

# **Oakland University School of Nursing**

## **Systems Leadership and Health Policy for Advanced Nursing Practice**

**NRS 5241 (610)  
CRN #14775 & 13285**

**Faculty:**

**Cheryl Jusela, DNP, ANP-BC, NP-C  
Assistant Professor**

**Winter 2018**

<b>COURSE NUMBER:</b>	<b><u>NRS 5241 (610) – CRN #14775 &amp; 13285</u></b>		
<b>CREDIT &amp; HOUR ALLOCATION:</b>	<b>Credits</b>	<b>Hrs/Wks</b>	<b>Total Hours Semester</b>
	<b>Theory</b>	<b>3</b>	<b>4 X 7</b>
<b>COURSE TITLE:</b>	<b><u>System Leadership and Health Policy in Advanced Nursing Practice</u></b>		
<b>CLASS TIME &amp; LOCATION:</b>	<b><u>January 3, 2018 – April 25, 2018</u></b>		
	<b><u>On-line - TBA</u></b>		
<b>FACULTY OF RECORD:</b>	<b><u>Cheryl Jusela, DNP, ANP-BC- NP-C</u></b>		
	<b><u>Assistant Professor</u></b>		
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### **CONTACT INFORMATION**

Cheryl Jusela, DNP, ANP-BC, NP-C

Assistant Professor

*Office:* 2016 HHB – Office hours by appointment

### **OFFICE HOURS**

Your success in this course is very important to me. I am available to meet with you to discuss your concerns or discuss any topics by appointment. Please contact me via Moodle email to set up an appointment.

### **COURSE OVERVIEW**

This course begins at the macro level as it explores the complex relationships around governmental units, reimbursement systems, quality, standards, non-physician providers, the health care delivery system and health care consumers. Graduate students will examine how healthcare policy on the national, state and local levels affect the organization and financing of health care delivery to individual consumers at specific facilities. The influence of customer demands, reimbursement systems and processes, and outcomes/quality measurement on the cost and type of services available will be investigated. At the micro level, this course will address the role of the advanced practice nurse in promoting value-added health care, designing effective processes, programs, contracts and plans, which are aligned with reimbursement, related policy and regulation in meeting customer demands.

## **COURSE OBJECTIVES**

1. Examine the relationships among government, health care policy, health care delivery systems, health care providers, and health care consumers.
2. Review health care financing models and determine their effects on health care organization and delivery.
3. Explore how access, quality and cost issues impact on specific populations and how the advanced practice nurse can impact policy, quality and access to value added services.
4. Investigate the mechanisms for health care policy and regulation reform and the ways advanced practice nurses can influence such reforms.
5. Apply knowledge of health care policy and regulation, quality and financing to the development of contracts and plans along with reimbursement strategies in meeting customer demands.

## **TECHNICAL REQUIREMENTS**

All e-Learning courses at Oakland University are delivered using a learning management system called Moodle that allows instructors to design entire courses online or to enhance a classroom-based course. The Moodle software resides on a server allowing students to access it via a web browser, e.g. Mozilla, Firefox. Each course is uniquely designed by the instructor who may include some of the following components in his/her web-based or web enhanced course: course syllabus, course material/content, course assignments, quizzes/tests, hyperlinks to other websites on the Internet and/or other OU web pages, discussion boards, Internal email, and the course grade book.

### **Logging into Moodle**

Students login to Moodle with their NetID (oakland.edu email) account password. Please remember that anytime you change your NetID password, it will be reflected in your Moodle login.

- Open the Moodle Login page: <https://moodle.oakland.edu>
- Log-in using the first part of your NetID username and password, e.g. if your email is [jwilson3@oakland.edu](mailto:jwilson3@oakland.edu) then:
  - Username: jwilson3
  - Password: whatever your Oakland University email password is

If you have any problems/issues with Moodle, you need to contact or fill out a help desk request form for e-Learning and Instructional Support.

To view course materials in MOODLE you will need the latest version of Adobe Reader that can be downloaded free of charge at [www.adobe.com](http://www.adobe.com)

Please contact me using the course email function in Moodle. You can access course email by logging into Moodle and then clicking on course email, located at the top of the course home page. I will make all attempts to respond to your email within 24-48 hours. If Moodle is unavailable for any reason or if it is a matter that requires quick response, please email me through my Oakland University email account at [cjusela@oakland.edu](mailto:cjusela@oakland.edu).

