NUR 6317
HEALTH POLICY AND ETHICS
FALL 2020

Instructor: BEVERLY GREENWALD, PhD, MSN, APRN, FNP-BC, NP-C, CGRN, RN
Email: Beverly.Greenwald@Angelo.edu
Phone: 701-261-4795
Office: Online Faculty
Office Hours: Please arrange office hours by phone or email. I am available most times during the week or weekends.

Course Information

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. 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.

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

Prerequisite and Co-requisite Courses
No courses, Graduate Standing
Prerequisite 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

MSN Program Outcomes
Upon program completion, the MSN 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>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN MSN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
</table>
| 1 Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate patient care and outcomes. | Module 2  
Texas Advance Directives  
Texas Advanced Directives Questions  
Texas Donate Life Form  
Texas Donate Life Form Questions  
Medicaid expansion project | 1 | 1.4 | 8.1, 8.2, 8.3 |
| 2 Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, | Module 6  
Book Report  
Medicaid expansion project | 2 | 2.3 | 2.2, 6.2 |
and political factors that influence healthcare.

3 Design systems change strategies that improve the care environment.
Module 4
Medicaid expansion project
2
2.6
2.7, 6.5

4 Analyze how policies influence the structure and financing of institutional, local, state, and federal policy.
Module 3
Module 6
Module 7
Book Report
Medicaid expansion project
6
6.1
6.2

5 Participate in the development and implementation of institutional, local, state, and federal policy.
Module 9
Book Report
Medicaid expansion project
6
6.2
6.4

6 Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.
Module 7
Book Report
6
6.3
6.1, 6.3

7 Interpret research, bringing the nursing perspective for policy makers and stakeholders.
Module 5
Medicaid expansion project
6
6.4
2.5

8 Advocate for policies that improve the health of the public and the profession of nursing.
Module 8
Module 9
Medicaid expansion project
6
6.5
6.2

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 ASU’s Blackboard Learning Management System.
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 the Video Boards.

Required Texts and Materials

Recommended Texts and Materials
No additional texts.
Technology Requirements
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 OS X 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
Refer to Angelo State University’s Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

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

TIME ZONE
ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST.

Required Use of Masks/Facial Coverings by Students in Class at Angelo State University
As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any
missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Communication
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. (Within 24 hours during working hours Monday through Friday; weekend messages may not be returned until Monday.) Please use the contact method that meets the urgency of your need.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

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

“Netiquette” Guidelines for making posts in Blackboard
• 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. For example, note the headings in this standard syllabus template: all capital letters are used for emphasis and are not deemed as 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.)
## Grading
### Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Evaluation and Grades</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Graded Activity</strong></td>
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<tr>
<td>Video Board (Lead = 5 points, Participate = 18 points)</td>
<td>23</td>
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<tr>
<td>Module 2: Texas Advanced Directives, Texas Advanced Directives Questions, Texas Donate Life Form, Texas Donate Life Form Questions</td>
<td>15</td>
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<tr>
<td><strong>Quizzes</strong> (#9 Modules)</td>
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<tr>
<td>Module 1</td>
<td>13</td>
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<tr>
<td>Module 2</td>
<td>21</td>
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<td>Module 3</td>
<td>28</td>
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<td>Module 4</td>
<td>18</td>
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<td>Module 5</td>
<td>15</td>
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<tr>
<td>Module 6 Part I</td>
<td>23</td>
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<tr>
<td>Module 6 Part II</td>
<td>36</td>
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<tr>
<td>Module 7</td>
<td>42</td>
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<td>Module 8</td>
<td>13</td>
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<td>Module 9</td>
<td>9</td>
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<tr>
<td><strong>Medicaid Expansion Project</strong></td>
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<tr>
<td>Week 2: Nurses’ Code of Ethics</td>
<td>9</td>
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<tr>
<td>Week 4: Medicare and Medicaid: What are they?</td>
<td>9</td>
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<tr>
<td>Week 5: What is Medicaid Expansion?</td>
<td>13</td>
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<tr>
<td>Week 6: Medicaid expansion articles</td>
<td>13</td>
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<tr>
<td>Week 7: Medicaid expansion articles</td>
<td>15</td>
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<tr>
<td>Week 8: Medicaid expansion articles</td>
<td>11</td>
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<tr>
<td>Week 9: Advocacy 101 Tool Kit</td>
<td>21</td>
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<tr>
<td>Week 10, Medicaid expansion forces</td>
<td>15</td>
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<tr>
<td>Week 11: Social Media</td>
<td>25</td>
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<tr>
<td>Week 12: Professional Organizations</td>
<td>2</td>
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<tr>
<td>Week 13: Policy Brief</td>
<td>20</td>
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<tr>
<td>Module 9: Book Report</td>
<td>100</td>
</tr>
<tr>
<td>IDEA Ratings of Instruction</td>
<td>10</td>
</tr>
<tr>
<td>Module 9: Self-Evaluation of Course Objectives</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>529</td>
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## Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes. All course requirements must be completed at a passing level to pass this course.

