

NURS 606

Health Policy Principles in Changing Health Care Contexts 2 Units

Fall 2019

Instructor: Dr. Sharon O'Neill, JD, DNP (course lead)

Email: sponeill@usc.edu

Telephone: 213-821-3648

Office: 1150 South Olive St, #110

Office Hours: TBD

Course Days: Tuesdays

Course Time: As scheduled (PST)

Course Location: VAC

I. Course Prerequisites or Co-Requisites

NURS 605

II. Catalogue Description

The purpose of this course is to provide a foundation for leadership in interprofessional collaborative endeavors to address health policy. This introductory course prepares learners to analyze and influence health policy and explores the role of nurse practitioners in the creation and modification of health policy.

III. Course Description

Current trends in health policy and the financing of healthcare delivery in the United States will be examined, including an evaluation of national healthcare expenditures and strategies for cost containment. The primary focus of this course is to prepare nursing leaders to become change agents with an emphasis on improving access to healthcare and eliminating health disparities. Learners will examine approaches used to advocate for healthcare equity on behalf of populations served and will be provided with an opportunity to design individual and organizational strategies to influence the policy-making process.

IV. Course Objectives

Upon completion of this course students will be able to:

Objective No.	Objectives
1	Analyze the policy-making process and the impact of health policy on the regulation of advanced practice registered nurses and the populations they serve in the context of state, national, and global health outcomes.
2	Critically analyze health policy for its impact on health economics and healthcare spending, the regulation of advanced practice registered nurses, and health outcomes with a focus on reducing disparities for vulnerable populations.
3	Utilize knowledge of diverse stakeholders with a shared vision to address population-based health problems with a change in health policy.
4	Demonstrate a leadership role in establishing a policy agenda and partnering with interprofessional stakeholder groups to advance health policy aimed at improving health outcomes.
5	Demonstrate competency in evaluating the relative power of policy-makers and stakeholder groups in the context of their ability to influence changes in health policy.

6	Advocate for changes in health policy in the context of interprofessional collaborative efforts to improve access to healthcare and eliminate disparities in health outcomes.
---	---

V. Course Format/Instructional Methods

The format of the course will be online, using both asynchronous and synchronous approaches. Interactive activities include active group discussion, presentations, role-playing, and didactic lecture by webcast. Viewing online resources and required readings will also be used to facilitate the students' learning. Material from current law and proposed legislation will be used to illustrate course content and to provide integration between course content and professional practice.

VI. Student Learning Outcomes

Student learning for this course relates to one or more of the following nine nursing core competencies:

Nursing Core Competencies		NURS xxx	Course Objective
1	Scientific Foundation Competencies		
2	Leadership	*	3, 4, 5, 6
3	Quality		
4	Practice Inquiry		
5	Technology and Information Literacy	*	1, 2
6	Policy	*	1–6
7	Health Delivery System	*	2
8	Ethics	*	2, 6
9	Independent Practice		

*Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

LEADERSHIP COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<i>Family Nurse Practitioner competent in Leadership Competencies:</i> ✦ Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care.	Assumes complex and advanced leadership roles to initiate and guide change.	Forum Discussions Discussion Boards Written Assignments Final Presentations/Testimony
	Provides leadership to foster collaboration with multiple stakeholders to improve health care.	
	Demonstrates leadership that uses critical and reflective thinking. Advances practice through the development and implementation of innovations incorporating principles of change.	
	Advocates for improved access, quality and cost effective health care.	

LEADERSHIP COMPETENCIES		
✦ Leadership skills are needed that emphasize ethical and critical decision-making, effective working relationships, and a systems perspective.	Communicates practice knowledge effectively, both orally and in writing.	
	Works with individuals of other professions to maintain a climate of mutual respect and shared values.	
	Engages diverse health care professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.	
	Engages in continuous professional and interprofessional development to enhance team performance.	
	Assumes leadership in interprofessional groups to facilitate the development, implementation and evaluation of care provided in complex systems.	

TECHNOLOGY AND INFORMATION LITERACY COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><i>Family Nurse Practitioner competent in Technology and Information Literacy Competencies:</i></p> <p>✦ Recognizes that the advanced practice nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.</p>	Integrates appropriate technologies for knowledge management to improve health care.	Forum Discussions Journal Club Written Assignments
	Translates technical and scientific health information appropriate for various users' needs. ✦ Assesses the patient and caregiver's educational needs to provide effective, personalized health care. ✦ Coaches the patient and caregiver for positive behavioral change.	
	Demonstrates information literacy skills in complex decision-making.	
	Contributes to the design of clinical information systems that promote safe, quality and cost effective care.	

Uses technology systems that capture data on variables for the evaluation of nursing care.

