the blue ‘Assignments’ tab, for Module 9)
  - Due for student review on Discussion Board: May 1, 11 pm
  - Student reviews due: May 3, 11 pm (to allow students to add relevant information from these reviews)
  - Due for faculty review: May 5, 11 pm
- IDEA/FIF Surveys are deployed by university personnel. Attest on the DB that you have completed this survey.
- Policy and Ethics portion of MSN Comprehensive Exam Handbook: May 5, at 11 pm
- Self-Evaluation of Course Objectives: May 9, at 11 pm

**Finals Week: May 7 – May 11 (Commencement = May 12)**
The Banes Book Report due May 5, 11 pm was our Final Exam.

**RUBRICS FOR ASSESSMENTS**
*Please Note: All written assignments are included in this non-modifiable, PDF-format syllabus for student review. However, students must go to the blue ‘Learning Modules’ or ‘Assignments’ tabs on BlackBoard to find the actual documents used for these assignments. Whenever possible, the documents under the ‘Learning Modules’ or ‘Assignments’ tabs are in modifiable, Word Document format where students enter their work directly into the documents found at each submission link. Students are expected to complete and include the directions and Grading Rubric for each assignment submitted. If it was necessary to download, complete, and then scan a PDF document, then the Grading Rubric must also be submitted separately in the modifiable Word Document. Students will find the documents associated with each Module labeled per the Module number. Students complete those documents as directed. Each document should be labeled with the student’s name before submitting. Students use the ‘Assignments’ tab to submit the saved document at the same link where the original document was found.
Module 2, The Ethics of Nursing and Politics Assignments: Texas Advanced Directives (10 points), Texas Advanced Directives Questions (10 points), Texas Donate Life Form (10 points), Texas Donate Life Form Questions (10 points), due Feb 3, 11 pm (40 points total).

***Module 2 includes 4 parts and a total of 3 documents will need to be submitted at the assignment link (1. Texas Advanced Directives pdf, 2. Texas Donate Life Form pdf, and 3. Module 2 Assignments.docx).

Part 1, Texas Advanced Directives: 10 points

Assignment: Students will complete a Texas Advanced Directives form.

Learning Objective:
Upon completion of this assignment, students will:
1 Understand the process of completing the Texas Advanced Directives form.
2 Be able to assist patients with completing this Texas Advanced Directives form.

Directions:
- Go to the ‘Modules’ link on Blackboard and find the link for this Module 2 assignment.
- Students will complete a copy of the Texas Advanced Directives. The (lengthy) document starts with the following image:

  TEXAS
  Advance Directive
  Planning for Important Health Care Decisions
  Caring Connections
  1731 King St., Suite 100, Alexandria, VA 22314  www.caringinfo.org
  800/658-8898

  Caring Connections, a program of the National Hospice and Palliative Care Organization (NHPCO), is a national consumer engagement initiative to improve care at the end of...

  - Print the Texas Advanced Directives form.
  - Complete the Texas Advanced Directives form.
  - Students can choose to complete this form for his/herself or an imaginary person.
  - Students do not need to sign this form.
  - Some pages of this document are instructions, only. These instruction pages do not need to be submitted, but do scan all pages that get completed by the student.
  - Save the scanned document as a pdf file and label it as follows: nameTexasAdvDir.pdf  example: SmithTexasAdvDir.pdf (Use your own name, not Smith, unless your name is smith)
  - Save all the pages in a single document... do not upload one page at a time on BB!
  - Complete the Self-Evaluation column for this assignment of the Module 2 Grading Rubric.
  - Save the Module 2 document as a file with an appropriate name: example = NameModule2Assignments.docx. (example: SmithModule2Assignments.docx but use your own name, not Smith)
  - After completing all 4 portions of the Module 2 Assignments, upload your 3 documents on Black Board under ‘Assignments’ at the Module 2 Assignment link.
### Grading Rubric: Texas Advanced Directives: 10 points

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student Self-Evaluation</th>
<th>Points Possible</th>
<th>Comments:</th>
</tr>
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<tbody>
<tr>
<td>Follows the directions for this assignment?</td>
<td>Yes = proceed; No = no score</td>
<td></td>
<td>I sometimes work off-line to grade papers and appreciate having your documents pre-labeled in a way that is meaningful and includes the student’s name. I also save an electronic version of student work for accreditation visits, etc. Thank you for pre-labeling your files as expected!</td>
</tr>
<tr>
<td>Labels Texas Advanced Directives as nameTexasAdvDir.pdf</td>
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<tr>
<td>Labels the Module 2 assignment file with NameModule2Assignments.docx.</td>
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<tr>
<td>Asks any questions about Module 2 on the Module 2 Q DB.</td>
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<tr>
<td>Checks the Module 2 Q DB to review other students’ Qs and instructors’ comments before submitting work.</td>
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<tr>
<td>Submits all 3 documents required for this Module at the same link, uploading all 3 documents: 1. Texas Advanced Directives pdf 2. Texas Donate Life Form pdf 3. Module 2 Assignments .docx. before hitting ‘submit.’</td>
<td></td>
<td>10</td>
<td>Please be sure to utilize the Question Discussion Board for this assignment to clarify the directions, if needed. Other students may have asked questions there that might be helpful to you, also. Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!</td>
</tr>
<tr>
<td>The scanned pages are uploaded as a single document, not one page at a time.</td>
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<tr>
<td>10 points for thoughtful completion.</td>
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**Part 2, Texas Advanced Directives Questions: 10 points**
Assignment: Students will reflect on their experience with completing a copy of the Texas Advanced Directives.

***What students need to know*** List and define the ethical principle(s) and how are they related to Advanced Directives. Describe how local policy can impact completion of Advanced Directives and end-of-life care.

Learning Objectives:
Upon completion of this assignment, students will be able to:
1 List, describe, and apply ethical principles to the topic of Advanced Directives.
2 Formulate a plan to promote Advanced Directives in a clinic with patients and in the community.
3 Describe how local policy can impact completion of Advanced Directives and end-of-life care.

Directions:
- Thoughtfully complete the Texas Advanced Directives Questions.
- Complete the Self-Evaluation column of the Grading Rubric.

**Grading Rubric: Texas Advanced Directives Questions: 10 points**

Use the Ethical Principles and Ethical Theories document (found under ‘Module 2’ at the Learning Module blue tab) as a resource for this portion of this exercise.

List and define *up to four* ethical principles relevant to Advanced Directives. Support your answer. (2 points)

<table>
<thead>
<tr>
<th>Ethical Principle</th>
<th>Definition/Explanation</th>
<th>Supporting rationale</th>
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</tbody>
</table>

Describe 2 things you learned about options for end-of-life services and care by completing the Advanced Directives form. (1 point)

1
2

How interested are you in completing an Advanced Directive for yourself? (1 point)

How did you feel about completing this form? (1 point)
Describe 2 ways you can help patients implement plans to ensure their wishes are honored. (1 point)
1
2

Describe 2 ways you can help patients voice health care decisions to family, friends, and health care providers. (1 point)
1
2

Describe 2 ways you can engage in community and state policy efforts to improve end-of-life care. (Please note: What is a ‘policy?’ Describe two official, written/legislative means to develop the policies you propose. Use pages 12, 13, and 46 of the text to find a relevant method to achieve your goal. 2 points)
1 (community) =
2 (state) =

At what age do you think people should complete the Advanced Directives form? Do you think children should complete an Advanced Directives form (with the help of their parents)? (1 point)

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>10 points possible</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows the directions for this assignment?</td>
<td>Yes = OK</td>
<td>No = no score</td>
<td></td>
</tr>
<tr>
<td>Thoughtful completion of each question.</td>
<td>Each question has the point designation listed above.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please be sure to utilize the Question Discussion Board for this assignment to clarify the directions, if needed. Other students may have asked questions there that might be helpful to you, also.

Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!

**Part 3, Texas Donate Life Form: 10 points**

**Assignment:** Students will complete a copy of the Texas Donate Life form. This document starts with the following image:

![Texas Donate Life Form](image_url)

To register as a donor, please complete this form and submit by mail or fax to Donate Life Texas.
Donor Registration Form

Learning Objectives:
Upon completion of this assignment, students will:
1. Understand the process of completing the Texas Donate Life form.
2. Be able to assist patients with completing this Texas Donate Life form.