The following grading scale is in use for this course:

- **A = 90.00-100 points**
B = 80.00-89.99 points
C = 70.00-79.99 points
F = < 70 (Grades are not rounded up)

Teaching Strategies
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.

Assignment and Activity Descriptions
*Please note: Students are expected to include the rubric for each submission. These documents are “add only; delete nothing” meaning to 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.

Policy or Ethics Video:
Each student is assigned one week to provide a video related to the Module content. Use the form provided and submit under “Assignments” by your assigned due date (included in the assignment). Faculty will review the submission and possibly make recommendations for choosing a different video or modifications of the sets of questions.

Quizzes (#9 Modules):
Nine Modules will include a quiz during the “READ” week. The number of questions per quiz is dependent upon how much material is assigned for that week. The reading is not equally divided: rather, the Units are covered as listed in the text. Check ahead to ensure you have enough time to complete the reading for each Module. The text and other resources such as articles can be used while taking these open-resource quizzes.

Written Activities:
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 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.

Medicaid Expansion Political Advocacy Project:
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.

Professional Organizations:
Professional organizations assist nurses in professional practice. One benefit of many professional organizations is the opportunity for policy advocacy, an expectation of our Nurses Code of Ethics. This exercise involves the exploration of the policy advocacy of a professional organization.

Social Media:
Students will create a Social Media campaign to generate public interest in Medicaid expansion in Texas.

Policy Decision Brief:
Students will create a “leave behind” message in the form of a Policy Decision Brief. This brief will include at least 2 alternatives and include the advantages and disadvantages of each alternative.

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.

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

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Beverly.Greenwald@Angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This approach lets me know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. 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 Assignments 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.

**General Policies Related to This Course**
All students are required to follow the policies and procedures presented in these documents:
- Angelo State University Student Handbook
- Angelo State University Catalog

**Student Responsibility and Attendance**
This online course 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.* Check in and verify you’re not missing something and you won’t miss a thing.

1. The most current DBs are at the top. Check those DBs.
2. Check the Assignments tab: the due dates for assignments are listed.
3. Check the Announcements: Exams will post there.
4. As in all of your courses, check the Learning Module for the week for a complete list of what is expected.

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

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

**Accommodations for Students with Disabilities**

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

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. See ASU Operating Policy 10.11 [Grading Procedures](#) for more information.

**Plagiarism**

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](#) in the Student Handbook. 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 your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. 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. Therefore, 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 students 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. Resources to help you understand this policy better are available at the ASU Writing Center.  

**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. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

**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.

**Title IX at Angelo State University**  
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.
You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

