ANGELO STATE UNIVERSITY

MASTER of SCIENCE in NURSING

NUR6317
HEALTH POLICY & ETHICS
FALL, 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>
<tbody>
<tr>
<td>1 Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate patient care and outcomes.</td>
<td>Module 2 Texas Advanced Directives Texas Advanced Directives Questions Texas Donate Life Form Texas Donate Life Form Questions Texas Advanced Directives Workplace Policy Development</td>
<td>1 Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>Module 6 Book Report</td>
<td>2 Apply organizational and systems leadership skills.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>3 Design systems change strategies that improve the care environment.</td>
<td>Module 4 Texas Advanced Directives Workplace Policy Development Professional Organization Involvement and Political Advocacy</td>
<td>2 Apply organizational and systems leadership skills.</td>
<td>Essential II: Organizational and Systems Leadership 6 Design and implement systems change strategies that improve the care environment.</td>
<td>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.</td>
</tr>
<tr>
<td>4 Analyze how policies influence the structure and financing of institutional, local, state, and federal policy.</td>
<td>Module 3 Module 6 Module 7 Book Report</td>
<td>6 Advocate through system level policy development.</td>
<td>Essential VI: Health Policy and Advocacy 1 Analyze how policies influence the structure and financing of health care, practice, and health outcomes.</td>
<td>Policy 2 Advocates for ethical policies that promote access, equity, quality, and cost.</td>
</tr>
</tbody>
</table>
5 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

6 Advocate through system level policy development.

Essential VI: Health Policy and Advocacy
2 Participate in the development and implementation of institutional, local, and state and federal policy.

Policy
4 Contributes in the development of health policy.

6 Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.

Module 7
Book Report

6 Advocate through system level policy development.

Essential VI: Health Policy and Advocacy
3 Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.

Policy
1 Demonstrates an understanding of the interdependence of policy and practice.
3 Analyzes ethical, legal, and social factors influencing policy development.

7 Interpret research, bringing the nursing perspective for policy makers and stakeholders.

Module 5

6 Advocate through system level policy development.

Essential VI: Health Policy and Advocacy
4 Interpret research, bringing the nursing perspective, for policy makers and stakeholders.

Leadership
5 Advances practice through the development and implementation of innovations incorporating principles of change.

8 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

6 Advocate through system level policy development.

Essential VI: Health Policy and Advocacy
5 Advocate for policies that improve the health of the public and the profession of nursing.

Policy
2 Advocates for ethical policies that promote access, equity, quality, and cost.

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>
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<tbody>
<tr>
<td>Thursday, Aug 30 at 11 pm</td>
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<tr>
<td>Read the entire syllabus.</td>
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<tr>
<td>Read the Student Handbook. Students are responsible to know this guide to</td>
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<td>academic success. The Student Handbook is found on the Nursing Homepage</td>
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<tr>
<td>under ‘Student Resources.’ This handbook should be reviewed every semester.</td>
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<tr>
<td>MSN Comprehensive Exam Review Guide: found under Student Resources on the</td>
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<tr>
<td>Nursing Homepage under ‘Student Resources.’ Please concurrently complete this</td>
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<tr>
<td>review guide for each of your core courses in preparation for this make-or-</td>
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<td>break-you exam. See the Student Handbook regarding the consequences of</td>
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<td>failing this important exam.</td>
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<tr>
<td>Enter all due dates from the course schedule into a tracking system of the</td>
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<td>student’s choice (calendar, outlook, appointment book…)</td>
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<td>Communication is essential in an online course. Communication requires 1)</td>
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<td>that a message is sent and 2) that the message is received.</td>
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<td>Ensure that communication will be received:</td>
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<tr>
<td>1) via ASU email on a daily basis per the Department of Nursing</td>
<td>September 1, 11 pm</td>
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<td>requirements,</td>
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<td>2) Review Discussion Boards and Announcements. The Question DB is a place</td>
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<td>where students can ask questions and learn from the questions other students</td>
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<td>have already asked.</td>
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<td>3) Review the feedback faculty provide on the Grade Center for each submitted</td>
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<td>assignment.</td>
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<td>Review each blue tab along the left side of the BB course.</td>
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<tr>
<td>Module 1: APA Manual Exercise and Journal Article Exercise</td>
<td>September 1, 11 pm</td>
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<tr>
<td>APA Quiz (and Remedial Action Plan if score is less than 80%)</td>
<td>September 1, 11 pm, Quiz Due</td>
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<td>September 8, 11 pm, Remedial Action Plan due, if needed.</td>
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<tr>
<td>Heads up: Author Interview</td>
<td>Nov 17, 11 pm</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!
<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Heads Up: Module 6</td>
<td>Chapter 19 The Affordable Care Act: Historical Context and an Introduction to the</td>
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<tr>
<td></td>
<td>State of Health Care in the United States, 184-196</td>
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<td></td>
<td>The Affordable Care Act is a Current Events topic in this course. Please begin to</td>
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<td>take note of the health care and insurance developments.</td>
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<tr>
<td>Heads Up: Module 9 Assignment</td>
<td>The Nurse as Policy Advocate in the Community: 100 points, Due Dec 1, 11 pm.</td>
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<td></td>
<td>One of the required Medscape CEUs ends on November 21. You will need to complete</td>
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<td>that CEU before then: A 16 year-old boy in the clinic for a sports physical.</td>
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<tr>
<td>Heads Up: Module 9 Assignment</td>
<td>The Nurse as Policy Advocate in the Community: 100 points, Due Dec 1, 11 pm.</td>
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<tr>
<td></td>
<td>You will need to choose whether you will advocate for a) local “ordinance”/law or</td>
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<td>b) state law. You will need to do research on how a) local “ordinance”/law or b)</td>
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<td>state law is a) initiated, b) put into place, and c) financed. Please do this</td>
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<td>research in a timely manner.</td>
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<tr>
<td>Exams (#9 Modules)</td>
<td>Each question is worth 3 points.</td>
<td>TBD</td>
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<td>120 minutes are allows for these exams.</td>
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<td>The number of points per exam is dependent upon how much material is assigned for</td>
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<td>that week.</td>
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<td>The questions require students read and study the assigned reading. The questions</td>
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<td>are fill-in-the-blank, short answer, essay, choose all that apply, T/F, and multiple</td>
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<td></td>
<td>choice. The purpose of these exams is that students will read and study the</td>
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<td>assigned reading.</td>
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<td>These exams are open during the “READ” week of the Module to ensure students have</td>
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<td>completed the assigned reading before working on the written assignments.</td>
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<td>These exams require Respondus Lock-down browser and a webcam.</td>
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<td></td>
<td>No notes, text, or resources can be used.</td>
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<tr>
<td>Video Assignments</td>
<td>Each student is assigned a Module to post a video</td>
<td>0</td>
</tr>
</tbody>
</table>
See Video Assignment, below, for details on posting your video.

Submit the video to faculty to review \textit{one week before} the post is due.
Post by \textbf{11 pm on Monday} in your assigned week.