POLICY COMPETENCIES

Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><i>Family Nurse Practitioner competent in Policy Competencies:</i></p> <p>✦ Recognizes that the advanced practice nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.</p>	Recognize and manage personal values in a way that allows professional values to guide practice.	Forum Discussions Discussion Boards Journal Club Written Assignments
	Advocates for ethical policies that promote access, equity, quality, and cost.	
	Analyzes ethical, legal, and social factors influencing policy development.	
	Contributes in the development of health policy.	
	Analyzes the implications of health policy across disciplines.	
	Evaluates the impact of globalization on health care policy development	

HEALTH DELIVERY SYSTEM COMPETENCIES

Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><i>Family Nurse Practitioners competent in Health Delivery System Competencies:</i></p> <p>✦ Recognizes that the advanced practice nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</p> <p>✦ As a member and leader of interprofessional health care system, the advanced practice nurse communicates, collaborates, and consults with</p>	Applies knowledge of organizational practices and complex systems to improve health care delivery.	Forum Discussions Written Assignments Final Presentation/Testimony
	Effects health care change using broad based skills including negotiating, consensus building, and partnering.	
	Minimizes risk to patients and providers at the individual and systems level.	
	Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.	
	Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.	

other health professionals to manage and coordinate care.	Analyzes organizational structure, functions and resources to improve the delivery of care.
---	---

ETHICS COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<i>Family Nurse Practitioner competent in Ethics Competencies:</i> ✦ Includes matters involving moral principles and social policy including professional guidelines for advanced practice nursing when providing care.	Integrates ethical principles in decision making.	Discussion Boards Forum Discussions
	Evaluates the ethical consequences of decisions.	
	Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.	

VII. Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Asynchronous course work (graded weekly)	Weekly	10%
Class Participation (graded weekly)	Weekly	10%
Journal Club (1-2 students each week to lead discussion on a policy article)	Starts week 2	10%
Visit to a local, state, state, congressional representative, or US senator's office		
1. Set up visit and prior to week 4 class and identify in class week 4	Week 4	15%
2. Submit and discuss mapping of the official in week 4. Follow grading rubric. Submitted to Turn It In		
3. Make visit by week 7 and submit reflection of the visit prior to class during week 8 when student will discuss visits. Follow grading rubric for paper. Submitted to <i>Turn It In</i> .	Week 8	10%
Background research paper (8-10 pages) for policy proposal presented in week 12. Follow grading rubric and submit to <i>Turn It In</i>.	Week 10	30%
Final presentation/two-page memo. Grade based on memo, presentation to class, and participation as support or against another student's proposed policy presentation as assigned by faculty. See grading rubric. Presentation week assigned by faculty	Week 12	15%
Total		100%

Each of the major assignments is described below.

Asynchronous Course Work (15% of course grade)

Students work on asynchronous material including questions and discussion board in the modules covered in a given week of class. The purpose of the asynchronous questions and discussion boards is to prepare the students for the weekly-synchronized class session. The asynchronous material will use a variety of formats including case study, clinical questions, and problem solving. Students who do not submit asynchronous work by the start of class each week receive a score of zero (0). Grade are assigned weekly.

Due: Weekly

This assignment relates to student learning outcomes 1, 3, and 8.

Class Participation (10% of course work)

Students' active involvement in the class is considered essential to their growth as practitioners. Their presence in class, along with preparation by having read and considered the assignments and participation in discussion and activities are essential. Class participation is based on attendance and participation in online and in class discussions. Class attendance is expected; if a student anticipates missing a class or is ill, notify the instructor as soon as possible

Rubric for Assessing Student Participation

	Exemplary (90%- 100%)	Proficient (80%-90%)	Developing (70%-80%)	Unacceptable (>70%)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general & specific impressions, opinions &, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; Comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Comments heavy reliance on opinion & personal taste e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others remarks, i.e., Student hears what others say & contributes to dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; Regularly talks while others speak or does not pay attention while others.

Journal Club (10% of Course Grade)

Post an article discussing a health related policy from peer-reviewed journal such as Health Affairs, New England Journal of Medicine. The article must be current and published within the last three (3) years from the start of this semester. Students post the article one week in advance of the class session. The student has ten minutes for the discussion. Two minutes to give an overview of the policy. Eight minutes to lead a class discussion based on two questions the student posted with the article.

Alzheimer's and Dementia
American Journal of Economics
American Journal of Public Health
Approved Health Policy Journals
BMJ Quality and Safety
Health Affairs
Health Economics
Health Policy
Journal of Health Politics, Policy and Law
Journal of Public Health Management and Practice (JPHMP)
Medical Decision Making
Milbank Quarterly
New England Journal of Medicine.
Pediatrics,
Pediatric Obesity
Policy, Politics, & Nursing Practice
Yale Journal of Health Policy, Law and Ethics.

Visit to a local, state, state, congressional representative, or US senator's office (10% of grade)

Visit to a local, state or congressional representative or US senator's office. Student will set up a visit prior to week 4. The student will complete a power map and hand that in prior to the start of the 4th week of class that relates to the issues the student plans to discuss with the legislator or the legislative staff. Following the legislative visit, that student will complete and submit a reflection of the visit before class in week 7.

Part 1 Power Map: due week 4 before class (15 %)

Creating a "Power Map" allows you to identify the relationship between you and the legislator or government office that you selected to advocate an issue that holds importance to you and other constituents impacted by current public law and/or policy. You may decide that the status quo protects your group or requires evaluation and change. Whatever the issue, you need to know who has the power to help or hinder your cause. The example presented in class involved the campaign in Massachusetts for a single payer system in health care sponsored by Health Care Now.