*Email:* via the Moodle website (You will receive a response within 48 hours M-F; Saturdays and Sundays will be answered by Monday.)

## **COURSE DESCRIPTION**

This course will examine and analyze health policy and its impact on the delivery of health care and the advanced practice nursing. The relationship of health care policy and financing will be explored and compared at the local, regional, national, and international level. Students will be introduced to the principles of health care economics with a focus of financial management including basic concepts of cost, budgeting, and systems of reimbursement.

## **COURSE OBJECTIVES**

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3. Explore how access, quality and cost issues impact specific populations and how the advanced practice nurse can impact policy, quality, and access to value added services.
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## **ESSENTIAL CONTENT**

U.S. Health care delivery  
Health Services Financing  
Health Care Policy  
Quality of Care  
Application

## **REQUIRED TEXTBOOKS**

Goudreau, K.A. & Smolensk, M. (2017). *Health policy and advanced practice nursing: Impact and implications*. New York, NY: Springer Publishing Company.

Hickey, J.V. & Bronsnan, C.A. (2012). *Evaluation of health care quality in advanced practice nursing*. New York, NY: Springer Publishing Company.

Additional journal articles and electronic references will be utilized throughout the course. Supplemental readings will be linked within the course modules and/or weekly lessons.

## **RECOMMENDED TEXTBOOKS**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author.

Buppert, C. (2018). *Nurse Practitioner's: Business and legal guide*. (6th ed.). Boston, MA: Jones and Bartlett Publishers.

## **COURSE REQUIREMENTS**

### **Computer access**

Since computer access is available worldwide, it is expected that students will be able to access the course site. If for some reason a student must be unavailable for a period of time you must let faculty know in advance.

In order to fully participate in this course you will need:

- An internet connected computer and a web browser installed. *Use of smartphones and tablets is not recommended.*
- In the event that your computer crashes or internet goes down, it is recommended to have a backup plan to be able to log in from another computer or another location as needed.

## **CLASS FORMAT**

### **Instruction:**

Nursing 5241 (610) is an asynchronous online course that requires students to log into the class several times per week to read email, announcements, discussions, and to complete weekly lesson assignments. The course will incorporate weekly lessons that utilize a variety of teaching and learning strategies such as online media sources, reading assignments, weekly group/individual activities and discussion forums. Students are expected to review weekly assignment materials and actively engage with peers as informed participants.

### **Modules & Weekly Lessons:**

Weekly lessons will be made available to the class on Monday mornings at 8:00 am. The lessons will remain accessible for the duration of the course. Assignment due dates will be listed on the course Moodle site within the weekly lesson module or appropriate discussion forum. All assignments are to be posed within the designated area no later than 11:55 pm on the scheduled due date. Discussion forum assignments, initial postings, and follow up discussion information will be posted within the weekly lessons and/or modules. Late assignments or postings may not be evaluated for grading purposes unless prior arrangements have been established before the assigned due date.

### **FACULTY AND COURSE EXPECTATIONS**

It is the intent of this course to cover a wide breadth of topics essential for advanced practice nurses. The online course format allows the adult learner to move at his/her own pace when mastering topics. The faculty, while maintaining content expertise, teaches from the principles of an adult learner. This means faculty mentors, guides and directs students as they move through the course. Lectures and tests are not as common as reading assignments or application exercises.

The faculty will be on the Moodle course site daily from Monday through Friday. This is an asynchronous course and therefore we may not be online at the same times. It is expected the student check in to the course daily. Faculty will provide feedback and/or grades within 2 weeks of the assignment due date (with the exception of the business, which may take 3 weeks).

All written work is expected to be the students original work, APA format is expected as indicated per assignment. Faculty expectations' include the clear differentiation of what is the student's original work and what is a citation or paraphrase. All direct quotations including citations from web sources must be cited. To insure a clear understanding of citations, students are expected to use the APA manual 6th edition as the guide. There are also web sites that provide information on APA citing to avoiding plagiarism.

For the on-line discussion forums, formatting of hanging indents is not required in the online discussion section, because this would require you to know HTML. However, appropriate referencing and citations (APA) is required.

### **EVALUATION METHODS**

#### **Discussion Forums (15%)**

All discussion postings are due by 11:55 pm on the due date assigned. You have 5 days after assigned discussion posting to respond to your peers. Initial response post is due by Wednesday of each discussion week at 11:55 pm. No credit will be earned for late postings unless discussed with faculty prior to due date. Your contribution to these discussion forums are a major part of the successful completion of this course. Grading guide and rubric will be posted in Moodle.