### Course Schedule

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<thead>
<tr>
<th>Week/Date</th>
<th>Module/Topic/Assignments or Assessments Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1: Aug 17 – Aug 21</td>
<td><strong>Module 1:</strong> Course Introduction: Why every nurse needs to know about Policy and Ethics. <strong>Reading:</strong> See Learning Module 1 <strong>Topics:</strong> MSN Essentials MSN Comprehensive Exam <strong>Assessments:</strong> Participate in Video Board, Module 1, Faculty Example Participate in Introduction (ungraded) Board Aug 24 – Aug 28 Module 1 Reading Exercise: 13 points, Aug 17, 1 am – Aug 21, 11 pm</td>
</tr>
<tr>
<td>Week 2: Aug 24 – Aug 28</td>
<td><strong>Module 2:</strong> The Ethics of Nursing and Politics <strong>Reading:</strong> See Learning Module 2 <strong>Topics:</strong> Health Policy Politics Professional Ethics Ethical Principles Ethical Theories <strong>Assessments:</strong></td>
</tr>
<tr>
<td>Week/Date</td>
<td>Module/Topic/Assignments or Assessments Due</td>
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</tbody>
</table>
| **Week 2:** | Module 2 Reading Exercise: 24 points, Aug 24, 1 am – Aug 28, 11 pm  
Project Week 2: Nursing Code of Ethics and the nurses’ role in Medicaid expansion in Texas, 9 points, Aug 24, 1 am – Aug 28, 11 pm |
| **Week 3:** Aug 31 – Sept 4 | **Assessments:**  
Participate in Video Board, Module 2  
Module 2 (15 points, due Sept 4, 11 pm): Texas Advanced Directives, Texas Advanced Directives Questions, Texas Donate Life Form, Texas Donate Life Form Questions |
| **Week 4:** Sept 7 – Sept 11 (Mon, Sept 7 is Labor Day Holiday) | **Module 3:**  
Introduction to Policy and Politics in Nursing and Health Care  
**Reading:**  
See Learning Module 3  
**Topics:**  
Historical perspectives  
Advocacy  
Policy process  
Policy Brief  
Getting involved  
Use of Media  
**Assessments:**  
Module 3 Reading Exercise: 28 points, Sept 7, 1 am – Sept 11, 11 pm  
Project Week 4: Medicare and Medicaid: What are they? 9 points, Sept 7, 1 am – Sept 11, 11 pm |
| **Week 5:** Sept 14 – Sept 18 | **Assessments:**  
Participate in Video Board, Module 3, Sept 14 – Sept 18, 11 pm  
Project Week 5: What is Medicaid Expansion? 13 points, Sept 14 – Sept 18, 11 pm |
| **Week 6:** Sept 21 – Sept 25 | **Module 4:**  
Policy and Politics in the Workplace and Workforce  
**Reading:**  
See Learning Module 4  
**Topics:**  
Quality and Safety  
Evidence-Based Practice  
Rural Health Care  
Contemporary Work Environment  
Advanced Practice Nursing  
Nursing Education  
Advance Directives  
**Assessments:**  
Module 4 Reading Exercise: 18 points, Sept 21, 1 am – Sept 25, 11 pm |
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<tr>
<th>Week/Date</th>
<th>Module/Topic/Assignments or Assessments Due</th>
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| **Week 7:**       | **Assessments:** Participate in Video Board, Module 4  
| Sept 28 – Oct 2   | **Project Week 7:** Medicaid expansion articles, 15 points, Sept 28 – Oct 2, 11 pm  
| **Week 8:**       | **Module 5:** Policy and Politics in Research and Nursing Science  
| Oct 5 – Oct 9     | **Reading:** See Learning Module 5  
|                   | **Topics:** Science, Research, Evidence, Medical Marijuana  
|                   | **Assessments:** Participate in Video Board, Module 5  
|                   | Module 5 Reading Exercise: 15 points, Oct 5, 1 am – Oct 9, 11 pm  
|                   | Note: Module 6 has more than the average amount of reading. These exercises will open Oct 5 and you may want to work ahead on Module 6.  
|                   | Module 6 Reading Exercise Part 1: 23 points, Oct 5, 1 am – Oct 23, 11 pm  
|                   | Module 6 Reading Exercise Part 2: 36 points, Oct 5, 1 am – Oct 23, 11 pm  