<table>
<thead>
<tr>
<th>Due for faculty review on Grade Center by</th>
<th>Post video on assigned DB by this date</th>
<th>Module</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>Module 1</td>
<td>Faculty Example</td>
<td></td>
</tr>
<tr>
<td>Sept 3</td>
<td>Sept 10</td>
<td>Module 2</td>
<td>Elizabeth W, Katherine W</td>
</tr>
<tr>
<td>Sept 17</td>
<td>Sept 24</td>
<td>Module 3</td>
<td>Sarah S, Michael U, Veda V</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Oct 8</td>
<td>Module 4</td>
<td>Kristina P, Amanda R</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Oct 15</td>
<td>Module 5</td>
<td>Abrah M, April M, Maryclare P</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Oct 29</td>
<td>Module 6</td>
<td>Shelly H, Joseph L</td>
</tr>
<tr>
<td>Oct 29</td>
<td>Nov 5</td>
<td>Module 7</td>
<td>Mackenzie F, Rebecca G, Stacie G</td>
</tr>
<tr>
<td>Nov 5</td>
<td>Nov 12</td>
<td>Module 8</td>
<td>Samuel C, Michelle E, Kelsey F</td>
</tr>
<tr>
<td>Nov 19</td>
<td>Nov 26</td>
<td>Module 9</td>
<td>Courtney B, Andria B, Camaran B</td>
</tr>
</tbody>
</table>

| Journal Article Exercises (10 points each) | | | |
| Module 1                                 | | | Sept 1, 11 pm |
| Module 5                                 | | | Oct 20, 11 pm |
| Module 6                                 | | | Nov 3, 11 pm  |

| Module 2 (Preparation for Module 4 activity) | Texas Advanced Directives | Texas Advanced Directives Questions | Texas Donate Life Form | Texas Donate Life Form Questions | Sept 15, 11 pm | 0 |

| Module 4 | Texas Advanced Directives Workplace Policy Development | Oct 13, 11 pm | 50 |

| Midterm Course Survey (Formative Assessment) | Deployed by department personnel (not faculty). | Deployed at midterm. Students are expected to check emails daily and the Announcements on each set of days, \textit{each and every week} (not just the DB weeks). The survey will be open for only a short time. | 1 |

| Module 8 | Professional Organization Involvement and Political Advocacy | Nov 17, 11 pm | 25 |

| Module 9 | Dec 1, 11 pm | 100 |
The Nurse as Policy Advocate in the Community

<table>
<thead>
<tr>
<th>Module 9</th>
<th>Dec 8, 11 pm</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Report (Final Exam)</td>
<td></td>
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</tr>
<tr>
<td>Module 9</td>
<td>Dec 12, 12 noon</td>
<td>1</td>
</tr>
<tr>
<td>Self-Evaluation of Course Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIF/IDEA Survey (Summative Assessment)</td>
<td>Deployed at end of the semester by university personnel. The survey will be open for only a short time. The survey open dates will be posted on the DB where you will attest completion to get the 1 point.</td>
<td>1</td>
</tr>
<tr>
<td>Deployed by university personnel.</td>
<td></td>
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</tr>
</tbody>
</table>

Total 370 + quizzes 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.*

**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.*

**Policy or Ethics Video:**

*Each student is assigned one week to provide a video related to the Module content.*
**Module Exams (#9):**

Each Module will include an exam during the “READ” week. The number of questions per exam is dependent upon how much material is assigned for that week. Each question is worth 3 points. The questions require students read and study the assigned reading. The questions are fill-in-the-blank, short answer, essay, choose all that apply, and multiple choice. The purpose of these exams is that students will read and study the assigned reading. These exams require Respondus Lock-down browser and a webcam. No notes, text, or resources can be used.

**Written Activities:**

**Author Interview:**
Students will find quality, peer-reviewed journal articles for this course and interview one of those authors or an author of another article.

**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.

**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 effective legislation to ensure and finance the immunization of young males and females for HPV in his or her community or state.
- **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.

**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**

**IMPORTANT UNIVERSITY DATES, FALL 2018**

See Academic Calendar at: http://www.angelo.edu/services registrars_office/academic_calendar.php
First Day of Class: August 27
Census Day: September 12
Withdraw Period Starts: **September 13**
Thanksgiving Break: **November 21, 22, and 23**
Fall Semester ends: **December 14**
Final Exams Week: **December 10 – December 14**
Commencement: **December 15**

**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/NIHALMANAC/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: Aug 27 – Sept 1 Read, Activities</th>
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<tbody>
<tr>
<td>Module 1: Course Introduction: Why every nurse needs to know about Policy and Ethics.</td>
</tr>
</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) Review the entire document but focus on the Policy portion.
  - Comprehensive Exam Handbook found on the Nursing Home Page- http://www.angelo.edu/content/files/21065-comprehensive-examination-handbook-final
- Complete course orientation activities described in the EVALUATION AND GRADES section in the syllabus.

Activities:
- Video Board, Faculty Example (Aug 27 – Sept 1)

Assessment:
- Exam Module 1 Reading assignments (Aug 27 – Sept 1)
- Module 1 APA Guide and Quiz, Journal Article exercise, and APA Manual Exercise (Sept 1)
- You will need to conduct an Author Interview by Nov 17, 11 pm. Consider initiating contact with your author.
- You will need to complete CEUs for Module 9. Consider working on them already as one closes 11-21-18.
- You will need to do research on how a) local “ordinance”/law or b) state law is a) initiated, b) put into place, and c) financed. Please do this Module 9 research in a timely manner.

Week 2: Sunday, Sept 2 – Sept 8

Week 3: Sept 10 – Sept 15

Activities:
- Video Board, Module 2 (Sept 10 – Sept 15)
- Complete Module 2: Texas Advanced Directives Form, Texas Advanced Directives Questions, Texas Donate Life Form, and Texas Donate Life Form Questions (found at Module 2 and to be submitted at the blue tab ‘Assignments’ for Module 2)

Assessment:
- Exam Module 2 Reading assignments (Sept 8, 11 pm)
- Complete Module 2: Texas Advanced Directives Form, Texas Advanced Directives Questions, Texas Donate Life Form, and Texas Donate Life Form Questions (Sept 15, 11 pm)
### Week 4: Sept 17 – Sept 22 Read
### Week 5: Sept 24 – Sept 29 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 (Sept 17 – Sept 22)
  -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, 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:**
- Video Board, Module 3 (Sept 24 – Sept 29)

**Assessment:**
- Exam Module 3 Reading assignments Sept 29

### Week 6: Oct 1 – Oct 6 Read
### Week 7: Oct 8 – Oct 13 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 (Oct 1 – Oct 6)
  -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
    - The role of governments in regulating the patient-provider relationship
  -70 Nursing Education Policy: The Unending Debate over Entry into Practice and the Continuing Debate over Doctoral Degrees, 566-574

**Activities:** (Oct 8 – Oct 13)
- Develop a policy to implement the Texas Advanced Directives in the workplace
- Video Board, Module 4 Oct 8 – Oct 13

**Assessment:**
- Exam Module 4 Reading assignments Oct 6, 11 pm
- Texas Advanced Directives Workplace (found at Module 4 and to be submitted at the blue tab ‘Assignments’ for Module 4) Oct 13, 11 pm

**Week 8: Oct 15 – Oct 20 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 (Oct 15 – Oct 20)
  - 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:**
- Video Board, Module 5, Oct 15 – Oct 20

**Assessment:**
- Exam Module 5 Reading assignments Oct 20, 11 pm
- Journal Article Exercise, Oct 20, 11 pm (Use the file found on Module 5)