Directions:
- The Texas Donate Life form is a non-modifiable PDF document (rather than a modifiable Word Document). Print the PDF document found in Module 2 on BlackBoard.
- Complete the Texas Donate Life form.
- Students may complete this form for him/herself or an imaginary person.
- Students do not need to sign this form.
- Scan the completed Texas Donate Life form and save the document as ‘NameDonateLifeForm.pdf’ (example: SmithDonateLifeForm.pdf Use your own name, not Smith, unless your name is Smith.
- Upload the pdf document on Black Board under Module 2 of the ‘Assignments’ tab.
- Complete the Self-Evaluation column of the Grading Rubric.

Grading Rubric: Texas Donate Life Form: 10 points

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Student Self-Evaluation</th>
<th>10 points possible</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows the directions for this assignment?</td>
<td></td>
<td>Yes = OK No = no score</td>
<td></td>
</tr>
<tr>
<td>Saves the completed Donate Life form similar to: SmithDonateLifeForm.pdf</td>
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<tr>
<td>10 points for thoughtful completion.</td>
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<td>10</td>
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</table>

Please be sure to utilize the Question Discussion Board for this assignment to clarify the directions, if needed. Other students may have asked questions there that might be helpful to you, also.

Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!

Part 4, Texas Donate Life Form Questions: 10 points

Assignment: Students will reflect on their experience completing a copy of the Texas Donate Life form.

***What you need to know*** List and define the ethical principle(s) and how are they related to organ donation.

Learning Objectives:
Upon completion of this assignment, students will be able to:
1. List, describe, and apply ethical principles to the topic of organ donation.
2 Formulate a plan to promote organ donation in a clinic with patients and in the community.
3 Describe how local policy can improve organ donation.

**Directions:**
- Thoughtfully complete the Texas Donate Life Form Questions.
- Complete the Self-Evaluation column of the Grading Rubric.

<table>
<thead>
<tr>
<th>Texas Donate Life Form Questions: 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use the Ethical Principles and Ethical Theories document (found under ‘Module 2’ at the Learning Module blue tab) as a resource</strong> for this portion of this exercise.</td>
</tr>
<tr>
<td>List and define the ethical principles you think are relevant to organ donation. Support your answer. (4 points)</td>
</tr>
<tr>
<td>Ethical Principle:</td>
</tr>
<tr>
<td>Definition/Explanation:</td>
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<tr>
<td>Supporting rationale:</td>
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<tr>
<td>Ethical Principle:</td>
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<tr>
<td>Definition/Explanation:</td>
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<td>Supporting rationale:</td>
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<td>Ethical Principle:</td>
</tr>
<tr>
<td>Definition/Explanation:</td>
</tr>
<tr>
<td>Supporting rationale:</td>
</tr>
<tr>
<td>What do you identify are the top obstacles regarding organ donation and meeting the needs of people who are awaiting organ transplants? (2 points)</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<tr>
<td>Describe 2 ways you can help patients decide whether to donate organs and complete the Texas Organ Donation form. (2 points)</td>
</tr>
<tr>
<td>1</td>
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<tr>
<td>2</td>
</tr>
<tr>
<td>Describe 2 ways you can advocate for policy changes to promote organ donation? (2 points)</td>
</tr>
<tr>
<td>Consider the actions you can make in your community and state! Again, refer to pages 12, 13, and 46 for relevant ideas.</td>
</tr>
<tr>
<td>1 (community) =</td>
</tr>
<tr>
<td>2 (state) =</td>
</tr>
</tbody>
</table>

**Evaluation**

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<tr>
<th>Criteria</th>
<th>Student Self-Evaluation</th>
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<th>Comments:</th>
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</tbody>
</table>
Follows the directions for this assignment? | Yes = OK | No = No Score
--- | --- | ---
10 points for thoughtful completion. | 10 | 

Please be sure to utilize the Question Discussion Board for this assignment to clarify the directions, if needed. Other students may have asked questions there that might be helpful to you, also.

Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!

**Module 4 Assignment: Texas Advanced Directives Workplace Policy (100 points), due Mar 3, 11 pm.**

**Assignment:** Students will create a policy to promote the completion of Advanced Directives for *each and every patient* registered at a clinic or admitted to a hospital. (Not that we can require them to complete one; rather, we can *encourage and promote* the completion of Advanced Directives by each and every patient.)

**Learning Objectives:**
Upon completion of this assignment, students will:
- understand the essential components of a workplace policy
- utilize an interprofessional approach to resolving patient care issues
- cite the importance of aiding patients regarding completion of Advanced Directives
- state the utility of the Ethics Committee for patients’ Advanced Directives issues
- create a workplace policy

**Directions:**
- Start by going to ‘Module 4’ to find the file located there for this assignment.
- Save your working copy as a file with an appropriate name: example = SmithAdvDirPolicy.docx
- Find a policy (either at your workplace or on the internet) to use as a template for your Advanced Directives Policy.
- Some websites which may be helpful to you include but are not limited to:
  - http://www.homehealthangels.biz/gpage1.html
  - http://www.sh.lsuhsc.edu/policies/policy_manuals_via_ms_word/hospital_policy/h_5.22.0.pdf
- Create a policy which will ensure the completion of Advanced Directives for each and every patient registered at a clinic or admitted to a hospital (60 points). Note there should be a title of the organization, a title and number of the policy, purpose of the policy, the effective date for the policy, and the procedure to follow.
- Include 1) all key personnel and 2) describe the activity for which each is responsible. Examples of key personnel include admission clerk, admitting physician, admitting nurse, case managers, and medical records (30 points).
- Include a statement for involvement of the Ethics Committee. Who would contact the Ethics Committee under what types of circumstances or events?
- Include a list of resources utilized (10 points).
- Each student will need to review the policy of 2 students. Use the Advanced Directives Policy Discussion Board to learn the 2 students who will review your work and whose work you will review. Share
your document on the Advanced Directives Policy Discussion Board but be sure to post that your work has been made available by the due date! **Please be respectful of your classmates and have your work available on time.**

- Due for student review on Discussion Board: **Feb 27, 11 pm**
- Student reviews due on DB: **Mar 1, 11 pm** (to allow students to add relevant information from these reviews)
- Due for faculty review: **Mar 3, 11 pm**

- List the names of the 2 students who reviewed your work and cut-and-paste their review comments into the grading rubric.
- List the names of 2 students whose work you reviewed and cut-and-paste your review comments into the grading rubric.
- Complete the student self-evaluation columns in the grading rubric, below.
- Upload your completed document on Black Board under the blue ‘Assignments’ tab for Module 4.

Create your policy here (do not attempt to create your policy in another file and then cut and paste it here to avoid problems with transferring):

<table>
<thead>
<tr>
<th>Grading Rubric: Texas Advanced Directives Workplace Policy: 100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
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<tr>
<td>---------------</td>
</tr>
<tr>
<td>Follows directions for this assignment</td>
</tr>
<tr>
<td>Create a policy which will ensure the completion of Advanced Directives for each and every patient registered at a clinic or admitted to a hospital.</td>
</tr>
<tr>
<td><strong>title of the organization</strong></td>
</tr>
<tr>
<td><strong>title and number of the policy</strong></td>
</tr>
<tr>
<td><strong>purpose of the policy</strong></td>
</tr>
<tr>
<td><strong>effective date for the policy</strong></td>
</tr>
<tr>
<td><strong>procedure to follow</strong></td>
</tr>
<tr>
<td>Includes: a) all key personnel in your interdisciplinary team and b) describe the activity for which each is responsible.</td>
</tr>
</tbody>
</table>
This is a summary of the disciplines in the policy, above. Each discipline posted here should have their role described within the policy above.

Includes:
1) a provision for involvement of the Ethics Committee and
2) who, specifically, would contact this committee?

Verifies that for each activity, it is specified who is to conduct that activity. (Such that if the process fails, the EXACT person would be made accountable. If it’s not one particular person’s job to do something, it’s not going to be done. Without accountability, the policy is meaningless for making a positive change.)

The EXACT person should be indicated.