Please watch the attached video from Health Now that discusses the creation of a Power Map titled "*Grassroots Legislative Advocacy Training: Power Mapping*." <https://www.youtube.com/watch?v=jSS367drdQ0>

Pick a topic that you hope to discuss during your visit with a legislator, district or state staff, or policy maker

Grading Rubric for Mapping Exercise		
Section of Paper	Points	Grade
Create the map using the PDF template and properly cite per APA	15	
Cover sheet per APA, with running head and correct title per APA	5	
Introduction (roadmap of your paper)	10	
Discuss Issue that you plan to discuss with the legislator, including APA citations as to why it is import issue. (300 to 500 words)	30	
Provide a brief summary (one paragraph) of each the stakeholders (group or individual person) on this issue. <ol style="list-style-type: none"> i. Group name ii. Who they advocate for iii. Current position on the issues <ol style="list-style-type: none"> 1. Identify if the group supports or opposes your position as well as the level of support or opposition. There are 5 possibilities as identified on the x-axis (the bottom, horizontal one) 2. Identify the group's power/influence over the target (legislator or official that you plan to meet with for this assignment. There are three possibilities listed on the y-axis ((the left side, vertical one) 	25	
References properly cited in the paper and on the reference list in APA format	10	
Grammar and spelling (typos)	5	
	100	

Part 2: Reflection Paper about the visit.

Reflection Paper	Value	Grade
Identify all the people at the meeting. Description of the legislator, including background information, political affiliation, and constituency that they represent. (For example, Democrat Fourth Congressional District of Maryland in Catonsville, MD, or Republican the California State Assembly 66th District in Redondo Beach, CA, etc.). If you met with the staff member, rather than the legislator give information about the legislator and the person you met with, including their role in the legislator's office.	10%	
Issues that you planned to address during the visit. Give background information.	20%	
Summarize <ol style="list-style-type: none"> 1. What was said? 2. What as promised by all parties? 3. What next steps are needed to gain (or maintain) the legislator's support. 	20%	
Honestly evaluate your performance (reflection) <ol style="list-style-type: none"> 1. Identify your strengths and weaknesses. 2. What would you continue to do at a next visit? 3. What do you wish you would have known before meeting this legislator or office staff member? 4. What would you do differently? 	30%	
What follow up did you do? Include copy of email or letter as an appendices per APA.	10%	
APA format, title page & slide, and Citations/References. Grammar and spelling.	10%	
Total	100	

Part two due week before class in Week 8 (10%).

This assignment relates to Student Outcomes 2, 6, and 8.

Policy Research Paper (30%)

Topic	Value	Grade
Introduction to paper (very confusing)	5	
Problem Statement (Not stated succinctly) <ul style="list-style-type: none"> • Epidemiology (note really discussed) • Impact on health outcome • Statistical information (none really given) 	10	
Current Health Policy <ul style="list-style-type: none"> • Effectiveness • Unintended consequences • Equity 	15	
Significance and Importance	15	
Stakeholder analysis (map never discussed) <ul style="list-style-type: none"> • Power map or table • Interests • Influence/power (internal and external power) • Strategies to obtain or make neutral 	15	
Recommendations for Change to Policy <ol style="list-style-type: none"> 1. Policy change <ul style="list-style-type: none"> • Effectiveness • Unintended consequences • Equity • Cost • Feasibility • Acceptability 2. Priority action steps 	25	
Conclusion to paper	5	
Grammar and spelling	5	
APA formation and Citations/References	5	
Total	100	
Paper less than 8 pages or over the 10 page limit.	- 10	

Due: Before class in week 10

This assignment relates to Student Outcomes 2, 5, 6, and 7.

Assignment Module 12-15 Final Presentation (15% of Course Grade)

An organization to which you belong has asked you to present oral testimony in support of the health policy legislation based on your work this semester. You must submit testimony in the form of a two page health policy brief. This brief is based on the issue you explored in the research paper submitted during week 10

Two-page written testimony (Part I): 50%	Value	Grade
This two-page (not including cover page and reference) should include the following:		
Problem Description of the problem	10%	
Current Health Policy	10%	
Significance and Importance	10%	
Recommendations for Change to Policy	10%	
<ul style="list-style-type: none"> • Policy change • Priority action steps 		
APA format, title page, and Citations/References Grammar and spelling	10%	
Subtotal	50%	
10 point deduction for paper over the 2-page limit	-10	
Testimony (Part II): 30%		
Flow of presentation and ability to respond to questions from classmates and faculty.	15%	
Ability to respond to questions from classmates and faculty. “How much “buzz” did you generate? “	15%	
Subtotal	30%	
Testimony (Part III): Role in Support or Opposition to a position (20%)		
Questions asked and statements made	20%	
Total	100%	

Due: Two page due before class week 12, presentation, and role in support or opposition to a position date assigned.

This assignment relates to Student Outcome 2, 5, and 7.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	93–100	A
3.60–3.84	A-	90–92	A-
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B-	80–82	B-
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which the student has demonstrated these skills. (2) A grade of B+ will be given to work that is judged very good. This grade denotes that a student has

demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. Required and Supplementary Instructional Materials and Resources

Required Textbooks:

Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O'Grady, E.T. (2016). *Policy & politics in nursing health care* (7th ed.). St. Louis, MO: Elsevier.

Adelman, L. (Executive Producer). *Unnatural causes: Is inequality making us sick?* Seven-part documentary series. Information available at http://www.unnaturalcauses.org/episode_descriptions.php

Mandatory Guidebook for APA Formatting:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington: APA.

Recommended Websites:

Agency for Healthcare Research and Quality: <http://www.ahrq.gov/>

Kaiser Family Foundation: <https://www.kff.org>

Note: Throughout the course, the instructor may assign additional required and recommended readings.