**Week 9: Oct 22 – Oct 27 Read**
**Week 10: Oct 29 – Nov 3 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 (Oct 22 – Oct 27)
  - 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:**
- Video Board, Module 6  **Oct 29 – Nov 3**

**Assessment:**
- Exam Module 6  **Oct 27**, 11 pm.
- Journal Article Exercise,  **Nov 3**, 11 pm (Use the file found on Module 6)

**Week 11:  **Nov 5 – Nov 10 Read

**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  **(Nov 5 – Nov 10)**
  - 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:**
- Video Board, Module 7  **Nov 5 – Nov 10**

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, Professional Goal Statement, Malpractice Insurance Policy, Letters of Reference, Annual Evaluations, Continuing
<table>
<thead>
<tr>
<th>Education Certificates, Certification Certificates, Special Items: ACLS, BLS, the State Nurse Practice Act, and the 4 AJN articles (to review annually).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment:</strong></td>
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<tr>
<td>-Exam Module 7 due <strong>Nov 10</strong></td>
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### Week 12: Nov 12 – Nov 17 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 (**Nov 12 – Nov 17**)
  - 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:**
- Video Board, Module 8 **Nov 12 – Nov 17**
- Complete Module 8: Professional Organization Involvement and Political Advocacy exercise found at Module 8 and to be submitted at the blue ‘Assignments’ tab, for Module 8

**Assessment:**
- Module 8: Professional Organization Involvement and Political Advocacy **Nov 17, 11 pm**
- Exam Module 8 **Nov 17, 11 pm**
- Author Interview due (see assignment Module 1) **Nov 17, 11 pm**

### Week 13: Nov 19 and 20 (Nov 21, 22, and 23 are holidays but the Exam will remain open) Read

### Week 14: Nov 26 – Dec 1 Activities

### Week 15: Dec 3 – Dec 8 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 (**Nov 19 and 20**)
  - 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:**
- Video Board, Module 9 **Nov 26 – Dec 1**
- Module 9: Nurse as Policy Advocate in the Community (found at Module 9 and to be submitted at the blue ‘Assignments’ tab for Module 9)
- Module 9: Book Report (found at Module 9 and to be submitted at the blue ‘Assignments’ tab, for Module 9)
- Module 9: Self-Evaluation of Course Objectives (found at Module 9 and to be submitted at the blue ‘Assignments’ tab, for Module 9)

**Assessment:**
- Exam Module 9 due **Nov 24**, 11 pm
- Module 9: Nurse as Policy Advocate in the Community **Dec 1**, 11 pm
- IDEA/FIF Surveys are deployed by university personnel. Attest on the DB that you have completed this survey.
- Self-Evaluation of Course Objectives **Dec 12**, at 12 noon

**Finals Week: Dec 10 – Dec 14 (Commencement = Dec 15)**

The Banes Book Report due **Dec 8**, 11 pm was our Final Exam.

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**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 Self-Evaluation for each assignment submitted. *If* it was necessary to download, complete, and then scan a PDF document, then the Self-Evaluation 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.

**Video Assignment**

Each student is assigned one week to provide a video related to the Module content. The video needs to be uploaded on BB for faculty review one week prior to the posting date. See the schedule below to learn your assigned week. The video is due on your assigned DB by **Monday at 11 pm.**

**To post a video:**
- There will be a faculty-led example during Week 1.
- Find your video on the internet
- Verify:
  - The video is produced in the US.
  - The video is intended for advanced practice nurses or other advanced providers (not patients or the undergraduate level).
  - Duration is 15 minutes or less. Videos greater than 15 minutes require that a 15-minute interval be chosen for students to review. Specify the start and stop time students should watch. Example: Video is 47 minutes; please view from 4:45 to 12:32. (A time-range equal to less than 15 minutes.)
  - Copy the link to the video (such as http://videoIwant.com)
  - 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.

**Video Assignments Due** (all students enrolled on **8/15/18** were given a date, students adding after
that date will be assigned a date

<table>
<thead>
<tr>
<th>Due for faculty review on Grade Center by</th>
<th>Post video on assigned DB by this date</th>
<th>Module</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>Module 1</td>
<td>Faculty Example</td>
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<tr>
<td>Sept 3</td>
<td>Sept 10</td>
<td>Module 2</td>
<td>Elizabeth W Katherine W</td>
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<td>Sept 17</td>
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<td>Module 3</td>
<td>Sarah S Michael U Veda V</td>
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<td>Oct 1</td>
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<td>Kristina P Amanda R</td>
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<td>Module 7</td>
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<td>Nov 5</td>
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<td>Module 8</td>
<td>Samuel C Michelle E Kelsey F</td>
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<td>Nov 19</td>
<td>Nov 26</td>
<td>Module 9</td>
<td>Courtney B Andria B Camaran B</td>
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**Video Assignment**

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<th>Self-Evaluation</th>
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<tr>
<td>Paste link to video here:</td>
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<tr>
<td>Verify the video fits with the Module and meets the criteria listed:</td>
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<tr>
<td>-The video is produced in the US.</td>
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<tr>
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<tr>
<td>-Duration is 15 minutes or less. Videos greater than 15 minutes require that a 15-minute interval be chosen for students to review. Specify the start and stop time students should watch. Example: Video is 47 minutes; please view from 4:45 to 12:32. (A time-range equal to less than 15 minutes.)</td>
<td></td>
</tr>
<tr>
<td>Create your introduction here (including start and stop portions, if relevant):</td>
<td></td>
</tr>
<tr>
<td>Save this file as: NameVideoModuleX.docx</td>
<td></td>
</tr>
<tr>
<td>Example: SmithVideoModule1.docx</td>
<td></td>
</tr>
<tr>
<td>Go to the BB Assignment link for the Video and upload document</td>
<td></td>
</tr>
<tr>
<td>Address faculty feedback provided on the Grade Center regarding the video selection or introduction. Resubmit, if necessary.</td>
<td></td>
</tr>
<tr>
<td>Post the video on your assigned DB by the due date for posting.</td>
<td></td>
</tr>
<tr>
<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.</td>
<td></td>
</tr>
<tr>
<td>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>
<td></td>
</tr>
</tbody>
</table>

**Module 1, APA Review Guide and Quiz (22 points), APA Manual exercise (10 points) and Journal Article Exercise (10 points) due Sept 1, 11 pm. 20 points.**

**Part 1: APA Review Guide and Quiz (22 points)**
Study the APA Review Guide posted on Learning Module 1. Take the APA Quiz under the blue “Assignments” tab at the left on BB. You can use the APA Guide and APA manual for this quiz but not the internet. You will need to use Lockdown Browser and your webcam for this Quiz. If your score is less than 80% on the APA Quiz, you will need to develop a Remedial Action Plan to improve your work.

Part 2: APA Manual exercise

Learning Objectives:
Upon completion of this assignment, the graduate nursing student will be able to:
- identify and use the appropriate example from the APA Guide (6th edition) for referencing citations in proper APA format
- understand the importance of the peer-review process
- understand the consequences of plagiarism

Directions:
The APA manual has reference types and variations starting on page 193. The first section is simply a list of the variations so it’s easier to find what is needed. These references all use 1-inch margins, ½-inch hanging indents, and are double-spaced (with no additional space when a “hard-enter” is used).