Examples:
The Admission Clerk processing the admission
The admitting Registered Nurse
The Attending Physician
The Case Manager on call at the time of admission
The Chair of the Ethics Committee
The Charge Nurse at the time of the admission
<table>
<thead>
<tr>
<th>Hospitals are 24/7 operations! DO NOT say “The NURSE!” Which nurse? Does a hospital only employ a single nurse? If the job is not completed, WHICH NURSE needs coaching for improvement?</th>
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</thead>
<tbody>
<tr>
<td>Anything abbreviated is probably a proper noun and therefore capitalized: Advance Directives (AD).</td>
</tr>
<tr>
<td>Includes resources utilized in APA format per the 6th Edition of the APA manual starting on page 198.</td>
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<tr>
<td>10</td>
</tr>
<tr>
<td>Asks any questions about Module 4 on the Module 4 Q DB.</td>
</tr>
<tr>
<td>Checks the Module 4 Q DB to review other students’ Qs and instructors’ comments before submitting work.</td>
</tr>
<tr>
<td>Submits entire assignment for Module 4 in one Word Document saved similar to SmithAdvDirPolicy.docx</td>
</tr>
<tr>
<td>Includes all student names and reviews where directed? Does not submit this Module until all the reviewers’ comments plus the comments provided as a reviewer are cut and pasted into this document?</td>
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</tbody>
</table>

**Total Points/100**

<table>
<thead>
<tr>
<th>Name of Student Reviewer #1 =</th>
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<tr>
<td>Comments of Student Reviewer #1 =</td>
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<td>Name of Student Reviewer #2 =</td>
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<tr>
<td>Comments of Student Reviewer #2 =</td>
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<tr>
<td>Name of Student you reviewed #1 =</td>
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<tr>
<td>Comments you provided to Student #1 =</td>
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<tr>
<td>Name of Student you reviewed #2 =</td>
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<tr>
<td>Comments you provided to Student #2 =</td>
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</table>

Please be sure to utilize the Question Discussion Board for this assignment to clarify the directions, if needed. Other students may have asked questions there that might be helpful to you, also.
Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!

**Module 5 Assignment, Protecting Human Research Participants Training, National Institute of Health: 100 points, due Mar 10, 11 pm.**

**Assignment:** Students will complete the National Institute of Health's Protecting Human Research Participants training. This training includes the application of the ethical principles to research and a historical perspective of significant developments in the regulation of research using human subjects. The website starts with the following image:

**NIH Office of Extramural Research**

**User Login / Registration**

***What you need to know*** List and define the ethical principle(s) and how are they related to health care policy and research.

**Learning Objective:**
Upon completion of this assignment, students will be able to:
1 List, describe, and apply ethical principles to the topic of Human Subjects Research.

**Directions:**
- Complete the free training available at: https://phrp.nihtraining.com/users/login.php?l=3
- You do not need to pay for the CEUs for this exercise.
- Save the Certificate of Completion as a PDF document. To convert your certificate to a PDF, hit the 'Convert' icon at the top left of your computer (will have the Adobe logo) and then 'Convert to Adobe PDF.'
- Save pdf as NameNIHTraining.pdf (example: SmithNIHTraining.pdf Use your own last name.)
- Upload your pdf Certificate on Black Board at the blue tab, ‘Assignments’ at the Module 5 Assignment link.
- Complete the NIH Training Grading Rubric modifiable, Word Document found at Module 5 on BB.
- Save the Grading Rubric as ‘NameNIHTrainingRubric.docx’ (Example: SmithNIHTrainingRubric.docx Use your own last name.)
- Upload your .docx document on BlackBoard at the blue ‘Assignments’ tab at the Module 5 Assignment link.
- Please note: you will need to upload 2 documents for Module 5: 1) the PDF Certificate and 2) your completed Grading Rubric.
- Be sure to load both documents at one link before hitting ‘submit.’

<p>| Grading Rubric: Protecting Human Research Participants Training, National Institute of Health: 100 points. |
|---|---|---|---|
| <strong>Criteria</strong> | <strong>Student Self-Evaluation</strong> | <strong>100 points possible</strong> | <strong>Comments:</strong> |
| Follows the directions for this assignment? | | Yes = OK No = no score |</p>
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<tr>
<td>Checks the Module 5 QDB to review other students’ Qs and instructors’ comments before submitting work.</td>
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<tr>
<td>Submits PDF of the course completion Certificate?</td>
<td>Yes = 100 points if second (.docx) file is also submitted</td>
</tr>
<tr>
<td>Submits .docx file with Grading Rubric.</td>
<td>Yes = 100 points if both PDF and completed .docx files are submitted</td>
</tr>
<tr>
<td>Loads both the PDF and .docx documents at one Module 5 assignment link before hitting ‘submit.’</td>
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</tbody>
</table>

Please be sure to utilize the Question Discussion Board for this assignment to clarify the directions, if needed. Other students may have asked questions there that might be helpful to you, also.

Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!

**Module 8 Assignment, Professional Organization Involvement and Political Advocacy, (10 points)**

-Due for student review on Discussion Board: **Apr 10, 11 pm**

-Student reviews due: **Apr 12, 11 pm** (to allow students to add relevant information from these reviews)

-Due for faculty review: **Apr 14, 11 pm**

Assignment: Students will identify a nursing organization with political aspirations and create an action plan for his/her own participation in that organization to advance one political cause.

**Learning Objectives:**
Upon completion of this assignment, students will be able to:
-advocate for policy at several government levels: community, state, and federal.
- play a leadership role in policy development in professional organizations.

**Directions:**
-Start by going to ‘Modules’ to find the file located there for this Module 8 Assignment.
-Save your working copy as a file with an appropriate name: example = SmithProfOrgPolicy.docx
-Find a professional organization of your choice (consider the organizations listed in The Future of Nursing document from Module 1 or Chapters 73 and 74, pages 588-596, particularly pages 590 and 601).
-Choose one policy activity of your chosen organization.
- Use what you have learned in this course to create a political action plan for your own participation in the development of your chosen policy. **Definitely revisit Chapter 1, pages 12 and 13 and Chapter 4, page 46 regarding strategies to tackle a political problem!**

- **Example:** If a student chooses to write a letter to his or her legislator, then that legislator’s name and address are included in a formal letter. Within the letter is a convincing argument to support the policy the student has chosen. The student should recommend some statistics and websites or references to support the position. Include these references at the end of the letter in proper APA format.

- Include a list of resources utilized (see “Pay-to-Publish” document on Module 8).

- Each student will need to review the political advocacy work of 2 students. Use the Professional Organization Policy Discussion Board to learn the students whose work you will review and who will review your work. Share your document on the Professional Organization Policy Discussion Board before the due date! **Please be respectful of your classmates and complete your work on time.**

- List the names of the 2 students who reviewed your work and cut-and-paste their review comments into the grading rubric.

- List the names of 2 students whose work you reviewed and cut-and-paste your review comments into the grading rubric.

- Do not submit your work until the reviews have been completed.

- Complete the student self-evaluation columns in the grading rubric, below.

- Upload your document on Black Board under ‘Assignments.’

<table>
<thead>
<tr>
<th>Grading Rubric: Professional Organization Involvement and Political Advocacy: 10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Organization:</td>
</tr>
<tr>
<td>Policy Topic:</td>
</tr>
</tbody>
</table>

List 2 potential strategies (as discussed in Chapter 1) that you could use to develop this policy.

1

2

**Political Action Plan:** Choose one of your 2 potential strategies from above and prepare one, well-developed strategy to influence the policy chosen. Use the Policy Decision Brief example from page 69 in the Mason text.

**Summary of Political Issue:**

**Background:**

**Alternatives (Develop at least 2 alternatives and include the advantages and disadvantages of each alternative):**

**Resources** (these resources should be peer reviewed references from the ASU Library, NOT pay to publish, and published within 5 years in US journals).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student’s Self-Evaluation</th>
<th>Student’s Self-Score</th>
<th>Points Possible</th>
<th>Comments:</th>
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<tr>
<td>Follows directions for this assignment</td>
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<td>No = no score</td>
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<tr>
<td>Professional Organization is relevant to nursing</td>
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<tr>
<td>Chooses a topic relevant to health care</td>
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<tr>
<td>Lists 2 potential strategies to develop this policy.</td>
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<td></td>
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<tr>
<td>Develops Political Action Plan/Policy Decision Brief</td>
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<td></td>
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</tr>
<tr>
<td>Reviews “Pay-to-Publish” document on Module 8</td>
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<tr>
<td>Includes resources utilized: the resources should be peer reviewed references from the ASU Library. NOT pay to publish. Within 5 years. US articles.</td>
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</tr>
<tr>
<td>Asks any questions about Module 8 on the Module 8 Q DB.</td>
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<tr>
<td>Checks the Module 8 Q DB to review other students’ Qs and instructors’ comments before submitting work.</td>
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</tr>
<tr>
<td>Includes all student names and reviews where directed?</td>
<td></td>
<td>No = no score</td>
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</table>

**Total Points/10**

Name of Student Reviewer #1 =

Comments of Student Reviewer #1 =

Name of Student Reviewer #2 =

Comments of Student Reviewer #2 =

Name of Student you reviewed #1 =
Module 9 Assignment: The Nurse as Policy Advocate in the Community: 100 points

-Due for student review on Discussion Board: Apr 24, 11 pm
-Student reviews due: Apr 26, 11 pm (to allow students to add relevant information from these reviews)
-Due for faculty review: Apr 28, 11 pm

Assignment: Students will create an effective policy to promote immunization of young males and females for HPV in his or her community.