Course Overview

Week	Content	Assignments
1	Module 1: Introduction to Health Policy <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> Course overview Course requirements and expectations A framework action for nurses Upstream factors in health policy Health policy as public policy: the government's role in promoting health Overview of policy-making in the United States: how a bill becomes a law 	Module 1: <ul style="list-style-type: none"> Asynchronous Discussion
2	Module 2: Analyzing Policy—Identifying and Working With Stakeholders <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> What are stakeholders and why are they important Stakeholders analysis framework Partnering with stakeholders 	Module 2: <ul style="list-style-type: none"> Asynchronous Discussion Journal article
3	Module 3: Influencing Policy—Organization Agenda Setting <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> The process used to devise an organizational policy agenda The relationship between organizational values and a policy agenda How to locate and interpret the policy agenda of one's own organization 	Module 3: <ul style="list-style-type: none"> Asynchronous Discussion Journal article
4	Module 4: APRNs and Policy-Making <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> Political issues related to APRN practice Encouraging APRNs to become involved in health policy Specific examples of APRN advocacy and activism 	Module 4: <ul style="list-style-type: none"> Written Assignment Mapping of legislator Asynchronous Discussion Journal article
5	Module 5: Analyzing Policy—Identifying Problems <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> Accessing information (including epidemiologic data) about health and health policy Identifying and defining priority population based health problems and disparities (physical and mental) <ul style="list-style-type: none"> Identifying problems associated with APRN regulation Writing a position statement 	Module 5: <ul style="list-style-type: none"> Asynchronous Discussion Journal article
6	Module 6: Analyzing Policy—Identifying Solutions <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> Accessing legislation Analyzing health policy 	Module 6: <ul style="list-style-type: none"> Asynchronous Discussion Journal article

Week	Content	Assignments
7	Module 7: The Nurses Role in the Policy-Making Process <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> Description and example of a health policy brief The ethics of policy-making 	Module 7: <ul style="list-style-type: none"> Asynchronous Discussion Journal article Complete meeting with legislator prior to class.
8	Module 8: Economics of Healthcare <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> Healthcare economics and funding Medicare/Medicaid and health policy How health care economics affects nursing practice 	Module 8: <ul style="list-style-type: none"> Reflection on visit with legislator Asynchronous Discussion Journal article
9	Module 9: Current Trends in Healthcare Policy: Where Is Healthcare Going? <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> An overview of our current healthcare system (Affordable Care Act [ACA]) Proposals to repeal/replace our current healthcare system Framework for analyzing health policy Healthcare policy and its effects on APRNs scope of practice 	Module 9: <ul style="list-style-type: none"> Asynchronous Forum Discussion Journal article
10	Module 10: Vulnerable Populations, Healthcare Equity, and Health Policy <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> Women as vulnerable population Children as vulnerable population What is meant by health equity and why it is important 	Module 10: <ul style="list-style-type: none"> Policy paper Asynchronous Forum Discussion Journal article
11	Module 11: Influencing Policy—Interprofessional Collaboration <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> Identifying the values of diverse professional organizations Interprofessional collaboration for the purpose of changing health policy Examples of organizations outside of nursing Working with oppositional organizations 	Module 11: <ul style="list-style-type: none"> Asynchronous Discussion Journal article
12	Module 12: Influencing Policy—The Power and Politics of Legislation <ul style="list-style-type: none"> This module covers the following content: <ul style="list-style-type: none"> How politics influences healthcare legislation Power and politics in special interest/stakeholder groups who influence policy decisions: role of nursing Nurses in the United States Congress 	Module 12: <ul style="list-style-type: none"> Policy Brief Final Presentation

Week	Content	Assignments
13	Module 13: Becoming a Change Agent—Advocacy for Population Health <ul style="list-style-type: none"> • This module covers the following content: <ul style="list-style-type: none"> ○ Brief history of nursing and health advocacy ○ Nurses on boards 	Module 13 <ul style="list-style-type: none"> • Final Presentations
14	Module 14: Becoming a Change Agent—Organizational Advocacy and the Ongoing Implementation and Evaluation of Health Policy <ul style="list-style-type: none"> • This module covers the following content: <ul style="list-style-type: none"> ○ The impact of health policy on organizations and their members ○ Avenues and opportunities for organizational advocacy ○ Nursing and the implementation of health policy ○ The role of the APRNs in evaluating the impact of health policy 	Module 14: <ul style="list-style-type: none"> • Journal Club • Final Presentations
15	Module 15 <ul style="list-style-type: none"> • Final presentations • Course Wrap up • Course evaluation 	Module 15 <ul style="list-style-type: none"> • Final presentations • Course evaluations
Study Days/No Classes		
Final Examinations		

Course Schedule—Detailed Description

Module 1: Introduction to Health Policy
Topics
<ul style="list-style-type: none">• Course overview• Course requirements and expectations• A framework for action for nurses and nurses' involvement in health policy• Upstream factors in health policy• Module objectives<ul style="list-style-type: none">○ Upon completion of this module, students will be able to:<ol style="list-style-type: none">1. Navigate the course and access online resources2. Differentiate between policy as an entity and policy as a process3. Describe how health policy can influence state and national health outcomes

This module relates to Course Objective 1.

Required Readings

- Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O'Grady, E.T. (2016). *Policy & politics in nursing health care* (7th ed.). St. Louis, MO: Elsevier.
- a. Chapter 1: Frameworks for action in policy and politics (pp. 1–21).
 - b. Chapter 7: The policy process (pp. 61–72).