FYI: To create a reference list, enter your first reference and then you can adjust the spacing using the Hanging Indent feature. The following references will automatically have the appropriate hanging indent when you hit ‘(hard-)enter’ to put the next reference on a separate line. To create a hanging indent, highlight your first reference, then go to Paragraph, at Special, hit the drop down and choose Hanging, and then OK. Your reference will maintain a ½-inch hanging-indent regardless of how many words or letters you adjust in your reference. Do not use the “tab” feature to indent the second (etc.) line ½-inch as that is not proper APA format.

Highlight your work and then set the spacing at “double:” from Home, click at Paragraph, choose 0 indentation, 0 spacing before and after, and choose Double. Click OK.

Note: I often get papers that are not truly double spaced. Students don’t understand my comment because they believe they do have the papers set at double-spaced. However, in reality, their papers are set for ‘double-space’ as long as keyboarding continues. Upon hitting ‘enter’ there is a greater amount of space, such as between paragraphs. This increase in space is due to the numbers set for ‘spacing before and after’ as described above.

Remember: When you have finished with your paper, review the spacing! Students often submit papers with extra spaces between the lines. They either use double-double spacing (or more) or their work gets reset on having extra spacing between the paragraphs. To verify the spacing, highlight the section and then from Home, click at Paragraph, and note whether it still says 0 indentation and 0 spacing before and after.

Read page 199. Do we include the “Retrieval date?” Answer yes or no below.
Mark this common error in your APA manual so you can easily find it to use again, later.

This exercise will cover some of the most-common types of references. Students will need to find actual examples and emulate the content of the APA manual. Use the index that starts on page 193 to easily find the type of reference you’re expected to emulate. Find a reference on the internet that is the type listed. Enter the example from the APA guide and then emulate that example for the reference you found.

*Corporate author, government report (also used for websites). This is a commonly used example because we often cite the Centers for Disease Control and Prevention, Institute for Healthcare Improvement, United States Preventive Services Task Force, and other government resources. Example from APA manual:

Student example from internet:

Mark this common citation example in your APA manual so you can easily find it to use again, later.

**How much of the title of the cited work is capitalized in this example?**

*Authored report from nongovernmental organization (also used for websites) Example from APA manual:

Student example from internet:

Mark this common citation example in your APA manual so you can easily find it to use again, later.

**How much of the title of the cited work is capitalized in this example?**

*Video

Example from APA manual:

Student example from internet:

Mark this common citation example in your APA manual so you can easily find it to use again, later.

*Journal article with doi, more than seven authors* (The digital object identifier is unique to that article.) Example from APA manual:

Student example from internet:

Mark this common citation example in your APA manual so you can easily find it to use again, later.

*(n.d.) indicates “not dated” but doesn’t have its own example. Find the reference that uses (n.d.) and modify any other example to include the not dated feature. Example from APA manual:

Student example from internet:
Mark this common citation example in your APA manual so you can easily find it to use again, later.

*Blog
Cross off this example in your APA manual because you are expected to use better resources than blogs!

*Sample reference to a statute in a federal code
Example from APA manual:

Student example from internet:

Mark this common citation example in your APA manual so you can easily find it to use again, later.

Read pages 225 and 226. What portions of the peer-review process listed here ensure a) ethical publishing and b) quality publishing that non-peer-reviewed journals could lack?

| a) |
| b) |

Read page 170.
Define plagiarism:
Define self-plagiarism:

Students in my courses are expected to not use quotes; rather, rephrase the content in their own words. Please attest here that a) you will not plagiarize in my courses and b) you will not use quotes; rather, you will rephrase the content in your own words.

| a) |
| b) |

Check your work. Do you have a) double-space and b) hanging indents in all of your above citations?

Complete the Student-Self-Evaluation, below.

<table>
<thead>
<tr>
<th>Student Self-Evaluation</th>
<th>Verify directions are followed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Save this document as follows: Name Module1APA.docx</td>
<td></td>
</tr>
<tr>
<td>Example: Smith Module1APA.docx</td>
<td></td>
</tr>
<tr>
<td>Read and follow the instructions, above.</td>
<td></td>
</tr>
<tr>
<td>Use spell- and grammar-check; these are the only tools allowed for the MSN Comprehensive Exam. Start using these features to improve your writing at the graduate level.</td>
<td></td>
</tr>
<tr>
<td>Ask questions about this assignment on the Q DB for this assignment.</td>
<td></td>
</tr>
<tr>
<td>Upload this document at the Module 1 link under the blue “Assignments” link on BlackBoard.</td>
<td></td>
</tr>
<tr>
<td>Do not hit “submit” until your saved document is uploaded.</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 2: Journal Article Exercise (10 points)**

**Learning Objectives:**
Upon completion of this exercise, the graduate nursing student will be able to:
- identify quality journals
- expand knowledge of Health Policy and Ethics by reading quality, peer-reviewed journal articles
- describe the role of professional organizations in the development of health policy and ethics
- describe the utility of professional organizations to advanced practice nurses

**Directions:**
Use this worksheet for all articles you need to submit this semester. Record the Module number in the box, below:

<table>
<thead>
<tr>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Choose from any topic in the assigned reading for the Module listed, above. Enter your topic here:

<table>
<thead>
<tr>
<th>Topic:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

#1, Find a quality journal that is relevant to your Health Policy and Ethics topic. You need to find a journal that is “The Official Journal of XXX Society or Organization.”

List the name of the United States professional organization or society below. For help finding a professional organization 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.

<table>
<thead>
<tr>
<th>Name of Society or Organization:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Paste the website link for the organization or society below.

<table>
<thead>
<tr>
<th>Society or Organization website link:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Visit the “Directions for Authors” link on the journal home page. (The journal may use other names such as “Instructions for Authors” or “Author Guidelines,” etc.) Scroll down and verify that there is no charge to publish in this journal. Some journals offer the option to “Pay-to-Publish” online. What is the fee to publish in this open-access format, versus print version, if the Pay-to-Publish option is available?

<table>
<thead>
<tr>
<th>Verified that a manuscript can be published in this journal for free (yes or no- if no, find another journal!):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Open Access fee option?</td>
</tr>
<tr>
<td>Cost to publish Open Access:</td>
</tr>
</tbody>
</table>
Paste the website link for the journal below.

**Journal website link:**

Paste the website link for the “Directions for Authors” below.

**Website link for Directions for Authors:**

**Before you proceed any further:**
1) Count the pages of your article. The article must be at least 3 entire pages, *excluding the title and abstract portions*.
2) The authors must be from the United States. Verify the authors are from the United States by looking at the contact information on the first or last page of the article.
3) The article must be 5 years-old or less.

Save your journal article as a PDF to submit with your assignment. Please do not cut-and-paste from the journal article because this process is considered plagiarism. The Nursing Department has strict expectations regarding plagiarism.

From the student handbook:

**ASU Academic Honesty Statement:**

Open your APA manual and find the reference listed there that is similar to the citation you need to correctly emulate for your APA reference. **Enter the example, below.**

**Emulate the example, above,** from the APA manual and correctly enter your reference for the journal article you chose.