#### **Letter to Editor/Advocacy Communication Assignment (10%)**

Each student will compose and post to the **Moodle discussion forum** a letter to the editor speaking to his/her chosen bill in the bill presentation assignment. This assignment will be submitted to the designated discussion board. Guidelines for this assignment can be found in the course Moodle site.

### **Legislator Communication (10%)**

Each student will be expected to communicate with a policy maker regarding a chosen current health policy. Students have the option to make electronic connections to a legislator or visit a legislator. This assignment is submitted to the designated **drop box** in Moodle. Instructions will be found in Moodle.

### **Bill Presentation Assignment (15%)**

Each student will choose a specific state or national policy that is currently in the legislative process. Students will present the bill and participate in discussion with others. Assignment guidelines, rubric and due date can be found in Moodle. The **bill presentation will be submitted to the Moodle discussion forum.**

### **Policy Brief (20%)**

Students will be required to complete a policy brief for a chosen issue. A policy brief is a concise summary of a particular issue, the policy options to deal with it, and some recommendations on the best option. It is aimed at government policymakers and others who are interested in formulating or influencing policy. Complete paper guidelines, evaluation rubric, and due date can be found in Moodle. The policy brief must be submitted as a Word file and uploaded to the **drop box**. **Papers will only be accepted as Word files in the drop box.**

### **Business Plan Proposal (30%)**

Each student will develop a medical practice business plan. A business plan is a roadmap to the success of your practice. It shows you where you are starting, where you want your business to be in the future, and how you plan to get there. You will need to think of your practice 1, 2, 3, years from now. In the business plan, you will need to include the following: cover page, executive summary, company description, market research, product/service line, marketing and sales profit and loss, and a break even analysis. **Papers will only be accepted as Word files in the drop box.**

<b>Evaluation Methods</b>	<b>% of grade</b>
<b>3 Discussion forums</b>	<b>15%</b>
<b>Legislator Communication</b>	<b>10%</b>
<b>Letter to Editor/Advocacy Communication Assignment</b>	<b>10%</b>
<b>Bill Presentation Assignment</b>	<b>15%</b>

<b>Policy Brief</b>	<b>20%</b>
<b>Business Plan Proposal</b>	<b>30%</b>
<b>Total</b>	<b>100%</b>

### **APRN STUDENT PROFESSIONALISM EXPECTATIONS**

Graduate students in the School of Nursing (SON) are educated in classroom, laboratory, and clinical settings that constitute a professional learning environment. The ANA Standards of Professional Performance are the standards of the profession and are part of the foundation for the SON's curriculum and student expectations. The Standards identify nine behaviors that are expected of every registered nurse. As part of the graduate student's development it is imperative that these behaviors are demonstrated in all professional settings as part of becoming advanced practice registered nurses.

All students are directed to the School of Nursing Graduate Student Handbook Policies and Procedures for Progression, Retention and Dismissal in the School of Nursing.

### **COURSE POLICIES**

#### **On-line Discussions**

Discussion questions are used in this course to engage the student in professional dialogue and allows the students to synthesize course readings. Students are expected to read the discussion question and compose a substantive comment. A substantive comment is one that shows synthesis of the readings, includes literature sources (citations not necessarily quotations and not the majority of entry content), or personal communication sources as appropriate and demonstrates an understanding of the course content. This is not a summary of the readings but a thoughtful analysis and dialogue. In regards to length, keep in mind that online dialogue is about getting to the key points and being able to get your ideas and thoughts out quickly. **Brevity with quality content is a good goal.**

At the beginning of the semester students are assigned to a discussion group. All postings will be made to that discussion group unless otherwise indicated. Only comments posted in the appropriate discussion section will be included in the discussion grade.

Discussion postings and mail should be written at a graduate level, be in readable format that has been spell checked and proofed read prior to posting. (I find that writing in a word processing program first then pasting affords me spell check and limits on-line time.) As a reminder postings to the discussion board are for everyone to read. Each discussion question is designed to engage in students sharing their understanding and application of the readings. Students are encouraged to use outside references as needed to support their opinions or back up any experiences with evidence.