Module 2: Analyzing Policy—Identifying and Working With Stakeholders
Topics
<ul style="list-style-type: none">• Identifying special interest groups with shared values• Module objectives<ul style="list-style-type: none">○ Upon completion of this module, students will be able to:<ol style="list-style-type: none">1. Identify diverse groups with shared vision.2. Compare and contrast the relative power of stakeholders3. Partner with stakeholder groups to support health policy changes to improve population health

This module relates to Course Objective 3.

Required Readings

Overseas Development Institute. (2009). Planning tools: Stakeholder analysis. *Overseas Development Institute*. Retrieved from: <http://www.odi.org/publications/5257-stakeholder-analysis>

Recommended Readings

Schmeer, K. Stakeholder analysis guidelines. Retrieved from:
<http://www.who.int/workforcealliance/knowledge/toolkit/33.pdf>

Module 3: Influencing Policy—Organization Agenda Setting

Topics

- The process used to devise an organizational policy agenda
- The relationship between organizational values and a policy agenda
- How to locate and interpret the policy agenda of one's own organization
- Module objectives
 - Upon completion of this module, students will be able to:
 1. Describe the process used to develop an organizational policy agenda
 2. Apply an organization's mission and values statement to a policy agenda
 3. Propose an organizational policy agenda item that promotes improved access to care and/or healthcare equity

This module relates to Course Objective 4.

Required Readings

American Academy of Nurses. (2017). American Academy of Nursing: Health policy and advocacy. *American Academy of Nursing*. Retrieved from: <http://www.aannet.org/policy-advocacy/health-policy>

American Association of Critical-Care Nurses. (2015). Health policy agenda. *American Association of Critical-Care Nurses*. Retrieved from: <http://www.aacn.org/WD/Practice/Content/PublicPolicy/healthpolicyagenda.pcms?menu=Practice>

American Association of Nurse Practitioners. (2015). Fads. *American Association of Nurse Practitioners*. Retrieved from: <https://www.aanp.org/legislation-regulation/faqs>
 Pay particular attention to the answer to the first question: *What is AANP's Policy Agenda?* Answers to the remaining questions will be helpful as you move through the rest of the modules in this course.

American Association of Nurse Practitioners. (2015). Federal policy toolkit. *American Association of Nurse Practitioners*. Retrieved from: <https://www.aanp.org/legislation-regulation/policy-toolkit>

American Association of Nurse Practitioners. (2015). State policy toolkit. *American Association of Nurse Practitioners*. Retrieved from: <https://www.aanp.org/legislation-regulation/state-policy-toolkit>

American Nurses Association. (2015). ANA Department of Government Affairs. *American Nurses Association*. Retrieved from: http://www.rnaction.org/site/PageNavigator/nstat_gova_about_us

Module 4: APRNs and Policy-Making

Topics

- APRN involvement in policy-making: Political issues related to APRN practice and regulation
- Encouraging APRNs to become involved in health policy
- Specific examples of APRN advocacy and activism
- Module objectives
 - Upon completion of this module students will be able to:
 1. Differentiate between the policy process and the legislative process
 2. Investigate the impact that policy-making has had on APRN licensure and practice
 3. Examine the regulatory framework for APRNs in their state of residence
 4. Describe examples of policy advocacy and activism by APRNs

This module relates to Course Objective 1.

Required Readings

American Association of Nurse Practitioners. (2015). State practice environment. American Association of Nurse Practitioners. Retrieved from: <https://www.aanp.org/legislation-regulation/state-legislation/state-practiceenvironment>

Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O'Grady, E. T. (2016). *Policy & politics in nursing health care* (7th ed.). St. Louis, MO: Elsevier.

1. Mason, et al. (2016). O'Grady, E. T., & Ford, L. C. Chapter 66: The politics of advanced practice nursing (pp. 543–549).
2. Mason, et al. (2016). Henbest, M. W., Evans, S., & Hudspeth, R. S. Chapter 68: Overcoming the barriers to full APRN practice: The Idaho story (pp. 557–560).
3. Mason, et al. (2016). Lopez-Bowlan, E. Chapter 69: Taking action: A nurse practitioner's activist efforts in Nevada (pp. 561–565).

State statutes and administrative rules that regulate APRNs in your state. Most of these can be found with links to statute and rule on the website of your state's board of nursing

Module 5: Analyzing Policy—Identifying Problems	
Topics	
<ul style="list-style-type: none"> • Accessing information (including epidemiologic data) about health and health policy • Identifying and defining population based health problems • Identifying problems associated with APRN regulations • Writing a position statement • Module objectives <ul style="list-style-type: none"> ○ Upon completion of this module, students will be able to: <ol style="list-style-type: none"> 1. Identify population-based health problems that can be addressed with changes in health policy. 2. Evaluate the impact of current law (policy) on professional licensure and practice, healthcare delivery, health outcomes, and the health status of communities. 	

This module relates to Course Objective 3.

Required Readings

Kaiser Family Foundation. (2015). State health facts. *Kaiser Family Foundation*. Retrieved from <http://kff.org/statedata/>
 *Search this site for health matters of concern across states.

Kaiser Family Foundation. (2015). Global health facts. *Kaiser Family Foundation*. Retrieved from: <http://kff.org/globaldata/>
 *Search this site for global health issues

Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O'Grady, E. T. (2016). *Policy & politics in nursing health care* (7th ed.). St. Louis, MO: Elsevier.