Do not use the “tab” feature; rather, use the hanging indent feature as directed in the APA Guide. **The “tab” feature is considered “incorrect” APA format.**

**Double-space your references.** Single-spaced is considered “incorrect” APA format. Use the directions in the APA Guide to ensure you have only double-space *before and after* your citation. Extra spaces between lines (beyond “double-space”) is “incorrect” APA format.

Please stop now and **verify that the above citations are correct. If not, grading stops here.** There is no need to complete the remaining portion of this document as the score will be a “0,” regardless. **Ask questions on the Q DB for this assignment, if needed.**

Describe how your article relates to the topic chosen, above.
What did you learn from reading this article? (If you didn’t learn much, find another article. A quality answer here requires a quality article.)

How might the information you learned from reading this article be useful in your future practice?

Explore the website for the professional organization. What does this organization do for its members that might be of use to you in your future practice?

Complete the Student-Self-Evaluation, below.

<table>
<thead>
<tr>
<th>Student Self-Evaluation</th>
<th>Verify directions are followed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Save the (3+ page) journal article as follows:</td>
<td></td>
</tr>
<tr>
<td>NameJournalArticleModule#.pdf</td>
<td></td>
</tr>
<tr>
<td>Example:</td>
<td>SmithJournalArticleModule1.pdf</td>
</tr>
<tr>
<td>Read and follow the instructions, above.</td>
<td></td>
</tr>
<tr>
<td>Use spell- and grammar-check; these are the only tools allowed for the MSN Comprehensive Exam. Start using these features to improve your writing at the graduate level.</td>
<td></td>
</tr>
<tr>
<td>Ask questions about this assignment on the Q DB for this assignment.</td>
<td></td>
</tr>
<tr>
<td>Upload both documents (docx and pdf) at the Journal Article Module # link under the blue “Assignments” link on BlackBoard.</td>
<td></td>
</tr>
<tr>
<td>Do not hit “submit” until both saved documents are uploaded.</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!

Policy or Ethics Author Interview, 20 points, due Nov 17, 11 pm

Please read this entire assignment before beginning to do your work. The Self-Evaluation is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) use the Self-Evaluation as a Check-list to ensure you do your work right the first time!

Learning Objectives:
Upon completion of this exercise, the student will:
- understand a portion of the publication process
- appreciate the leap from practice to publication
analyze the link between professional practice and scholarship
provide an example of the use of mentors in professional practice

Directions:
Find a quality, peer-reviewed journal article per the directions provided in Module 1 in the Journal Article Exercise. You will need to find 3 articles for this course and can use one of those authors or an author of another article.
Identify the “First Author.” The First Author is the person listed first in the list of authors. Contact the author using the “Corresponding Author” information listed or by searching on the internet for your author’s affiliation. (Note: the First Author and the “Corresponding Author” are not always the same person. You may need to request the contact information for the First Author from the Corresponding Author.) Establish a time to contact your author, by phone, for an interview.
Interview your author by phone. Prepare a list of questions you would like to ask.

Examples of questions you may want to ask:
Why did you choose to write about the topic of this article?
What did you learn from writing this article?
What prompted you to write an article about this topic?
What work did you do relevant to this topic prior to writing this article?
What work have you done relevant to this topic since this article was published?
Tell me about the publication process.
What prompted you to become involved in policy (or ethics)?
What other policy (ethics) topics are you advocating?
What are your future plans for publishing?
What are your future plans for policy (ethics) work?
What is your best tip for becoming involved in policy (ethics)?
If you could tell your younger self something regarding policy (ethics), what would it be?
What portion of your education was most helpful in developing this article?
Ask specific questions of interest to you about the author’s educational background, political aspirations, beliefs, and about the article itself.
How has writing this article impacted your professional career?
What portion(s) of your prior career most impacted your initiative to write and publish this article?
What assistance did you have in writing this article?
What would be your best tips to someone who wanted to write an article?
What mentors have helped you in your policy or ethics career?
How did you find these mentors?

List here your potential questions:

List the questions you had the opportunity to ask and the author’s reply.

Personal reaction to this interview process with emphasis on what was learned.

Complete the Self-Evaluation.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Self-Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Uploads a copy of the article saved as Nameauthorinterview.pdf</td>
<td></td>
</tr>
</tbody>
</table>
Example: Smithauthorinterview.pdf
Uploads the Interview docx file named as nameauthorinterview.docx
Example
Smithauthorinterview.docs
Hit submit after both files are uploaded under “Assignments” at the “Author” link

Name of Author:
Author’s Phone Number:
Author’s email address:

Lists potential questions
Lists actual questions asked and responses
Describes personal reaction to the experience
Date of interview:
Time of interview:

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 2, The Ethics of Nursing and Politics Assignments: Texas Advanced Directives and Texas Donate Life Form due Sept 15, 11 pm. This assignment is in preparation for your Advanced Directives Policy exercise and has no points.

***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).

Please read this entire assignment before beginning to do your work. The Self-Evaluation is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) use the Self-Evaluation as a Check-list to ensure you do your work right the first time!

Part 1, Texas Advanced Directives:

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](http://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...

- Complete the Texas Advanced Directives fillable, PDF form.
- Students can choose to complete this form for his/herself or an imaginary person.
- Students do not need to sign this form.
- Save the 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)
- Complete the Self-Evaluation column.
- 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 portions of the Module 2 Assignments, upload your 3 documents on Black Board under ‘Assignments’ at the Module 2 Assignment link.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student Self-Evaluation/ Checklist</th>
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</thead>
<tbody>
<tr>
<td>Follows the directions for this assignment?</td>
<td></td>
</tr>
<tr>
<td>Labels Texas Advanced Directives as nameTexasAdvDir.pdf</td>
<td></td>
</tr>
<tr>
<td>Labels the Module 2 assignment file with NameModule2Assignments.docx.</td>
<td></td>
</tr>
<tr>
<td>Asks any questions about Module 2 on the Module 2 Q DB.</td>
<td></td>
</tr>
<tr>
<td>Checks the Module 2 Q DB to review other students’ Qs and instructors’ comments before submitting work.</td>
<td></td>
</tr>
<tr>
<td>Submits all 3 documents required for this Module at the same link, uploading all 3 documents:</td>
<td></td>
</tr>
</tbody>
</table>
Part 2, Texas Advanced Directives Questions

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.

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.

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

<table>
<thead>
<tr>
<th>Texas Advanced Directives Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>List and define up to four ethical principles relevant to Advanced Directives. Support your answer.</td>
</tr>
</tbody>
</table>

Ethical Principle:
Definition/Explanation:
Supporting rationale:

Ethical Principle:
Definition/Explanation:
Supporting rationale:

Ethical Principle:
Definition/Explanation:
Supporting rationale:

Ethical Principle:
Definition/Explanation:
Supporting rationale:

Criteria | Student Self-Evaluation/Checklist
---|---
Follows the directions for this assignment? | |
Thoughtful completion of each question. | |
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**

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

![Donate Life Form](image)

**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 or a fillable PDF form). 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.

<table>
<thead>
<tr>
<th><strong>Texas Donate Life Form</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Follows the directions for this assignment?</td>
</tr>
<tr>
<td>Saves the completed Donate Life form similar to: SmithDonateLifeForm.pdf</td>
</tr>
</tbody>
</table>
Part 4, Texas Donate Life Form Questions

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.