Learning Objectives:
Upon completion of this assignment, students will be able to:
-advocate for policy development in their own communities.
-utilize political leadership skills in their own communities.

HPV Vaccine Orientation Information

Cancer prevention is a DREAM COME TRUE!!! Cancer prevention is something we can incorporate into any office visit or patient encounter, regardless of the presenting complaint or setting. Health promotion and disease prevention needs to become a NATIONAL PRIORITY and YOUR PRIORITY!

From this Medscape HPV training:

Nurses are an underused source of powerful vaccine advocacy, and we need to have nurses of all types step up and speak out about the importance of adolescent immunization, especially against HPV. There are more nurses than doctors in this world. Nurses are usually highly trusted by families, and it is often nurses in their communities who talk to parents at the grocery store, at school or at other community locations. Nurses get lots of questions about many medical issues, vaccines not least among them. So, we need to do a better job empowering nurses in their health care advocacy roles and reassuring them that encouraging HPV immunization is the right thing to do.

We have school requirements for Tdap vaccination in all 50 states and meningococcal vaccination in 24 states to prevent two diseases that together cause about 125 deaths a year. Cervical cancer kills about 4500 women a year in the United States. Anal cancer kills about another 1000 people a year. Estimates
are that HPV-associated head and neck cancers kill another 4000 to 8000 people a year. That’s 9,500 to 13,500 people who die from HPV-related cancers each year.

HPV-Tdap-meningococcal-flu is one word!

A great orientation to the significance of the HPV vaccine for cancer prevention is available for free on Medscape. It is free to join Medscape and they have a great tracking system for your CEUs. Nurse Practitioners need pharmacology CEUs to recertify and this is a great way to earn them. I try to get 1 CEU per month on Medscape so regardless of what certification or license I need to renew on a revolving basis, I’m always covered (for free! no travel! easy to find and print per the time-frame required! I had an NP job that paid me by the hour for these online CEUs!) Different states have difference re-licensing requirements and I’m able to find those CEUs for free on Medscape, too. Start at this CEU and there will be links to similar content (or you can search Medscape for ‘HPV’).

https://www.medscape.org/viewarticle/880924?src=MKM_CEEOY_171228_mscpedu_eff5_nurses&uac=155132HV&implID=1516427&faf=1

Putting HPV Knowledge Into Practice, 0.25 CEU, 0.25 pharm CEU.
An 11-year Old Girl Due for Vaccines, 0.25 CEU, 0.25 pharm CEU.
A 16-Year-Old Boy in the Clinic for a Sports Physical, 0.25 CEU, 0.25 pharm CEU.
HPV Vaccines: Updates and Clinical Perspective, 0.25 CEU, 0.25 pharm CEU.
HPV Vaccines: Updates and Clinical Perspective, 0.25 CEU, 0.25 pharm CEU.
Overcoming Gender and Socioeconomic Disparities in HPV Vaccination, 0.25 CEU, 0.25 pharm CEU.

Directions:
- Start by going to ‘Module 9’ to find the file located there for this assignment.
- Save your working copy as a file with an appropriate name: example = SmithCommAdvPolicy.docx
- Create a well-developed strategy to promote a policy at the local or state level which will effectively promote immunization of young males and females for HPV in your community.
- Identify and describe 2 significant barriers that may need to be overcome.
- Identify and describe means to address each of these identified barriers.
- Use Chapter 1 and Figure 1-4, page 10, to analyze the forces that may shape your policy.
- Use Chapter 1 and Figure 1-5, page 12, to help you to identify the spheres of influence where nurses shape your policy.
- Use Chapter 1 and column 3 of Figure 1-6 to identify 5 strategies you could most effectively use to influence this policy. Page 46, Figure 4-3 also has some helpful ideas.
- Use what you have learned in this course to create a well-developed political action plan for your own participation in the development of your policy to promote immunization of young males and females for HPV. “Well-developed” is defined as supported with evidence and includes specifics. A letter to the Editor includes the newspaper and mailing address in addition to the complete letter; the same specifics would apply to a letter to an elected official, a published article, or issue brief. The content of this section is worth 50 of 100 points!
- Include a list of resources utilized. Be sure to utilize reliable source such as a) peer-reviewed articles, b) not pay-to-publish, c) 5-years old or less, d) found on our ASU Library (rather than weblinks)
- Each student will need to review the policy of 2 students. Use the Nurse as Policy Advocate in the Community Discussion Board to learn who will review your work and whose work you will review. Share your document on the Nurse as Policy Advocate in the Community Discussion Board on time. Please be respectful of your class mates and complete your work on time.
- List the names of the 2 students who reviewed your work and cut-and-paste their review comments into the grading rubric.
- List the names of 2 students whose work you reviewed and cut-and-paste your review comments into the grading rubric.
- Complete the student self-evaluation columns in the grading rubric, below.
- Upload your document on Black Board under ‘Assignments’ for the Module 9 Policy Advocate Assignment.

### Grading Rubric: Nurse as Policy Advocate in the Community: 100 points

<table>
<thead>
<tr>
<th>Target Areas for HPV Vaccination Policy (‘areas,’ could include people, settings, funding… use your imagination on how you are going to be able to evoke this policy change):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of the forces that shape this HPV Vaccination Policy <em>(Chapter 1 and Figure 1-4, page 10; note, you will need to do some research to answer this portion; be sure to keep track of your resources utilized)</em>, <em>Tailor each force to HPV rather than discuss each force in a generic way.</em></td>
</tr>
<tr>
<td>1 Values-</td>
</tr>
<tr>
<td>2 Policy Analysis and Analysts-</td>
</tr>
<tr>
<td>3 Advocacy and Activism-</td>
</tr>
<tr>
<td>4 Presidential Power-</td>
</tr>
<tr>
<td>5 Politics-</td>
</tr>
<tr>
<td>6 Science and Research-</td>
</tr>
<tr>
<td>7 The Media-</td>
</tr>
<tr>
<td>8 Interest Groups-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify and describe 2 significant barriers against HPV vaccination that may need to be overcome.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify and describe means to facilitate and address each of your barriers identified (as listed above) against HPV vaccination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify the spheres of influence where nurses shape this HPV vaccination policy. <em>(Chapter 1 and Figure 1-5, page 12, will help you to identify the spheres of influence where nurses shape your policy - Again, you will need to do some research to answer this portion; be sure to keep track of your resources utilized.)</em> Describe, specifically, how each sphere can be used to support and promote HPV vaccinations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Community</td>
</tr>
<tr>
<td>2 Government</td>
</tr>
</tbody>
</table>
List 5 potential strategies that you could use to develop this HPV vaccination policy (Chapter 1 and column 3 of Figure 1-6 plus page 46, Figure 4-3).