1. Mason et al. (2016). Price, L. Chapter 11: Research as a political and policy tool (pp. 100–104).
2. Mason et al. (2016). Stone, P. W., Smaldone, A. M., Lucero, R. J., & Choi, Y. J. Chapter 12: Health services research: Translating research into policy (pp. 105–114).
3. Mason et al. (2016). Bent, K. N. Chapter 81: Where policy hits the pavement: Contemporary issues in communities (pp. 642–650).

Online Resources

American Association of Nurse Practitioners: <http://www.aanp.org>.

American Nurses' Association Government Affairs:
<http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy>

Health Affairs: At the Intersection of Health, Health Care, and Policy: <http://www.healthaffairs.org/>

Kaiser Family Foundation: Disparities Policy: <http://kff.org/disparities-policy/>

The Center for Budget and Policy Priorities: <http://www.cbpp.org/cms/index.cfm?fa=view&id=1214>

Module 6: Analyzing Policy—Finding Solutions	
Topics	
<ul style="list-style-type: none">• Accessing legislation that has been introduced• Analyzing health policy• Locate legislation that has been introduced at the state and federal levels<ul style="list-style-type: none">• Analyze policy solutions to current public health problems using a framework that includes an assessment of the ethical, social and economic implications of policy development	

This module relates to Course Objective 3.

Required Readings

State and federal websites that describe bills that have been introduced:

Govtrack Insider: <https://www.govtrack.us/>

United States Senate—*Legislation and Records*:
http://www.senate.gov/pagelayout/legislative/g_three_sections_with_teasers/legislative_home.htm

Recommended Resources

American Association of Nurse Practitioners: <http://www.aanp.org>

American Nurses' Association Government Affairs: <http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy>

Module 7: The Nurses Role in the Policy-Making Process

Topics

- Frameworks for policy-making
- Overview of policy-making process in the United States—how a bill becomes law
- Description and example of a health policy brief
- The ethics of policy-making
- Module objectives
 - Upon completion of this module, students will be able to:
 1. Discuss opportunities for public involvement in the policy-making process
 2. Understand what a health policy brief is and how nurses can develop one
 3. Apply ethical principles to the process of policy-making

This module relates to Course Objective 1.

Required Readings

- American Nurses Association. (2015). Short definitions of ethical principles and theories. *American Nurses Association*. Retrieved from: <http://nursingworld.org/MainMenuCategories/EthicsStandards/Resources/Ethics-Definitions.pdf>
- Lachman, V. D. (2012). Ethical challenges in the era of health care reform. *MedSurg Nursing*, 21(4), 248–250. Retrieved from: nursingworld.org/MainMenuCategories/EthicsStandards/Resources/Ethical-Challenges-in-the-Era-ofHealth-Care-Reform.pdf
- Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O’Grady, E. T. (2016). *Policy & politics in nursing health care* (7th ed.). St. Louis, MO: Elsevier.
- Chapter 15: Taylor, C.R. & Belanger, S. L (2016) Health Policy, Politics and Professional Ethics, 137—150.
- U.S. House of Representatives. (2015). *The legislative process*. *US House of Representatives*. Retrieved from: http://www.house.gov/content/learn/legislative_process/

Module 8: Economics of Healthcare

Topics

- The development and implementation of Medicaid and Medicare
- An overview of healthcare economics, including how it affects nursing practice
- The impact of current healthcare legislation on private and public funding
- Compare and contrast private and public funding sources for healthcare.
- Critically examine the relationships between healthcare spending, access to care, and health outcomes.

This module relates to Course Objective 2.

Required Readings

- Centers for Medicare & Medicaid Services. (2015). CMS’ program history. *Centers for Medicare and Medicaid Services*. Retrieved from: <https://www.cms.gov/About-CMS/Agency-Information/History/index.html>
- Centers for Medicare & Medicaid Services. (2015). Medicare and Medicaid milestones 1937–2015. *Centers for Medicare and Medicaid Services*. Retrieved from: <https://www.cms.gov/About-CMS/Agency-Information/History/Downloads/Medicare-and-Medicaid-Milestones-1937-2015.pdf>

- Grant, R. (2014). The triumph of politics over public health: States opting out of Medicaid expansion. *American Journal of Public Health, 104*(2), 203–205.
- Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O’Grady, E. T. (2016). *Policy & politics in nursing health care* (7th ed.). St. Louis, MO: Elsevier.
1. Mason, et al. (2016). Nichols, L. M. Chapter 17: A primer on health economics of nursing and health policy (pp. 164–171).
 2. Mason, et al. (2016). Pulcini, J. A., & Hart, M. A. Chapter 18: Financing health care in the United States (pp. 172–183).

Module 9: Current Trends in Healthcare Policy: Where Is Healthcare Going?	
Topics	
<ul style="list-style-type: none"> • An overview of key provisions of our current healthcare system • Proposals to repeal and replace our current healthcare system • An overview of APRN regulation and barriers to full practice authority • Present day policy trends and issues of importance to nurses • Frameworks for analyzing health policy • Discuss current trends and issues related to healthcare reform and the regulation of APRNs • Analyze current law and proposed changes in policy for their impact on improving access to high-quality, cost-effective healthcare while upholding the ethical principles described in Module 7 	

This module relates to Course Objective 2.