|                   | **Project Week 8:** Medicaid expansion articles, 11 points, Oct 5, 1 am – Oct 9, 11 pm  
| **Week 9:**       | **Module 6:** Health Care Delivery and Financing  
| Oct 12 – Oct 16   | **Reading:** See Learning Module 6  
|                   | **Topics:** US Health Care System, Health Economics, Financing Health Care, Affordable Care Act, Access to Health Care, Health Disparities, Women’s Benefits, Reproductive Health, Public Health, Medical Homes, Family Care Giving  
|                   | **Assessments:** Module 6 Reading Exercise Part I: 23 points, Oct 5, 1 am – Oct 23, 11 pm  
|                   | Module 6 Reading Exercise Part II: 36 points, Oct 5, 1 am – Oct 20, 11 pm  
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<thead>
<tr>
<th>Week/Date</th>
<th>Module/Topic/Assignments or Assessments Due</th>
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</table>
| **Week 10: Oct 19 – Oct 23** | **Assessments:**  
Participate in Video Board, Module 6  
Module 6 Reading Exercise Part I: 23 points, Oct 5, 1 am – Oct 23, 11 pm  
Module 6 Reading Exercise Part II: 36 points, Oct 5, 1 am – Oct 23, 11 pm  
Project Week 10, Medicaid expansion forces, 15 points, Oct 23, 11 pm |
| **Week 11: Oct 26 – Oct 30** | **Module 7:**  
Policy and Politics in the Government  
**Reading:**  
See Learning Module 7  
**Topics:**  
Contemporary Issues  
Influencing Government  
Legislation  
Nurse in the Boardroom  
State Boards of Nursing  
**Assessments:**  
Participate in Video Board, Module 7  
Module 7 Reading Exercise: 42 points, Oct 26, 1 am – Oct 30, 11 pm  
Project Week 11: Social Media, 25 points, Oct 26, 1 am – Oct 30, 11 pm |
| **Week 12: Nov 2 – Nov 6** | **Module 8:**  
Policy and Politics in Associations and Interest Groups  
**Reading:**  
See Learning Module 8  
**Topics:**  
Nursing Associations  
Professional Organizations  
**Assessments:**  
Share your Social Media Campaign on DB  
Participate in Video Board, Module 8  
Module 8 Reading Exercise: 13 points, Nov 2, 1 am – Nov 6, 11 pm  
Project Week 12: Professional Organizations, 2 points, Nov 6, 11 pm |
| **Week 13: Nov 9 – Nov 13** | **Module 9:**  
Policy and Politics in the Community  
**Reading:**  
See Learning Module 9  
**Topics:**  
Community Activism  
Infectious Disease  
Global Health |
<table>
<thead>
<tr>
<th>Week/ Date</th>
<th>Module/Topic/Assignments or Assessments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Assessments:</strong></td>
</tr>
<tr>
<td></td>
<td>Module 9 Reading Exercise: 9 points, Nov 9, 1 pm – Nov 13, 11 pm</td>
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<tr>
<td></td>
<td>Project Week 13: Policy Brief, 20 points, Nov 13, 11 pm</td>
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<tr>
<td><strong>Week 14:</strong></td>
<td><strong>Assessment:</strong></td>
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<tr>
<td>Nov 16 – Nov 20</td>
<td>Share your Policy Brief on DB</td>
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<td>Module 9: Book Report (100 points, due Nov 20, 11 pm)</td>
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<td></td>
<td>Participate in Video Board, Module 9, Nov 16 – Nov 20, 11 pm</td>
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<tr>
<td><strong>Week 15:</strong></td>
<td><strong>Assessments:</strong></td>
</tr>
<tr>
<td>Nov 23 &amp; 24 at noon</td>
<td>IDEA Ratings of Instruction (10 points, released by university personnel, attest by Nov 24 at <strong>12 noon</strong> that this survey was completed for the 10 points)</td>
</tr>
<tr>
<td></td>
<td>Module 9: Self-Evaluation of Course Objectives (10 points, due Nov 24, <strong>12 noon</strong>)</td>
</tr>
</tbody>
</table>