<table>
<thead>
<tr>
<th>Texas Donate Life Form Questions</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.</td>
</tr>
<tr>
<td>Ethical Principle:</td>
</tr>
<tr>
<td>Definition/Explanation:</td>
</tr>
<tr>
<td>Supporting rationale:</td>
</tr>
<tr>
<td>Ethical Principle:</td>
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<td>Definition/Explanation:</td>
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<td>Supporting rationale:</td>
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<td>Definition/Explanation:</td>
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<tr>
<td>Supporting rationale:</td>
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<tr>
<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?</td>
</tr>
</tbody>
</table>
1
2
Describe 2 ways you might help patients decide whether to donate organs and complete the Texas Organ Donation form.
1
2
Describe 2 ways you can advocate for policy changes to promote organ donation?
Consider the actions you can make in your community and state! Refer to pages 12, 13, and 46 for relevant ideas.
1 (community) = 
2 (state) = 

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student Self-Evaluation/Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows the directions for this assignment?</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!

Module 4 Assignment: Texas Advanced Directives Workplace Policy (50 points), due Oct 13, 11 pm.

Please read this entire assignment before beginning to do your work. The Self-Evaluation is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) use the Self-Evaluation as a Check-list to ensure you do your work right the first time!

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.)

Note: Many hospitals have a policy regarding Advanced Directives. The policy you create is different! Our focus is on ensuring that the process is completed! The key to this success is accountability! Each designated team member needs to be accountable for his or her own actions. The person accountable needs to be specified, rather than mentioned in a general way. Your policy must be written in a manner such that the use of chart reviews can reveal where “the ball was dropped” if and when the Advanced Directives do not get into the patient’s chart. A Performance Improvement study (the content of our Leadership course) would assist in getting our Advanced Directives policy compliance rates to 100%. Perfect adherence to your policy refers to all team members document their appropriate actions, not that every patient has an Advanced Directive in the chart. We cannot force patients to complete an Advanced Directive; however, we can enforce that all employees adhere to all policies. You are creating a policy regarding the actions of the team members and specifically, who is responsible for what action at each step in the process. Ultimately, someone may be responsible to document that the patient has no desire to complete an Advanced Directive; however, all employees are on-board with ensuring those patients who do want to complete an Advanced Directive have the opportunity to have one completed and placed in his or her chart.
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.
- Understand the above note that separates the typical policy from the type of Performance Improvement policy we are creating for this course.
- Some websites which may be helpful to you include but are not limited to:
  - 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. “Registered” refers to at one particular registration area such a hospital, clinic, surgery center, Public Health Department, etc. The point of this exercise is “enter into a health care facility, get your Advanced Directive completed!” (30 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 clerk completing the admission of the patient, admitting physician, admitting nurse, case manager covering the patient’s area at the time of admission, and a specific medical records clerk (15 points). (Who is involved in the admission process at the health care system chosen?)
- 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 references utilized (5 points).
- Complete the student Self-Evaluation.
- Upload your completed document on Black Board under the blue ‘Assignments’ tab for Module 4.

Before you start:
List the members of your interdisciplinary team here:

<table>
<thead>
<tr>
<th>Member of interdisciplinary team</th>
<th>Does your facility employ more than one such member? (Hospitals, for instance are 24/7 operations and employ many nurses.)</th>
<th>Choose an adjective to specifically describe the ONE PERSON who is responsible for the task (versus the many other “nurses” employed at the facility). Note: this would be the ONE PERSON responsible to get</th>
<th>Designated abbreviation of team member Introduce this abbreviation and thereafter use the abbreviation in your policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the specified task completed, verifiable with a chart audit.

<table>
<thead>
<tr>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>nurse</td>
</tr>
<tr>
<td>MD</td>
</tr>
<tr>
<td>Ethics Committee member</td>
</tr>
</tbody>
</table>

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):

Put your references here in proper APA format. Please consult the APA Guide and APA manual before submitting your work.

References

<table>
<thead>
<tr>
<th>Texas Advanced Directives Workplace Policy: 50 points</th>
<th>Student’s Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td></td>
</tr>
<tr>
<td>Follows directions for this assignment</td>
<td></td>
</tr>
<tr>
<td>30 Points:</td>
<td></td>
</tr>
<tr>
<td>Capitalizes “Advanced Directives” because it is a proper noun.</td>
<td></td>
</tr>
<tr>
<td>Create a policy which will help ensure the completion of Advanced Directives for each and every patient registered at a clinic or admitted to a hospital.</td>
<td></td>
</tr>
</tbody>
</table>

| title of the organization |
| title and number of the policy |
| purpose of the policy |
| effective date for the policy |
| procedure to follow |

| 10 points |
| Includes: |
| a) all key personnel in the interdisciplinary team and |
| b) describes the activity for which each is responsible |
| c) clearly discerns which person from a profession is actually in charge of each step (versus all others of that profession employed at the facility which may operate 24 hours per day, 365 days per year) |

| 5 points |
| Includes: |
| 1) a provision for involvement of the Ethics Committee and |
| 2) who, specifically, would contact who, specifically, on this multi-member committee? |
| 3) designates how can ONE person on the committee is accountable for the task in a 24/7/365 world if the facility is a hospital |

| Notes: Every employee must follow all hospital policies relevant to his or her position. Every facility should have a policy for discipline. The discipline is not included in each policy. The purpose of the Ethics Committee is to provide guidance for ethical issues in a facility. The role of the Ethics Committee is NOT DISCIPLINARY ACTION. Managers have few specified roles, but staff discipline is one of them. |

| 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. |

| 5 points |
| Includes references utilized in APA format per the 6th Edition of the APA manual starting on page 198. |

| Other: |
| Asks any questions about Module 4 on the Module 4 Q DB. |
Module 8 Assignment, Professional Organization Involvement and Political Advocacy, (25 points) Due Nov 17, 11 pm.

Please read this entire assignment before beginning to do your work. The Self-Evaluation is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) use the Self-Evaluation as a check-list to ensure you do your work right the first time!

**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!**
- Be complete and specific, as if you are actually doing that activity.
- Include statistics from reliable resources such as websites or journal articles to support the position.
- Include the references in proper APA format.
- Complete the student Self-Evaluation column.
- Upload your document on Black Board under ‘Assignments.’

**Professional Organization Involvement and Political Advocacy: 25 points**

**Step #1, Choose an Organization!**
Professional Organization:

Step #2, Find the Political Advocacy area on the Organization’s website and choose a topic of interest to you from their list.

Policy Topic:

List 5 potential strategies (as discussed in Chapter 1 pages 12 and 13 and Chapter 4, page 46 regarding strategies to tackle a political problem!) that you could use to develop this policy.