1
2
3
4
5

Choose one of your proposed potential strategies (listed above) and create one well-developed Political Action Plan to promote HPV vaccination:

Resources:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student’s Self-Evaluation</th>
<th>Student’s Self-Score</th>
<th>Points Possible</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows directions for this assignment</td>
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<td>Yes = Proceed</td>
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<tr>
<td>Analysis of the forces that shape this policy</td>
<td></td>
<td></td>
<td>No = no score</td>
<td></td>
</tr>
<tr>
<td>Identifies and describes 2 significant barriers that may need to be</td>
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<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>overcome</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Identifies and describes means to address each of these barriers</td>
<td></td>
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<td>5</td>
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</tr>
<tr>
<td>Identifies the 4 spheres of influence where nurses shape this policy</td>
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<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>List 5 potential strategies to develop this policy</td>
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<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Political Action Plan is well developed</td>
<td></td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Includes resources utilized in proper APA format using the 6th Edition</td>
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<td>5</td>
<td></td>
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<tr>
<td>of the APA manual</td>
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<tr>
<td>Utilizes reliable source such as a)</td>
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<tr>
<td>Requirements</td>
<td>Score</td>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td>peer-reviewed articles, b) not pay-to-publish, c) 5-years old or less, d) found on our ASU Library (rather than weblinks), e) United States articles (where there are the NIH Human Subject Protections and publication ethics</td>
<td>No = no score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks any questions about Module 9 on the Module 9 Q DB.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Checks the Module 9 Q DB to review other students' Qs and instructors' comments before submitting work.</td>
<td></td>
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</tr>
<tr>
<td>Includes all student names and reviews where directed?</td>
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**Total Points/100**

<table>
<thead>
<tr>
<th>Name of Student Reviewer #1 =</th>
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<tbody>
<tr>
<td>Comments of Student Reviewer #1 =</td>
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<tr>
<td>Name of Student Reviewer #2 =</td>
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<tr>
<td>Comments of Student Reviewer #2 =</td>
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<tr>
<td>Name of Student you reviewed #1 =</td>
</tr>
<tr>
<td>Comments you provided to Student #1 =</td>
</tr>
<tr>
<td>Name of Student you reviewed #2 =</td>
</tr>
<tr>
<td>Comments you provided to Student #2 =</td>
</tr>
</tbody>
</table>

Please be sure to utilize the Question Discussion Board for this assignment to clarify the directions, if needed. Other students may have asked questions there that might be helpful to you, also.

Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!
Module 9: Book Report, (100 points)
- Due for student review on Discussion Board: May 1, 11 pm
- Student reviews due: May 3, 11 pm (to allow students to add relevant information from these reviews)
- Due for faculty review: May 5, 11 pm


Assignment: Abraham’s book follows the Banes family’s experience with health care and gives rich examples of how some Americans live and how their health care needs are not optimally met. For this exercise, students will analyze the family’s problems and propose political solutions to 1) Racial and Ethnic Disparities in Health Care, 2) Ethical Dilemmas in Health Care, 3) Health Promotion and Disease Prevention as a Cost Saving Measure, 4) Quality of Care, and 5) Access to Care. The Book Report will serve as the Final Exam for this course.

Learning Objectives:
Upon completion of this assignment, students will be able to:
- identify various health-related problems this family encountered
- propose policy changes to address these health-related problems and improve the outcomes.

***What you need to know*** Racial and ethnic disparities in health care; the role of governments in regulating the patient-provider relationship; the state of the nations’ health: coverage, capacity and cost; the ethical principle(s) that apply to the family’s circumstances; the specific steps you could take as a master’s prepared nurse to advocate for policy, change existing policy, and/or formulate new policy to improve patient care and outcomes.

Directions:
- Start by going to ‘Assignments’ to find the file located there for this assignment.
- Save your working copy as a file with an appropriate name: example = SmithBookReport.docx
- Read the Abraham book about the Banes family.
- Identify problems the Banes family faced that are relevant examples for each of the 5 categories of the book report.
- Complete the book report form, below. Note that the size of the box is not indicative of the size of your answer as this Word document will expand indefinitely.
- Each student will need to review the Book Report of 2 students. Use the Book Report Discussion Board to learn whose work you will review and who will review your work. Share your document on the Book Report Discussion Board. Be sure to post on Discussion Board to confirm completion by the due date. Please be respectful of your class mates and complete your work on time.
- List the names of the 2 students who reviewed your work and cut-and-paste their review comments into the grading rubric.
- List the names of 2 students whose work you reviewed and cut-and-paste your review comments into the grading rubric.
- Complete the student self-evaluation columns in the grading rubric, below.

<table>
<thead>
<tr>
<th>Book Report (100 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1: Racial and Ethnic Disparities in Health Care (20 points)</td>
</tr>
</tbody>
</table>
Describe the health problem this family endured due to racial or ethnic disparities.

Describe how this disparity hindered healing or the patient outcome.

Describe how this racial or ethnic disparity may affect your future practice.

Make one recommendation on how a policy change can help eliminate this racial or ethnic disparity.

Describe one way that you can advocate for the policy change you chose to improve patient outcomes.

Use this row of boxes for your answers to the row of questions, above…

Resources utilized:

**Category 2: Ethical Dilemmas in Health Care (20 points)**

Describe one ethical dilemma this family encountered in health care.

Describe how this ethical dilemma hindered healing or the patient outcome.

Describe how this ethical dilemma may affect your future practice.

Make one recommendation on how a policy change can help eliminate this ethical dilemma.

Describe one way that you can advocate for the policy change you chose to improve patient outcomes.

**Application of Ethical Principles**

Use the Ethical Principles and Ethical Theories document (found under ‘Module 2’ at the Learning Module blue tab) as a resource for this portion of this exercise.

List and describe/define the ethical principle(s) that apply/applies to the ethical dilemma chosen.

Explain how the ethical principle(s) you listed apply/applies to the ethical dilemma you chose.

Resources utilized:

**Category 3: Health Promotion and Disease Prevention as a Cost Saving Measure (20 points)**

Describe an instance when this family incurred health issues that could have been prevented at a much lower cost.

Describe how this preventable health problem impacted this entire family.

Describe how the implementation of this health promotion or disease prevention measure may affect your future practice.

Make one recommendation on how a policy change can help implement this health promotion or disease prevention measure.

Describe one way that you can advocate for the policy change you chose to improve patient outcomes.

**Category 4: Quality of Care (20 points)**

Describe an instance when this family

Describe how this level of quality of care hindered

Describe how this quality of care issue may affect

Make one recommendation on how a policy change

Describe one way that you can advocate
incurred greater health issues due to a lack of quality care.

healing or the patient outcome.

your future practice.

can help eliminate this quality of care issue.

for the policy change you chose to improve patient outcomes.

Resources utilized:

**Category 5: Access to Care (20 points)**

<table>
<thead>
<tr>
<th>Describe an instance when this family incurred greater health issues due to a lack of access to care.</th>
<th>Describe how this level of access to care hindered healing or the patient outcome.</th>
<th>Describe how this access to care issue may affect your future practice.</th>
<th>Make one recommendation on how a policy change can help eliminate this access to care issue.</th>
<th>Describe one way that you can advocate for the policy change you chose to improve patient outcomes.</th>
</tr>
</thead>
</table>

Resources utilized:

**Grading Rubric: Book Report: 100 points**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student’s Self-Evaluation</th>
<th>Student’s Self-Score</th>
<th>Points Possible</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows directions for this assignment</td>
<td></td>
<td>Yes = Proceed</td>
<td></td>
<td>No = no score</td>
</tr>
<tr>
<td>Example in first column for each Category is relevant.</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Column 2 presents logical explanations for adverse outcomes related to problems identified.</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
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<tr>
<td>Presents thoughtful reflection of how these processes would affect future practice.</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed policy suggestions are relevant and appropriate.</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents plausible and relevant</td>
<td></td>
<td>20</td>
<td></td>
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</tr>
</tbody>
</table>
advocacy ideas for the policy changes needed to improve patient outcomes.

Includes resources utilized

Asks any questions about Module 9 on the Module 9 Q DB.

Checks the Module 9 Q DB to review other students’ Qs and instructors’ comments before submitting work.

Includes all student names and reviews where directed?

<table>
<thead>
<tr>
<th>Required</th>
</tr>
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<tbody>
<tr>
<td>No = no score</td>
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</table>

**Total Points/100**

<table>
<thead>
<tr>
<th>Name of Student Reviewer #1 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments of Student Reviewer #1 =</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Student Reviewer #2 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments of Student Reviewer #2 =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Student you reviewed #1 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments you provided to Student #1 =</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Student you reviewed #2 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments you provided to Student #2 =</td>
</tr>
</tbody>
</table>

Please be sure to utilize the Question Discussion Board for this assignment to clarify the directions, if needed. Other students may have asked questions there that might be helpful to you, also.

Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!