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Focus areas on the IDEA evaluation include:
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Learning how to find, evaluate, and use resources to explore a topic in depth
- Learning to apply knowledge and skills to benefit others or serve the public good

**End of Syllabus**
Rubrics

Please find the directions plus the rubric for each exercise in a separate document under the blue tab “Exercises” on BlackBoard. Do not cut and paste the rubric from the syllabus because you will need to have those directions.

| Analysis of Forces on Medicaid Expansion in Texas Rubric, Week 10 (15 points) |
|---------------------------------|--------------------------------|
| Criteria                        | Complete this Student’s Self-Evaluation |
| Follows directions for this assignment | |
| Saves this Module 9 exercise similar to SmithMedicaidExpWeek10.docx | |
| Asks any questions on the Week 10 Exercise Q DB. | |
| Checks the Week 10 Exercise Q DB to review other students’ Qs and instructors’ comments before submitting work. | |
| Analysis and application of the forces regarding Medicaid expansion in Texas | |
| Identifies and describes 2 significant barriers that may need to be overcome | |
| Identifies and describes means to address each of these barriers | |
| Applies the 4 spheres of influence where nurses help shape Medicaid expansion in Texas. | |
| List 5 potential strategies to expand Medicaid in Texas | |

Please add any additional comments you think would make this assignment more clear, easier to follow, or more effective for student learning. Thank you!
Please find the *directions plus the rubric for each exercise* in a separate document under the blue tab “Exercises” on BlackBoard. Do not cut and paste the rubric from the syllabus because you will need to have those directions.

Rally the Support: Social Media Campaign to Generate Public Interest in Medicaid Expansion in Texas Rubric, Week 12 (25 points).

<table>
<thead>
<tr>
<th>Criteria</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Saves file similar to: SmithSocialMedia.docx</td>
<td></td>
</tr>
<tr>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>Uses the Social Media tips and best practices provided in the Advocacy Tool Kit.</td>
<td></td>
</tr>
<tr>
<td>4 points</td>
<td></td>
</tr>
<tr>
<td>Generates genuine public interest in Medicaid expansion in Texas.</td>
<td></td>
</tr>
<tr>
<td>3 points</td>
<td></td>
</tr>
<tr>
<td>Entices public to take action (as desired for your project).</td>
<td></td>
</tr>
<tr>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Provides significant facts to support Social Media request.</td>
<td></td>
</tr>
<tr>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>Facts are supported with accurate citations and a reference list.</td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td>Ask questions about this assignment on the Q DB for this assignment.</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviews Q DB for this assignment to determine if other students have asked questions that might apply to your work.</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Upload document for this exercise at the blue “Exercise” link on BlackBoard.</td>
<td></td>
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</table>
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<table>
<thead>
<tr>
<th>Policy Brief: Medicaid Expansion in Texas Rubric, Week 13 (20 points).</th>
<th>Complete this Student’s Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>Saves file similar to: SmithPolicyBrief.docx</td>
<td></td>
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<tr>
<td>2 points:</td>
<td></td>
</tr>
<tr>
<td>Uses the example provided on page 69 for the Policy Decision Brief</td>
<td></td>
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<tr>
<td>10 points:</td>
<td></td>
</tr>
<tr>
<td>Content is <em>substantial and convincing</em>.</td>
<td></td>
</tr>
<tr>
<td>5 points:</td>
<td></td>
</tr>
<tr>
<td>Develops at least 2 alternatives and includes the advantages and disadvantages of each alternative.</td>
<td></td>
</tr>
<tr>
<td>1 point:</td>
<td></td>
</tr>
<tr>
<td>Provide a reference for the reader of the Policy Decision Brief.</td>
<td></td>
</tr>
<tr>
<td>2 points:</td>
<td></td>
</tr>
<tr>
<td>Cites a reference for all the facts presented and prepares a formal reference list to evidence the extent of the review and preparation for this exercise.</td>
<td></td>
</tr>
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<td>Ask questions about this assignment on the Q DB for this assignment.</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Follows directions for this assignment</td>
<td></td>
</tr>
<tr>
<td>Example in first column for each Category is relevant</td>
<td></td>
</tr>
<tr>
<td>Column 2 presents logical explanations for adverse outcomes related to problems identified</td>
<td></td>
</tr>
<tr>
<td>The topic chosen is consistent across each row. (Don’t switch from a transportation topic to a financing treatments topic, for instance.)</td>
<td></td>
</tr>
<tr>
<td>Presents thoughtful reflection of how these processes would affect future practice</td>
<td></td>
</tr>
<tr>
<td>Proposed legislative suggestions are relevant and appropriate.</td>
<td></td>
</tr>
<tr>
<td>Asks any questions about Module 9 on the Module 9 Q DB.</td>
<td></td>
</tr>
<tr>
<td>Checks the Module 9 Q DB to review other students’ Qs and instructors’ comments before submitting work.</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points/100</strong></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>
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