1 2 3 4 5

Political Action Plan: Choose one of your 5 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. Cite a reference for all the facts you present.):

References (these references should be peer reviewed references from the ASU Library, NOT pay to publish, and published within 5 years in US journals). Be sure to support all of your statements with references of this quality! Put your references here in proper APA format. Please consult the APA Guide and APA manual before submitting your work.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student’s Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows directions for this assignment</td>
<td></td>
</tr>
<tr>
<td>Professional Organization is relevant to nursing (5 points)</td>
<td></td>
</tr>
<tr>
<td>Chooses a topic relevant to health care (5 points)</td>
<td></td>
</tr>
<tr>
<td>Lists 5 potential strategies to develop this policy. (5 points)</td>
<td></td>
</tr>
<tr>
<td>Develops Political Action Plan/Policy Decision Brief (5 points)</td>
<td></td>
</tr>
<tr>
<td>Includes references utilized: the references should be peer reviewed references from the ASU Library. NOT pay to publish. Within 5 years. US articles. (5 points)</td>
<td></td>
</tr>
<tr>
<td>Asks any questions about Module 8 on the Module 8 Q DB.</td>
<td></td>
</tr>
<tr>
<td>Checks the Module 8 Q DB to review other students’ Qs and instructors’ comments before submitting work.</td>
<td></td>
</tr>
</tbody>
</table>
Module 9 Assignment: The Nurse as Policy Advocate in the Community: 100 points, Due Dec 1, 11 pm.

Please read this entire assignment before beginning to do your work. The Self-Evaluation is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) use the Self-Evaluation as a check-list to ensure you do your work right the first time!

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:
- cite the benefits of the HPV vaccine for cancer prevention.
- understand the recommendations for HPV vaccinations.
- advocate for policy development in their own communities.
- utilize political leadership skills in their own communities.

Directions:

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 as a health care professional.

On June 8, 2018, the American Cancer Society launched the Mission: HPV Cancer Free campaign to eliminate vaccine-preventable HPV cancers. The goal of this historic campaign is to increase HPV vaccination rates for pre-teen boys and girls to 80% by 2026, 20 years after approval of the first HPV vaccine.

The HPV vaccine gives us the potential to help prevent more than 29,000 cases of HPV cancers in men and women each year. The US lags behind other developed countries in protecting our children against HPV cancers. No one should face a diagnosis of cancer that could be prevented. The HPV vaccine is safe, effective, and proven to prevent HPV infections that lead to cancer. If we vaccinated all of our 11-to-12-year-olds, we could see a generation of HPV cancer-free adults.

- ACS elimination statement on cervical cancer:
  - Never in history has a cancer been eliminated, but the American Cancer Society believes the elimination of cervical cancer is a very real possibility if two conditions are met:
1) Sustained 80% HPV vaccination coverage for pre-teen boys and girls, and
2) Continued routine screening and treatment for cervical pre-cancers.

Read the following brochure and summarize what you learned.
**Counter Myths with Facts**
Summary:

Read the following brochure and summarize what you learned.
**CDC: Talking to Parents About HPV Vaccine**
Summary:

View the videos at this link and summarize what you learned by watching each video.
**Just Another Shot-Reframing the HPV Vaccine**

Just another shot:
Summary:

It’s safe:
Summary:

It’s effective:
Summary:

It’s necessary:
Summary:

It’s valuable
Summary:

Read the following brochure and summarize what you learned.
• **Don't Wait to Vaccinate**
Summary:

Read the following brochure and summarize what you learned.
• **ACS Recommendations for HPV Vaccine Use**
Summary:

Read the following brochure and summarize what you learned. (PDSA = Plan, Do, Study, Act; a quality improvement method adopted to evaluate interventions to improve patient care processes)
• **Steps Action Guides for Increasing HPV Vaccination in Practice**
Summary:

From 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. 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. Most jobs offer a CEU allowance and these CEUs are pure profit with no travel.) Different states have different re-licensing requirements and I’m able to find those CEUs for free on Medscape, too.

**Complete the following CEUs available, for free, on Medscape.**

Join Medscape for free: go to Medscape.com and register.
Click the tab (across the top) that says “CME and Education.”
Search for “HPV.”
Complete the following CEU courses:
- Why are rates of oral HPV soaring among men? 0.25 CEU, 0 pharm CEU June 19, 2018
- A 21 year-old woman discusses her PAP results with her gynecologist, 0.25 CEU, 0 pharm CEU May 2, 2018
- An 11 year-old boy in the office for a well-child visit, 0.25 CEU, 0.25 pharm CEU May 30, 2018
- A 16 year-old boy in the clinic for a sports physical, 0.25 CEU, 0.25 pharm 11-21-17 (ends 11-21-18)
- 2018 pediatric immunization schedules released, 0.25 CEU, 0.25 pharm 4-6-18

-Save your CME Tracker showing completion of these 5 courses as a PDF.

-Go 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

-Choose whether you will advocate for a 1) local “ordinance”/law or 2) state law.
-Do research on how a 1) local “ordinance”/law or 2) state law is a) initiated, b) put into place, and c) financed.

It’s wise to initiate this research, early! You will need to contact people who have already worked with initiating city/local ordinances (or laws) or state laws.

-Create a well-developed strategy to promote a law at the local or state level which will effectively promote immunization of young males and females for HPV in either your community or state. Cite statistics for the problem, including from your city, county, and state as available through public health resources.
-Utilize appropriate resources/references for statistics: the State Health Department, The Centers for Disease Control and Prevention, pediatric and family practice organizations (American Academy of Pediatrics and American Academy of Family Physicians), and the American Cancer Society are awesome resources for these statistics.

-Utilize proper APA format.

-Write at the graduate level using spell- and grammar-check.

-Address the problem with a logical and valid legislative approach.

-Create a new state law or city law/ordinance to propose.

-Adhere to the researched means utilized to initiate and pass a state law or city ordinance.

-Utilize effective means to ensure the law or ordinance will pass (rally the voters). Describe the campaign you will use to ensure your law is passed.

-Create and describe the method to fund the new law or ordinance. (Research how laws are funded at your state or local level, whichever is applicable.)

-Describe the new position descriptions funded with the new law or ordinance, if relevant. What are the requirements for these positions in terms of education and experience? What are the roles and responsibilities of these positions?

-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 law/ordinance.

-Use Chapter 1 and Figure 1-5, page 12, to help you to identify the spheres of influence where nurses shape your law/ordinance.

-Use Chapter 1 and column 3 of Figure 1-6 to identify 5 strategies you could most effectively use to influence this law/ordinance. Page 46, Figure 4-3 also has some helpful ideas.

-Include a list of references 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 just weblinks). What journals are specific to the organizations listed above (or other organizations)? (American Academy of Pediatrics, American Academy of Family Physicians, National Association of School Nurses, American Cancer Society, etc.)

-Complete the Self-Evaluation.

-Upload your document on Black Board under ‘Assignments’ for the Module 9 Policy Advocate Assignment.

---

### 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 implementing a law or ordinance):</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Analysis of the forces that shape this HPV Vaccination Policy (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 references utilized).</th>
</tr>
</thead>
</table>

**Tailor each force to HPV rather than discuss each force in a generic way.**

1 Values-

2 Policy Analysis and Analysts-

3 Advocacy and Activism-
Identify and describe 2 significant barriers against HPV vaccination that may need to be overcome.

Identify and describe means to facilitate and address each of your barriers identified (as listed above) against HPV vaccination.

Identify the spheres of influence where nurses shape this HPV vaccination policy. *(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 references utilized.)* Describe, specifically, how each sphere can be used to support and promote HPV vaccinations.

1 Community

2 Government

3 Workplace and Workforce

4 Associations and Special Interest Groups

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).*

-Which will you advocate for, a 1) local “ordinance”/law or 2) state law?