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**Module 9, Self-Evaluation of Student Learning Outcomes (10 points), due May 9 at 11 pm**

**Directions:**
- Start by going to ‘Assignments’ to find the file located there for this assignment.
-Save your working copy as a file with an appropriate name: example = SmithSelf-Evaluation.docx
-Complete the self-evaluation form, below, by providing supporting statements and evidence regarding your ability to do each of the Student Learning Outcomes for this course.
-Upload your document on Black Board under ‘Assignments’ for the Module 9 Self-Evaluation.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
</tr>
</thead>
</table>
| Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate patient care and outcomes. | Module 2 DB  
Texas Advanced Directives  
Texas Advanced Directives Questions  
Texas Donate Life Form  
Texas Donate Life Form Questions  
Texas Advanced Directives Workplace Policy Development |
| Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, and political factors that influence healthcare. | Module 6 DB  
Book Report |
| Design systems change strategies that improve the care environment. | Module 4  
Texas Advanced Directives Workplace Policy Development  
Professional Organization Involvement and Political Advocacy |
| Analyze how policies influence the structure and financing of institutional, local, state, and federal policy. | Module 3 DB  
Module 6 DB  
Module 7  
Book Report |
| Participate in the development and implementation of institutional, local, state, and federal policy. | Module 9  
The Nurse as Policy Advocate in the Community  
Book Report |
| Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes. | Module 7  
Book Report |
| Interpret research, bringing the nursing perspective for policy makers and stakeholders. | Module 5 DB  
Protecting Human Research Participants Training, National Institute of Health |
| Advocate for policies that improve the health of the public and the profession of nursing. | Module 8  
Module 9  
Professional Organization Involvement and Political Advocacy  
The Nurse as Policy Advocate in the Community |

Provide supporting statements and evidence regarding your ability to do each of the following Student Learning Outcomes. Please note: this exercise is about your learning for the entire course.
<table>
<thead>
<tr>
<th>Student Learning Outcome:</th>
<th>Student’s supporting statements and evidence from the assessments and activities listed above:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate patient care and outcomes.</td>
<td>Self-rating: ___/10 Required: Supporting statements and evidence (again, please note: this exercise is about your learning for the entire course).</td>
</tr>
<tr>
<td>Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, and political factors that influence healthcare.</td>
<td>Self-rating: ___/10 Supporting statements and evidence:</td>
</tr>
<tr>
<td>Design systems change strategies that improve the care environment.</td>
<td>Self-rating: ___/10 Supporting statements and evidence:</td>
</tr>
<tr>
<td>Analyze how policies influence the structure and financing of institutional, local, state, and federal policy.</td>
<td>Self-rating: ___/10 Supporting statements and evidence:</td>
</tr>
<tr>
<td>Participate in the development and implementation of institutional, local, state, and federal policy.</td>
<td>Self-rating: ___/10 Supporting statements and evidence:</td>
</tr>
<tr>
<td>Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.</td>
<td>Self-rating: ___/10 Supporting statements and evidence:</td>
</tr>
<tr>
<td>Interpret research, bringing the nursing perspective for policy makers and stakeholders.</td>
<td>Self-rating: ___/10 Supporting statements and evidence:</td>
</tr>
<tr>
<td>Advocate for policies that improve the health of the public and the profession of nursing.</td>
<td>Self-rating: ___/10 Supporting statements and evidence:</td>
</tr>
</tbody>
</table>

**Module 9 Policy and Ethics Review Guide for the MSN Comprehensive Exam 5 points, due May 5 at 11 pm:**

**Assignment:** Students will submit their work on the Policy and Ethics Review Guide. Students must pass the MSN Comprehensives upon completion of the Core Curriculum. Successful completion of this exam is required to graduate from our program. The Student Handbook has details regarding the MSN Comprehensive Exam. Watch the Nursing Newsletter for application information to take this important exam. Students should work on completing the MSN Comprehensive Exam Handbook simultaneously with taking each Core Course. The Graduate Student Handbook includes “Dismissal from the M.S.N. Program will result from ... Unsuccessful second attempt of either portion of the comprehensive exam.”

**Learning Objectives:**
Upon completion of this exercise the student will:
- Be familiar with the MSN Essentials for the Policy and Ethics portion of the MSN Comprehensive Exam.
- Be prepared to take the MSN Comprehensive, Policy and Ethics portion.

**Directions:**
Go to the Nursing homepage at http://www.angelo.edu/dept/nursing/
Click on the blue, 'Student Resources' tab along the left of your screen where you will find links for the Graduate Student Handbook and the Comprehensive Examination Handbook.
Click on the link for Graduate Student Handbook and read about the MSN Comprehensives on pages 13, 14, 21, and 22.
Click on the link labeled Comprehensive Examination Handbook and review the entire contents for future reference.

Review the Masters Essentials Document posted in Module 1 and review the sample content for Essentials I, II and VI:

**Essential I: Background for Practice from Sciences and Humanities**
4. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.

**Essential II: Organizational and Systems Leadership**
3. Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, and political factors that influence health care.
6. Design and implement systems change strategies that improve the care environment.

**Essential VI: Policy and Advocacy**
1. Analyze how policies influence the structure and financing of health care, practice, and health outcomes.
2. Participate in the development and implementation of institutional, local, and state and federal policy.
3. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.
4. Interpret research, bringing the nursing perspective, for policy makers and stakeholders.
5. Advocate for policies that improve the health of the public and the profession of nursing.

***The MSN Comprehensive Exam Review Guide is currently under revision. For the purpose of this course and for this assignment, please be aware that 1) This exam exists and is hugely important in your success in our program, 2) simultaneous completion of the review guide with your Core Courses would help promote your success, and 3) the preliminary revision of the Policy and Ethics portion will be used during this Policy and Ethics course (it would be wise to verify the final version before taking the MSN Comprehensive Exam).***

Go to Module 1 and find the **Policy and Ethics Review Guide**.
Save a working copy as a file with an appropriate name: example = SmithCompExamHandbook.doc

**Complete the Policy and Ethics Review Guide while working on this course.**
Upload your document on Black Board under ‘Assignments’ for the Module 9 Policy and Ethics Review Guide.

**Please Note:** Mason Chapter 1 is especially important as a foundation for ways to become politically involved in solving population health issues through legislation and creating healthy communities. Pay special attention to the following in the Mason text:

- **Figure 1-4**, page 10, to analyze the forces that may shape your policy.
- **Figure 1-5**, page 12, to help you to identify the spheres of influence where nurses shape your policy.
- **Figure 1-6**, column 3, to identify 5 strategies you could most effectively use to influence this policy.
Figure 4-3 (page 46) also has some helpful ideas.

We tentatively updated the MSN Comprehensive Review Guide for the 7th edition of the Mason text. I included the Modules where the content for each question is covered.

Module 2, 4, 9: Choose a health issue and create a plan to advocate for health-systems policy changes that improve the health and safety of the public at a) the local or regional level, b) at the state, national, or international level, c) in the work place, and d) through nursing organizations. At each of these levels, describe how you would identify potential barriers and facilitators to either navigate or exploit to promote successful change. Appraise current or emerging technologies to incorporate into your efforts to influence these health-systems policy changes.

Module 4: Judge the proposed changes in nursing education policy and support your view on how these changes will impact a) nursing and b) patient care and outcomes.

Module 5: Apply the Ethical Principles, the Nursing Code of Ethics, and Professional Ethics to a) the profession of nursing, b) nursing research, and c) Human Research Participants’ Protection.

Module 5: Formulate a strategy to interpret health-related research and bring the nursing perspective to policy makers and other stakeholders to a) advocate for health policy change and b) promote the profession of nursing.

Module 6, 7: Analyze how healthcare delivery systems are organized and financed and identify the economic, legal, and political factors that influence health care, nursing care, and patient outcomes.

Module 6: Evaluate how the Affordable Care Act fundamentally changed the US health care system with particular attention to family care giving, women's health issues, public health, and health disparities.

Incorporate theory from your Evidence-Based Practice and Theory Course and The Ethical Principles and Ethical Theories document from Module 1: Identify a theoretical or ethical framework and formulate a plan to use it to guide your actions related to advocacy, policy development, and systems change.

- Describe how you will utilize your policy skills and the ethical principles to meet the Department of Nursing’s Mission Statement as a Masters-prepared nurse.