Required Readings

- American Nurses Association. (2015). Nursing legislative issues and trends. *American Nurses Association*. Retrieved from: <http://nursingworld.org/MainMenuCategories/Policy-Advocacy/State/Legislative-Agenda-Reports>
 Please review each of the issues and trends listed on the toolbar located on the left-hand side of this site.
- Institute of Medicine. (2010). The future of nursing: Leading change, advancing health. *Institute of Medicine*. Retrieved from: <http://iom.nationalacademies.org/Reports/2010/The-Future-of-Nursing-Leading-Change-AdvancingHealth.aspx>
 Please review all of the publications listed under “Report at a glance.”
- Kaiser Family Foundation. (2013). Summary of the Affordable Care Act. *Kaiser Family Foundation*. Retrieved from: <http://kff.org/health-reform/fact-sheet/summary-of-the-affordable-care-act/>
- Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O’Grady, E. T. (2016). *Policy & politics in nursing health care* (7th ed.). St. Louis, MO: Elsevier.
1. Damron, B. I. H., Chapman, D., & Hopkins Outlaw, F. (2016). Chapter 16: The changing United States health care system (pp. 151–163).
- Morestin, F. (2012). A framework for analyzing public policies: Practical guide. *Canada: National Centre for Healthy Public Policy*. Retrieved from: http://www.ncchpp.ca/docs/Guide_framework_analyzing_policies_En.pdf

Online Resources

Tracking Legislation: www.govtrack.us

Module 10: Vulnerable Populations, Healthcare Equity, and Health Policy

Topics

- Social determinants of health
- Disparate health outcomes in the U.S.
- Addressing healthcare needs for vulnerable populations with health policy
- Module objectives
 - Upon completion of this module, students will be able to:
 1. Evaluate the impact of social determinants of health on individual health status and the health of communities
 2. Advocate for policies aimed at improving access to high quality healthcare for vulnerable populations.

This module relates to Course Objective 2.

Required Readings

- Adelman, L. (Executive Producer). In sickness and in wealth. Part 1 of the seven-part documentary series: *Unnatural causes: Is inequality making us sick?* San Francisco, CA: California Newsreel. Information available at http://www.unnaturalcauses.org/episode_descriptions.php
- Joshi, P. K., Geronimo, B. R., Earle, A., Rosenfeld, L., Hardy, E. F., & Acevedo-Garcia, D. (2014). Integrating racial/ethnic equity into policy assessments to improve child health. *Health Affairs*, 33(12), 2222–2229.
- Kaiser Family Foundation. (2015). Beyond health care: The role of social determinants in promoting health and health equity. *Kaiser Family Foundation*. Retrieved from: <http://kff.org/disparities-policy/issue-brief/beyond-healthcare-the-role-of-social-determinants-in-promoting-health-and-health-equity/>
- Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O’Grady, E. T. (2016). *Policy & politics in nursing health care* (7th ed.). St. Louis, MO: Elsevier.
1. Mason, et al. (2016). Alvarez, C., & Villarruel, A. M. Chapter 23: Policy approaches to address health disparities (pp. 220–223).
 2. Mason, et al. (2016). Hopkins Outlaw, F., Bradley, P. K., & Williams, M. D. Chapter 24: Achieving mental health parity (pp. 224–229).
 3. Mason, et al. (2016). Estes, C. L., O’Neill, T., Hartman, H. Chapter 25: Breaking the social security glass ceiling: A proposal to modernize women’s benefits (pp. 230–237).

Module 11: Influencing Policy—Interprofessional Collaboration

Topics

- Identifying the values of diverse professional organizations
- Interprofessional collaboration for the purpose of changing health policy
- Examples of organizations outside of nursing
- Working with oppositional organizations
- Module objectives
 - Upon the completion of this module, students will be able to:
 1. Assume a leadership role in fostering interorganizational collaborative relationships aimed at influencing health policy to improve population health
 2. Identify shared values between one's own professional organization and organizations for diverse healthcare professionals
 3. Engage in respectful conversations with individuals from professions outside of nursing to devise strategies to improve health outcomes

This module relates to Course Objective 4.

Required Readings

National Association of Social Workers (NASW): <http://socialworkers.org/>
 Council for Social Work Education (CSWE): <https://cswe.org/>

Module 12: Influencing Policy—The Power and Politics of Legislation

Topics

- How politics influences healthcare legislation
- Power and politics in special interest/stakeholder groups: who influences policy decisions
- Nurses in the United States Congress
- Module objectives
 - Upon the completion of this module, students will be able to:
 1. Identify key stakeholders for a policy issue and describe the relative power of each stakeholder group
 2. Identify policy-makers with the power to move a bill from introduction to passage

This module relates to Course Objective 5.

Required Readings

Federal Elections Commission. (2015). Quick answers to disclosure questions. *Federal Elections Commission*. Retrieved from: http://www.fec.gov/ans/answers_disclosure.shtml

Federal Elections Commission. (2015). Campaign finance disclosure portal. *Federal Elections Commission*. Retrieved from: <http://www.fec.gov/pindex.shtml>

Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O'Grady, E. T. (2016). *Policy & politics in nursing health care* (7th ed.). St. Louis, MO: Elsevier.