-Do the appropriate research on how a 1) local “ordinance”/law or 2) state law (or your choice) is a) initiated b) put into place, and c) financed. Describe the process you need to follow here:

*Use your legislative research to create one well-developed Political Action Plan to promote HPV vaccination via your creation of a local or state law.*
Put your references here in proper APA format. Please consult the APA Guide and APA manual before submitting your work.

| References |

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student’s Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks the Module 9 Q DB to review other students’ Qs and instructors’ comments before submitting work.</td>
<td></td>
</tr>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>Follows directions for this assignment</td>
<td>8 points</td>
</tr>
<tr>
<td>Analysis and application of the forces that shape this policy</td>
<td>2 points</td>
</tr>
<tr>
<td>Identifies and describes 2 significant barriers that may need to be overcome</td>
<td>4 points</td>
</tr>
<tr>
<td>Identifies and describes means to address each of these barriers</td>
<td></td>
</tr>
<tr>
<td>Applies the 4 spheres of influence where nurses shape this HPV law</td>
<td>1 point</td>
</tr>
<tr>
<td>List 5 potential strategies to develop this law</td>
<td>10 points</td>
</tr>
<tr>
<td>Describes completely and in detail the process needed to create and finance a local ordinance/law or state law.</td>
<td>50 points</td>
</tr>
<tr>
<td>Political Action Plan meets all listed criteria</td>
<td>5 points</td>
</tr>
<tr>
<td>Includes quality references (including journal articles) utilized in proper APA format using the 6th Edition of the APA manual.</td>
<td></td>
</tr>
<tr>
<td>Utilizes 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), e) United States articles (where there are the NIH Human Subject Protections and publication ethics</td>
<td>20 points</td>
</tr>
<tr>
<td>Uploads PDF of CEU Tracker including Complete the following CEU courses:</td>
<td></td>
</tr>
<tr>
<td>-Why are rates of oral HPV soaring among men?</td>
<td></td>
</tr>
<tr>
<td>-A 21 year-old woman discusses her PAP results with her gynecologist</td>
<td></td>
</tr>
<tr>
<td>-An 11 year-old boy in the office for a well-child visit</td>
<td></td>
</tr>
<tr>
<td>-A 16 year-old boy in the clinic for a sports physical</td>
<td></td>
</tr>
<tr>
<td>-2018 pediatric immunization schedules released</td>
<td></td>
</tr>
<tr>
<td>(4 points each)</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
<tr>
<td>Asks any questions about Module 9 on the Module 9 Q DB.</td>
<td></td>
</tr>
<tr>
<td>Includes all student names and reviews where directed?</td>
<td></td>
</tr>
</tbody>
</table>
Module 9: Book Report due Dec 8, 11 pm (100 points)

Please read this entire assignment before beginning to do your work. The Self-Evaluation is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) use the Self-Evaluation as a check-list to ensure you do your work right the first time!


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.
- Complete the student self-evaluation.
### Category 1: Racial and Ethnic Disparities in Health Care (20 points)

<table>
<thead>
<tr>
<th>Describe the health problem this family endured due to racial or ethnic disparities.</th>
<th>Describe how this disparity hindered healing or the patient outcome.</th>
<th>Describe how this racial or ethnic disparity may affect your future practice.</th>
<th>Make one recommendation on how a policy change can help eliminate this racial or ethnic disparity.</th>
<th>Describe one way that you can advocate for the policy change you chose to improve patient outcomes.</th>
</tr>
</thead>
</table>

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

Put your references here in proper APA format. Please consult the APA Guide and APA manual before submitting your work.

**References utilized:**

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

<table>
<thead>
<tr>
<th>Describe one ethical dilemma this family encountered in health care.</th>
<th>Describe how this ethical dilemma hindered healing or the patient outcome.</th>
<th>Describe how this ethical dilemma may affect your future practice.</th>
<th>Make one recommendation on how a policy change can help eliminate this ethical dilemma.</th>
<th>Describe one way that you can advocate for the policy change you chose to improve patient outcomes.</th>
</tr>
</thead>
</table>

**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.

Put your references here in proper APA format. Please consult the APA Guide and APA manual before submitting your work.

**References utilized:**

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

<table>
<thead>
<tr>
<th>Describe an instance when this family incurred health issues that could have been prevented at a much lower cost.</th>
<th>Describe how this preventable health problem impacted this entire family.</th>
<th>Describe how the implementation of this health promotion or disease prevention measure may affect your future practice.</th>
<th>Make one recommendation on how a policy change can help implement this health promotion or disease prevention measure.</th>
<th>Describe one way that you can advocate for the policy change you chose to improve patient outcomes.</th>
</tr>
</thead>
</table>

Put your references here in proper APA format. Please consult the APA Guide and APA manual before submitting your work.

**References utilized:**
Put your references here in proper APA format. Please consult the APA Guide and APA manual before submitting your work.

References utilized:

<table>
<thead>
<tr>
<th>Category 4: Quality of Care (20 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe an instance when this family incurred greater health issues due to a lack of quality care.</td>
</tr>
</tbody>
</table>

Put your references here in proper APA format. Please consult the APA Guide and APA manual before submitting your work.

References utilized:

<table>
<thead>
<tr>
<th>Category 5: Access to Care (20 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe an instance when this family incurred greater health issues due to a lack of access to care.</td>
</tr>
</tbody>
</table>

Put your references here in proper APA format. Please consult the APA Guide and APA manual before submitting your work.

References utilized:

---

**Book Report: 100 points**

**Criteria** | **Self-Evaluation**
---|---
Follows directions for this assignment |  
Example in first column for each Category is relevant. |  
Column 2 presents logical explanations for adverse outcomes related to problems identified. |  
Presents thoughtful reflection of how these processes would affect future practice. |  
Proposed policy suggestions are relevant and appropriate. |  
Presents plausible and relevant advocacy ideas for the policy changes needed to *effectively* improve patient outcomes. |  
Includes references utilized |  
Asks any questions about Module 9 on the Module 9 Q DB. |
Module 9, Self-Evaluation of Student Learning Outcomes (1 point), due Dec 12 at 12 noon

Please read this entire assignment before beginning to do your work. The Self-Evaluation is instructional and designed to help you do your work RIGHT THE FIRST TIME! Please save yourself time by 1) reading the complete assignment before starting on your work and 2) use the Self-Evaluation as a check-list to ensure you do your work right the first time!

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  
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  
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  
Module 6  
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  
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.

**Student Learning Outcome:**

**Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate patient care and outcomes.**

| Self-rating: __/10 |
| **Required:** Supporting statements and evidence (again, please note: this exercise is about your learning for the entire course). |

**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.**

| Self-rating: __/10  
Supporting statements and evidence: |

**Design systems change strategies that improve the care environment.**

| Self-rating: __/10  
Supporting statements and evidence: |

**Analyze how policies influence the structure and financing of institutional, local, state, and federal policy.**

| Self-rating: __/10  
Supporting statements and evidence: |

**Participate in the development and implementation of institutional, local, state, and federal policy.**

| Self-rating: __/10  
Supporting statements and evidence: |

**Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.**

| Self-rating: __/10  
Supporting statements and evidence: |
Interpret research, bringing the nursing perspective for policy makers and stakeholders.  
Self-rating: __/10  
Supporting statements and evidence:
Advocate for policies that improve the health of the public and the profession of nursing.  
Self-rating: __/10  
Supporting statements and evidence:

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 assignments. 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.