Department of Nursing

MISSION STATEMENT

The nursing program supports the overall mission of Angelo State University by offering graduate and undergraduate nursing programs that produce professionals committed to improving the health of individuals, groups and communities both locally and globally. As practitioners and educators, our graduates effectively lead and advocate for safe, high-quality healthcare that respects diversity and is responsive to a dynamic and technologically complex society.

| Grading Rubric: Comprehensive Examination Handbook Policy and Ethics Portions: 5 points. |
|---------------------------------|-----------------|-----------------|-----------------|
| Criteria                        | Student Self-Evaluation | 5 points possible | Comments:       |
| Follows the directions for this assignment? | Yes = OK | No = no score |
| Submits .docx file saved as directed: example = SmithCompExamHandbook.docx | Yes = OK | No = no score |
Asks any questions about Module 2 on the Module 2 Q DB.

Checks the Module 2 Q DB to review other students’ Qs and instructors’ comments *before submitting work*.

Completes Grading Rubric. Yes = OK

No = no score

Acknowledges understanding that the MSN Comprehensive Exam Review Guide is currently under revision. For the purpose of this course and for this assignment, I am aware that 1) this exam exists and is hugely important to my success in this program, 2) simultaneous completion of the review guide with my core courses would help promote my success, and 3) the *preliminary revision* of the Policy and Ethics portion was used during this Policy and Ethics course and it would be wise of me to *verify the final version* before taking the MSN Comprehensive Exam.

Yes = OK

No = no score

Please be sure to utilize the Question Discussion Board for this assignment to clarify the directions, if needed. Other students may have asked questions there that might be helpful to you, also.

Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!

**Grading Rubric: Discussion Board (5 DB x 24 points = 120 Total Points)**

**Assignment:** The Discussion Board is an avenue for student *discussions*! Some definitions of ‘discussion’ include: the action or process of talking about something, typically to reach a decision or to exchange ideas; an act or instance of discussing; consideration or examination by argument, comment, etc., especially to explore solutions; informal debate; the act of talking about something with another person or a group of people; and a conversation about something.

**Learning Objectives:**
Angelo State University has several standard Learning Objectives for students. Among these objectives fulfilled through our discussion boards are the following:
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Developing skill in expressing oneself orally or in writing
- Learning how to find, evaluate, and use resources to explore a topic in depth
- Learning to apply knowledge and skills to benefit others or serve the public good

Directions:
To meet the Discussion Board Learning Objectives, frequent and thoughtful participation is expected. The 5 Discussion Boards are worth a total of 120 points, which is the equivalent of a major assignment and will be graded as such. References are required for this reason; there is no APA paper in this course, but the use of APA citations is necessary to earn points on these Discussion Boards.

Our standard syllabus template includes that online students are held to the same standards as the on-campus, face-to-face courses: “For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.”

For this 3-credit course, the student must participate on 1) Monday or Tuesday; 2) Wednesday or Thursday; and 3) Friday or Saturday. Note that 1 ‘time’ is interpreted as 1) Monday or Tuesday; 2) Wednesday or Thursday; and 3) Friday or Saturday. ‘Times’ and ‘numbers of posts’ are not synonymous terms. There is a form at the end of this syllabus for students to use to keep track of posts each week. Note: there are additional criteria to meet to get the maximum points. Students must also include a citation for each of these sets of days and do Follow-up Postings or Replies (2 per week), and 2 more cited posts per week (on the day of student’s choice for a total of 5 cited posts per week).

Only the following point options are possible for each Discussion Board: 0 points=0%, 8 points=33.3%, 16 points=66.7%, 24 points=100%. The rationale for this point system is to ensure that students follow the rubric and ensure they meet the criteria to obtain 24 points or 100%. **Please create a plan for your success by using the rubric as you post each week. Please use the rubric as part of your preparation process as stringently as the rubric will be used as part of the grading process!**

Follow-up Postings or Replies: Students must have at least 2 follow-up posts to other students’ comments. Please note that ‘interaction’ is paramount in a ‘discussion’ and interaction will therefore be expected from students. Sufficient interaction might be achievable through 10 – 15 thoughtful posts per Graded Discussion Board. However, please note that ‘Sufficient’ also depends upon the distribution throughout the week. For example, 10 posts on a Saturday will still be considered ‘insufficient’ as the ‘throughout the week’ criteria is not met.

Citations: Please note that a minimum of one citation is required on each of the 3 sets of days and a total of 5 citations per week (hence, the timing of two citations are at the student’s discretion). Please note that 10-15 citations are not required; rather, 10 - 15 thoughtful posts per Graded Discussion Board are required. Providing examples relevant to the chapter topics is an easy way to attain the 10 – 15 thoughtful posts!

Content Contribution: Students must demonstrate incorporation of the assigned reading/activity for the week’s Module into responses. Please provide concrete evidence that you are reading the assigned reading!

Remember: the text is entirely appropriate to cite. Please do not post websites and other materials as a substitute for discussing the assigned reading. It is appropriate to apply the course content to current topics, however. Please note that although the page number is not actually a part of the APA format, students are required to note the page number they are referencing when their post references the course text.

Each student is assigned one DB to provide a video related to the DB content. See the schedule below to
learn your week. The video is due on **Tuesday by 11 pm**. If cited, this video can be your cited post for that day.

**To post a video:**
- Find your video on the internet and copy the link to the video (such as http://videoIwant.com)
- Start a “Thread” as described below (or create a Reply, whatever you desire).
- Introduce your video with a sentence such as: “When I read the Nursing Code of Ethics I found it to be an eye opening experience to realize how important it is for nurses to behave in an ethical manner not only in their professional lives but in all aspects of their lives. This behavior is important for the security of our licensure and wealth. I found this video that discusses the adverse effects of unethical behavior for our professional careers. What did you learn by watching this video?”
- Paste the link to your video after your introductory statement.
- If you would like to use this post as your cited post for the Mon/Tues set of days, you must use your APA manual to learn how to properly cite a website using the APA format in the 6th edition.

**Video Assignments Due (all students enrolled on Dec 27, 2017, were given a date)**

**Week 1 Jan 16 or 17**
- Molly
- Briggette
- Mariah

**Week 3 Jan 29 or 30**
- Sonia
- Cherishe
- Nidia

**Week 5 Feb 5 or 6**
- Stephanie W
- Steve
- Emily

**Week 8 Mar 5 or 6**
- Sarah
- Crystal M
- Alicia

**Week 9 Mar 19 or 20**
- Alyx
- Mike E

- Faculty will generally post questions each day (some Saturdays there are no questions). Students have the options to 1) answer a question that other students have not answered, 2) add to the information a student has previously posted, possibly by adding an application or contrary view, or 3) reply to faculty commentary on someone’s post. We can continue the discussion of previous days!

- ‘Listen’ first, and then post. **Please do not repeat what other students post!** Repeating what someone else already posted is indicative of ‘not listening!’ Please be sure to read what ‘discussion’ has occurred, and then **add to the discussion** (just like we do in ‘live’ conversation.) **If you realize you have posted something that someone else has already said, then please go back and delete/edit that portion of your post.**

- Our emphasis is on the assigned reading! We have enough to read already, so we really do not expect you to do additional reading to find something ‘novel’ to post. Please cite the source of your information. One citation per set of days is required to get the points for each of the 3 sets of days. Five citations per week are required; hence, the extra 2 posts can be on any of the sets of days.

- Students can “reserve” a question to answer within 90 minutes. This is enough time to create an answer to any question.