1. Delnat, C. C. Chapter 42: Is there a nurse in the house? The nurses in the U.S. Congress (pp. 370–376).

State and federal legislative websites that describe committee makeup and leadership

Websites of individual state legislatures that reveal campaign contributions of various stakeholder groups

Module 13: Becoming a Change Agent—Advocacy for Population Health

Topics

- Identification of population-based health outcomes
- Avenues and opportunities for population health advocacy
- Nurses on boards
- Module objectives
 - Upon completion of this module, students will be able to:
 1. Identify disparities in health outcomes for populations served
 2. Examine the relationship between health policy and health outcomes
 3. Differentiate between changing health policy through passage of legislation and changing health policy by amending administrative rules
 4. Advocate for changes in health policy aimed at improving health outcomes, especially by serving on boards

This module relates to Course Objective 6.

Required Readings

Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O'Grady, E. T. (2016). *Policy & politics in nursing health care* (7th ed.). St. Louis, MO: Elsevier.

1. Bolton, L. B., Georges, C. A., & Wray, R. Chapter 57: Nurse leaders in the boardroom (pp. 478–482).

Federal Communications Commission. (2015). Rulemaking process at the FCC. *Federal Communications Commission*. Retrieved from: <https://www.fcc.gov/encyclopedia/rulemaking-process-fcc#q1>

Kaiser Family Foundation. (2015). Disparities policy. *Kaiser Family Foundation*. Retrieved from: <http://kff.org/disparities-policy/>

Office of the Federal Register. (n.d.). A guide to the rulemaking process. *Office of the Federal Register*. Retrieved from: https://www.federalregister.gov/uploads/2011/01/the_rulemaking_process.pdf

Module 14: Becoming a Change Agent—Organizational Advocacy and the Ongoing Process of Implementation and Evaluation of Health Policy

Topics

- The impact of health policy on organizations and their members
- Avenues and opportunities for organizational advocacy
- Nursing and the implementation of health policy
- The role of APRNs in evaluating the impact of health policy
- Module objectives
 - Upon completion of this module, students will be able to:
 1. Apply knowledge of organizational practices and complex systems to improve healthcare delivery
 2. Assume a leadership role in interprofessional advocacy efforts aimed at improving practice regulation and health outcomes
 3. Describe the role of APRNs in the implementation and evaluation of health policy

This module relates to Course Objective 6.

Required Readings

Mason, D. J., Gardner, D. B., Hopkins Outlaw, F., & O'Grady, E. T. (2016). Policy & politics in nursing health care (7th ed.). St. Louis, MO: Elsevier.

1. Hassmiller, S. B. Chapter 79: Campaign for action (pp. 628–631).

University Policies and Guidelines

IX. Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the Module. Failure to attend class or arriving late may affect your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by email (eolshans@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations, which conflict with students' observance of a holy day. Students must arrange *in advance* to complete class work that will be missed, or to reschedule an examination, due to holy days observance.

Please refer to *SCampus* and to the USC School of Social Work Student Handbook and the Department of Nursing Student Handbook for additional information on attendance policies.

X. Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampuspart-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

XI. Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline – 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

USC Policy Reporting to Title IX: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XII. Additional Resources

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XIII. Statement About Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIV. Policy on Late or Make-up Work

Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the assignment is late without permission, the grade will be affected.

XV. Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. Code of Ethics for Nurses

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

The Code of Ethics for Nurses serves the following purposes:

- It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession.
- It is the profession’s nonnegotiable ethical standard.

- It is an expression of nursing's own understanding of its commitment to society.

There are numerous approaches for addressing ethics; these include adopting or subscribing to ethical theories, including humanist, feminist, and social ethics, adhering to ethical principles, and cultivating virtues. The Code of Ethics for Nurses reflects all of these approaches. The words “ethical” and “moral” are used throughout the Code of Ethics. “Ethical” is used to refer to reasons for decisions about how one ought to act, using the abovementioned approaches. In general, the word “moral” overlaps with “ethical” but is more aligned with personal belief and cultural values. Statements that describe activities and attributes of nurses in this Code of Ethics are to be understood as normative or prescriptive statements expressing expectations of ethical behavior.

The Code of Ethics for Nurses uses the term *patient* to refer to recipients of nursing care. The derivation of this word refers to “one who suffers,” reflecting a universal aspect of human existence. Nonetheless, it is recognized that nurses also provide services to those seeking health as well as those responding to illness, to students and to staff, in healthcare facilities as well as in communities. Similarly, the term practice refers to the actions of the nurse in whatever role the nurse fulfills, including direct patient care provider, educator, administrator, researcher, policy developer, or other. Thus, the values and obligations expressed in this Code of Ethics apply to nurses in all roles and settings.

The Code of Ethics for Nurses is a dynamic document. As nursing and its social context change, changes to the Code of Ethics are also necessary. The Code of Ethics consists of two components: the provisions and the accompanying interpretive statements. There are nine provisions. The first three describe the most fundamental values and commitments of the nurse; the next three address boundaries of duty and loyalty, and the last three address aspects of duties beyond individual patient encounters. For each provision, there are interpretive statements that provide greater specificity for practice and are responsive to the contemporary context of nursing. Consequently, the interpretive statements are subject to more frequent revision than are the provisions. Additional ethical guidance and detail can be found in ANA or constituent member association position statements that address clinical, research, administrative, educational, or public policy issues.

Code of Ethics for Nurses with Interpretive Statements provides a framework for nurses to use in ethical analysis and decision-making. The Code of Ethics establishes the ethical standard for the profession. It is not negotiable in any setting nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The Code of Ethics for Nurses is a reflection of the proud ethical heritage of nursing, a guide for nurses now and in the future.

XVII. Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Do not procrastinate or postpone working on assignments.