Throughout each week's discussion, the faculty will monitor student conversations and will contribute to the discussions as necessary to facilitate student learning. However, the *discussions are meant to be primarily discussions among the class members*. From time to time, faculty may post additional questions that arise out of the week's discussions. It is of the utmost importance that no one feels constrained or intimidated to the point they are concerned about posting a comment or asking a questions.

**With these thoughts about group discussions in mind, here are some more specific suggestions that may be helpful during online discussions:**

- There is no need that your first comments for a week address ALL posted discussion questions. Start with one and let others tackle different questions first.
- Initial contributions should be short "to get the ball rolling."
- Come back later in the week and address other questions as well as the contributions of your fellow students.
- Past experience shows that some students are always among the first to make their contributions and others have a tendency to follow. In this class, all students are required to be first discussants at some point during the course.
- The weekly discussions are meant to be both a learning tool and a way for faculty to check your progress in grasping the course material. While opinions and values are certainly part of policy discussions, your contributions should primarily reflect your grasp of the material and the policy issues. Show us how the concepts and facts introduced in the course material and readings help you think more clearly about the policy issues at hand!
- As a final rule, remember that these discussion groups occur in a public forum. That means, that you can present your and any point of view as vigorously as you like, as long as you avoid personal attacks on others. Appropriate grammar, spelling, style, and referencing are required. Your comments should include the following 8 critical elements to obtain the maximum score.

**Please familiarize yourself with the criteria.**

**Analysis:** discussing relevant themes, concepts, main ideas, components, or relationships among ideas; identifies hidden assumptions or fallacies in reasoning.

**Application:** provides examples of how principles or concepts can be applied to actual situations; discusses the implications of theory for practice; demonstrates applied level of understanding.

**Elaboration:** builds on ideas of others or ideas found in the readings/overviews by adding details, examples, a different viewpoint, or other relevant information; provides original insights or responses, integrates multiple views. (Just saying "ditto" or "I agree" is not considered elaboration).

**Evaluation & Feedback:** assesses the accuracy, reasonableness, or quality of ideas; provides constructive feedback to classmates.

**Presentation:** writing style at graduate level; appropriate language usage; correct grammar; spelling accurate; appropriate terminology utilized; concise & precise; creative & interesting to read; 1st name signed at the end of the post.

**Promptness & Initiative:** demonstrates engagement during the week by starting (initiating) & creating discussion threads; attempts to motivate the group discussion; presents creative approaches to the topic; contributes readily to the conversation but does not dominate it; supports &/or leads others in discussion.

**References:** Posts should be supported by appropriate evidence with citations or links to the reference included within the post. The American Psychological Association (APA) writing style should be used for citing references & the presentation style of the work (required).

**Reflection and Meaning Making:** describes thoughtfully what something means or the new insights it provides; raises questions as seeds for clarification or further discussion; thoughtful approach to content; correlates to personal & professional experiences.

**Rules of Netiquette will be observed at all times.** The course requires an open exchange of ideas. The expectation is that all feel free to express him/her selves and have views respected. At no time does this mean that other than professional language is used nor that inflammatory responses be included. Any such entries will be deleted and no points allocated for the entry.

Remember email and discussion lack inflection and expression that real conversation communicates so take care to prevent inadvertent misunderstandings. Many sources are available on the web under netiquette. One is: <http://www.albion.com/netiquette/corerules.html>. Others can be found by searching for "netiquette" with your browser.

**Late Assignments** – failure to turn in an assignment on the due date will result in a 10% reduction in grade per day. Failure to turn in the paper within three days past the assignment due date will result in a 0 on the assignment. Any extenuating circumstances must be discussed with faculty PRIOR to the due date.

**General Policies:** All policies and procedures found in the Oakland University catalog and School of Nursing handbook will apply for this course.

**Find out More about the governmental officials at:**

<http://micnp.org>

<http://mi.gov>

<http://house.michigan.gov/committeefinfo>.

[www.house.gove/writerep](http://www.house.gove/writerep)

[www.capwiz.com/nyt/home](http://www.capwiz.com/nyt/home)

<http://thomas.loc.gov/>

[www.house.gov](http://www.house.gov)

[www.senate.gov](http://www.senate.gov)  
[www.yourcongress.com](http://www.yourcongress.com)  
<http://clearweb.house.gov>  
[www.senate.gov](http://www.senate.gov)

Students are encouraged to log on to their professional organizations to identify current political and financial issues identified by such groups as American Association of Nurse Anesthetists, American College of Advanced Practice Nurses, Michigan Council of Nurse Practitioners, and American Academy of Nurse Practitioners.