**How to Reserve a question:**
- Choose a question from the DB that you would like to answer.
- Reserve your question on your group’s DB before taking the time to answer it.
- To verify that the question you chose is not already reserved:
  - Click on the blue letters “Discussion Board” at the left for your group.
  - Hit the blue circle with a number in it on the right of the screen. The column is labeled “Unread Posts.”
  - Scroll down and see if the question is already reserved for your group.
- Once you have verified that your chosen question is available for you to answer, reserve your question in your name for 90 minutes (ample time to answer any question).
- To reserve your question, click on the blue letters “Discussion Board” at the left for your group. Hit “Create Thread”
  - Enter the question in your Subject line (cut and paste the question from the instructor’s post).
  - Comment that you are reserving that question (“Susan is reserving this question until 9:30 pm on March 29”).
Note that you can only reserve a question for 90 minutes, which is an ample amount of time to answer any of the questions. If you are unable to complete the answer or choose not to answer, then delete your post reserving it.
Note that once you post something on Black Board, it is a “Read” post to you. For you to be able to see your own posts, you must mark them as “Unread.”
To make your own post “Unread” so that you can read it or revise it:
  - Hit “Discussion”
  - Click on the blue letters “Discussion Board” at the left for your group.
  - Enter a check in each of the boxes along the left side of your screen.
  - There is a grey arrow that points up and to the right at the top of this set of boxes.
  - Hover over the drop-down by “Thread Actions.”
  - Choose “Mark as Unread.”
Now return to your group and you can read and modify your own posts (such as your reserved question):
  - Hit “Discussion”
  - Find your name in your assigned Discussion Board.
  - Hit the blue circle with a number in it on the right of the screen. This column is labeled “Unread Posts.”
  - Scroll down and find your reservation.
  - If you would like to delete your reservation because you changed your mind, you can click on your question which will appear in blue letters. Several option boxes will appear: Reply, Quote, Edit, Delete, and Email Author.
  - As long as no one has replied to your post, it is possible to entirely delete your reservation.
  - Click “Delete” to delete your post. (You can actually delete any post you make for that matter unless someone has replied to it already. If someone has replied to your post you can only edit your post, such as delete or revise the words.)
  - A warning appears to confirm that you really do want to delete your post. If so, hit “OK.”
  - To post your answer to a reserved question that you have prepared in a Word Document:
    - Click on your reserved question which will appear in blue letters. Several option boxes will appear: Reply, Quote, Edit, Delete, and Email
Author.
- Click “Edit.”
- Click on the HTML box which is in the bottom row second from the far right.
- A new box will appear.
- Paste your answer into the box.
- At the bottom, right, hit “Update.” (If you don’t see “Update,” hover over a corner of the box that you do see until you see a double-ended arrow that allows you to make the box larger or smaller. You may also need to drag the box until you can see the bottom right corner where the “Update” and “Cancel” options appear.)
- It is important to use the HTML feature because once something large is posted, all students would need to scroll across the screen to view the entire post for all posts for the remainder of the week.
- Review your post as the spacing/paragraph might be changed.
- Your chosen question should remain as the “Subject” of your post.
- Hit “Submit.”

You will note that starting a Thread with the question in the Subject line will keep all the posts regarding that topic together and make it easier to follow a “conversation.” When you go to “Discussions” and see the various Discussion Boards and click on the blue dot with the number in the “Unread” column, at the top of your “Collection” is a “Sort By” option. Hover to the right of “Sort By” and options will appear: 1) Author’s Last Name, 2) Author’s First Name, 3) Subject, 4) Date of Last Post, and 5) Thread Order. I generally keep min set on “Date of Last Post” so each time I go to DB, I see the posts that have been entered since my last visit. There is another option, “Order.” Hover and you will see the options are “Ascending” (most recent posts first) or “Descending” (oldest posts first). Ascending is handy when you just want to keep up with the recent additions; Descending is helpful to read the threads from start to finish.

Follow-up Posts/Replies:
Again, Use the Blooms Taxonomy of Verbs to demonstrate a higher level of learning: application, analysis, evaluation, and creativity (rather than remember and understand). Do not merely state the facts (examples of “remember” and “understand”). To assist with the creation of new ideas, students are expected to post a minimum of 2 Follow-up Posts/Replies during the week. These replies are more than “Susan, I like what you posted.” Replies that are point-worthy expand the discussion by additional examples or clarification of the question through application, analysis, evaluation, and creativity (rather than remember and understand). Irrelevant posts detract from the learning so please post only quality posts. Two replies are required each week of DB.

How are the DB points determined?
- Each set of the 3 sets of days is worth 8 points:
  1) Monday or Tuesday = 8 pt; and 2) Wednesday or Thursday = 8 pt; and 3) Friday or Saturday = 8 pt.
- Please refer to the ‘face-to-face’ equivalence of the online courses in this syllabus. The typical face-to-face, 3-credit course meets 3 times per week, and we will also.
- Please be aware that the options for each set of days are either 0 points or 8 points! Please plan and do your participation, accordingly! Create a plan that is worthy of the 8 points!
- Each set of days requires a minimum of one citation! If there is not a citation, that’s an automatic ‘0’ for that set of days. This means you will need to have ‘include citation’ in your plan for success.
Again, citing the text or other assigned reading is not only fine, it’s expected- but be sure to
Students will also need to ‘reply’ to their peers twice during the week (not to be confused with twice per set of days). These ‘replies’ are easily identified when prefaced with something like ‘Lisa, I agree with your definition of XYZ. I think it would be good to add ABC. The reason I believe this is... provide example.’ Advance the discussion through application of the material and relevant examples. Upon completing your post- ask yourself whether you have provided evidence that you actually read the assigned reading!

-A simple reply is inadequate: ‘Lisa, I like your definition.’ Rather, advance the topic or idea the first student proposed or counter with an alternative idea. Have a ‘discussion!’

-The 1) omission of 2 replies, 2) inadequately expanding the idea presented, or 3) failing to make it apparent that your post actually is a reply would result in a loss of a minimum of 8 pts.

-Students must post a total of 10 – 15 thoughtful and relevant posts per week to qualify for the maximum of 24 points (less than 10 posts would result in a loss of a minimum of 8 pts).

Learning the material and adopting the views of others in our field are important outcomes of our Discussion Boards. Networking, getting to know your peers, and building relationships are other important outcomes of these Discussion Boards. The Health Policy and Ethics course is a key component of the MSN Comprehensive Exam. Participation in these Discussion Boards allows faculty to monitor student reading, comprehension, and ability to apply the essential material included in this course.
Here is a form that you can use to keep track of your Discussion Board participation each week.
- The numbers in the table, below, indicate the dates of each week. Students are expected to participate throughout the week on 1) Monday or Tuesday and 2) Wednesday or Thursday and 3) Friday or Saturday.
- Bolded weeks in the table, below, are the 5 DB Graded weeks.
- Each week starts at 1 am CST on Mondays and goes until 11 pm CST on Saturdays. Early and late posts do not count for a grade.

### Weekly DB Participation Record

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday or Tuesday</th>
<th>Wednesday or Thursday</th>
<th>Friday or Saturday</th>
<th>Weekly DB Score/24</th>
<th>Module DB/ Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Tuesday, Jan 16 – Jan 20</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
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<td>Week 2: Jan 22 – Jan 27</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
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<tr>
<td>Week 3: Jan 29 – Feb 3</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td>1</td>
<td>2</td>
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<td>Week 4: Feb 5 – Feb 10</td>
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<td>7</td>
<td>8</td>
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<td>Week 5: Feb 12 – Feb 17</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
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<td>Week 6: Feb 19 – Feb 24</td>
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<td>22</td>
<td>23</td>
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<tr>
<td>Week 7: Feb 26 – Mar 3</td>
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<td>27</td>
<td>28</td>
<td>1</td>
<td>2</td>
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<td>Week 8: Mar 5 – Mar 10</td>
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<tr>
<td>Spring Break: Mar 12 – Mar 16</td>
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<td>14</td>
<td>15</td>
<td>16</td>
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<td>Week 9: Mar 19 – Mar 24</td>
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<td>21</td>
<td>22</td>
<td>23</td>
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<td>Week 10: Sunday, Mar 25 – Mar 31 (Mar 30 = Holiday)</td>
<td>25/26</td>
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<td>28</td>
<td>29</td>
<td>30</td>
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<td>Week 11: Apr 2 – Apr 7</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
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<td>Week 12: Apr 9 – Apr 14</td>
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<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
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<td>Week 13: Apr 16 – Apr 21</td>
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<td>17</td>
<td>18</td>
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<td>Week 14: Apr 23 – Apr 28</td>
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<tr>
<td>Week 15: Apr 30 – May 5</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Finals Week: May 7 – May 11 (Graduation = May 12)</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
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</tbody>
</table>

Legend:
C = citation, one required on each set of days, 5 minimum per week
R = Follow-up Post or Reply made obvious, 2 required each week
/ = post without reply or citation, 10-15 thoughtful posts *grounded in the assigned reading* are required per week
Clarifying the Syllabus, Assignments, and other Course Requirements

Please note that there is an “I have a question” Forum on the Discussion Board. This is an area where students can clarify all details about the syllabus and grading rubrics. There is also a Discussion Board for each assignment. These assignment Discussion Boards are another means to clarify the directions and expectations for each assignment. Students can also email me at Beverly.Greenwald@angelo.edu / phone 701-261-4795. I encourage students to ask questions and will share these questions and answers on the Discussion Board.