**COURSE CALENDAR -Tentative and subject to change**

Date	Topics	Content	Assignments
<b>Module I: Introduction to Health Policy</b>			
Week 1 - January 3	Course Review  Introduction to Policy	Course Introduction  Syllabus Review	Goudreau: Chapters 1, 2  Hickey: Chapter 10  <b>Introduction Discussion forum</b>  ➤ Review of Advocacy/letter to Editor ➤ Review of Policy Brief
Week 2 - January 8	Health policy & populations  Ethical Considerations for Health Policy	Policy & Social Determinants of Health  Policy & Ethics	Goudreau: Chapters 16, 18
Week 3- January 15	State Health Policy & Identification of Policy Issues	MI and PPACA. Navigating MI Exchange. MI Blueprint for Health. MI State Innovations Model for Health.	Goudreau: Chapter 13 Kaiser Foundation 2014 MI DIFS MI Exchange Site Snyder Blueprint for Health NCSL  <b>Discussion Forum</b>  ➤ Review of Bill Presentation ➤ Review of Legislator Communication
<b>Module II: Policy for Health Care Delivery and Financing</b>			

Week 4 January 22	PPACA	PPACA Components PPACA and APRNs	Goudreau: Chapter 9 2014 Poverty Guideline Additional Readings
Week 5 January 29	Policy and Accountable Care/Cost Containment	Accountable Care Model ACOs and MI Accountable Care and APRNs Health Care Reimbursement Models Cost Containment Strategies	Goudreau: Chapter 21, 22 Hickey: Chapter 5 Additional Readings: <b>Discussion Forum</b>
<b>Module III: Health Policy and APRN Implications</b>			
Week 6 February 5	APRN Role & Health Policy	IOM Report APRN Consensus Model APRN Education & Advancements	Goudreau: Chapters 4, 5, 6, 25, 29, 30,  ➤ Review of Business Plan
Week 7 February 12	APRN Professional networks APRN Advocacy	APRN Professional Organizations	MICNP, MIANA, MI-CNS  <b>Letter to Editor due 2/14 (initial post)</b>
February 19	<b>Winter recess</b>		
Week 8 February 26	<b>Policy Brief Due to drop box March 4, 11:55 pm</b>		
<b>Module IV: Institutional Policy and Implications for Quality and Safety</b>			
Week 9 March 5	Concepts of and foundation for Quality & Safety	Driving forces for Quality & Safety  Transparency & Errors	Goudreau: Chapter 20 ION: Q&S Reports IHI QSEN and Graduate KSAs
Week 10 March 12	Healthcare Policy for Quality & Safety	Quality & Safety Policy in Systems  Data Collection, meaningful use, aggregate data and public reporting	Goudreau: Chapter 20 Additional Readings: IOM, IHI, AHRQ (see Moodle)
Week 11 March 19	<b>Business Plan due March 18 by 11:55 pm</b>		
<b>Module V: Health Policy and Populations</b>			
Week 12 March 26	Global/Cultural/Social Comparison & Consideration	APRN & International Context Global Health Policy Issues	Goudreau: Chapter 28 Additional Readings TBD

Week 13 April 2	<b>Bill Presentation Discussion Forum</b>
Week 14 April 9	<b>Wrap-up</b>

Classes begin January 3

Winter recess begins February 17 at 10:00 pm

Classes resume February 26 at 7:30 am

Classes end April 17 at 10:00 pm

Final exam Period April 19 - 25

Oakland University – School of Nursing				
GRADUATE GRADE CONVERSION				
PERCENTAGE	GPA		PERCENTAGE	GPA
99.00 - 100	4.0		80.00 - 80.99	3.0
97.00 - 98.99	3.9		78.00 – 79.99	2.9
95.00 - 96.99	3.8		76.00 – 77.99	2.8
93.00 - 94.99	3.7		74.00 – 75.99	2.7
91.00 - 92.99	3.6		72.00 – 73.99	2.6
89.00 - 90.99	3.5		70.00 - 71.99	2.5
87.00 - 88.99	3.4		68.00 – 69.99	2.4
85.00 - 86.99	3.3		66.00 – 67.99	2.3
83.00 - 84.99	3.2		64.00 – 65.99	2.2
81.00 - 82.99	3.1		62.00 – 63.99	2.1
			60.00 – 61.99	2.0

