Course Number and Title: DNP 503 Health Care Systems and the Policy-Making Process

Number of Credits: 3 Semester Hours

Meeting Schedule: Online and Synchronous

In addition to the online modules, there will be an in-person session on Saturday March 22, 2014 9:00 am – noon at LUHS Room 2512 B and two synchronous classes on 1/23/14 and on 4/17/14 from 5-6:30 pm CST.

Prerequisites: None

Faculty: Barbara Velsor-Friedrich PhD, RN

Office: BVM Wright Hall, Room 1017 LSC

Office Hours: By Appointment

Contact Information: bvelsor@luc.edu
773-508-2892:

E learning Specialist: Michael Paulin
Email/Phone: mpauli1@luc.edu
708-216-3568

Please contact Mr. Paulin for any technical problems or questions related to Saki access.

Course Description:
This course assists students to create a vision for themselves as leaders in the health care policy arena. A framework for understanding health care delivery systems and the ability to analyze health policy using selected theoretical models is incorporated. Values and preferences for making social choices within a pluralistic society will be considered. Students will identify the political, economic, legal, social and ethical forces which impact the heath policy-making process at the organization, local, state and national level. The changing role and responsibilities of government, private sector, health professionals and consumers will be examined in terms of access to care, health care financing, regulation, safety, quality and efficiency. Students will apply theoretical models to evaluate existing and proposed health policies from the perspective of relevant stakeholders. Specific methods and strategies which healthcare providers can use to influence health policy will be explored including grassroots organizing, advocacy, coalition building, lobbying, working with the media, working with special interest groups/professional organizations, relationships with legislators and expert professional testimony as part of the policy-making process.
Course Outcomes:

1. Appraise selected theoretical models that can be used to describe the health care delivery system and analyze health policies.
2. Outline the process of policy development and implementation within the context of multiple forces that shape health care policy in the United States.
3. Relate the philosophy and ethical basis of Jesuit education to the values and preferences which shape health policy in a pluralistic society.
4. Recognize changing roles and responsibilities of government, the private sector, health professionals and consumers in the health care delivery system.
5. Discuss current health policy issues in the U.S. and globally with emphasis on the political, social, economic, and cultural factors which influence health disparities and access to care.
6. Apply knowledge of the health care delivery system and concepts of public policy analysis to case studies drawn from nursing and health care practice with emphasis on the health effects of selected public policies.
7. Analyze a health policy within the student’s own area of practice or interest in terms of the social, economic, legal, political, and ethical forces that effect current and latent health outcomes.
8. Explain specific methods and strategies that health care providers can use to influence health policy at the organization, local, state, national and/or international level.

This course has been developed with the supposition that the student has an introductory level of knowledge of the US political system, the structure of the US health care delivery system, Medicare, Medicaid, and the Child Health Insurance Program. Please let me know if you need any assistance assessing your knowledge in these areas. The following websites contain supplemental information to update your knowledge in these areas:

- [http://thomas.loc.gov/home](http://thomas.loc.gov/home) - how a bill becomes a law and current HC bills
- [www.hhs.gov/about/orgchart](http://www.hhs.gov/about/orgchart) - organization of health care in the US
- [www.medicare.gov](http://www.medicare.gov)
- [www.medicaid.gov](http://www.medicaid.gov)
- [www.medicaid.gov/Medicaid-CHIP](http://www.medicaid.gov/Medicaid-CHIP) - Children’s Health Insurance Program
- [www.healthcare.gov](http://www.healthcare.gov) - Obamacare

Teaching Methods:
This course is organized as a series of modules. The online modules consist of voice-over power point instructor and student presentations. Participation in Discussion Board is an expectation. In addition to the asynchronous online modules, there are two synchronous classes on 1/23/14 and 4/17/14 from 5-6:30 pm CST and one in-person session on March 22, 2014 from 9:00 am – noon in Room 2512 B at The School of Nursing, Building 2nd floor, 2160 S. First Avenue Maywood, IL 60153.

The materials on this course website are only for the use of students enrolled in this course for the purposes associated with this course and may not be retained or further disseminated.
Evaluation:

Participation in Discussion Board    20%

Bill Analysis (ACA)      25%  Due 2/14/14

Political Website      15%  Due 3/14/14

Case Study        25%  Due 4/04/14

Policy Brief       15%  Due 4/18/14

Specific criteria for these requirements are located in the Course Assignment Tab on the Course Saki site.

All papers must be written using the APA format (6th ed.). A presentation on APA use is contained on Blackboard.

Grading Scale

<table>
<thead>
<tr>
<th>Point Based Scoring</th>
<th>Letter Grade</th>
<th>Holistic Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>92- 93</td>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>89-91</td>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>86-88</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>84-85</td>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>80-83</td>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>77-79</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>75-76</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>72-74</td>
<td>D+</td>
<td>1.33</td>
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<tr>
<td>69-71</td>
<td>D</td>
<td>1.00</td>
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<tr>
<td>68 and below</td>
<td>F</td>
<td>0.00</td>
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Required Course Materials:


These books can be purchased online at www.luc-lsc.bkstr.com.
Recommended Course Materials:


**Useful Websites, Journals and Newsletters:** These websites offer a way for you to keep abreast of the latest information and research regarding policies that affect your target population.

- Academy Health [http://academyhealth.org](http://academyhealth.org)
- Agency for Healthcare Research and Quality [www.ahrq.gov](http://www.ahrq.gov) (sign up to receive their research and safety newsletter)
- American Academy of Nursing [www.aanet.org](http://www.aanet.org)
- American Nurses Association [www.aanet.org](http://www.aanet.org)
- Annie Casey Foundation [www.aecf.org](http://www.aecf.org)
- Chicago Tribune [www.chicagotribune.com](http://www.chicagotribune.com) (access through luc library site)
- Commonwealth Fund [www.cmwf.org](http://www.cmwf.org) to get email alerts
- Congressional Research Service [www.loc.gov/crsinfo](http://www.loc.gov/crsinfo)
- Department of Health and Human Services [www.dhhs.gov](http://www.dhhs.gov)
- Health Affairs [www.content.healthaffairs.org](http://www.content.healthaffairs.org)
- Frontline [www.pbs.org](http://www.pbs.org) (Currently a good video documentary on end of life care “Facing Death”)
- Institute of Medicine [www.iom.edu](http://www.iom.edu)
- Journal of Health Services Research [www.jhsrp.rsmjournals.com](http://www.jhsrp.rsmjournals.com)
- Journal of Health Politics, Policy and Law [www.jhppl.dukejournals.org](http://www.jhppl.dukejournals.org)
Expectation for Online Coursework, Projects, Assignments, Discussions and Communication with Faculty and Other Students.

Online methodology presumes that all involved enter a learning community and are proactive, self-directed learners. The Saki platform allows for online discussions, synchronous lectures with discussion, asynchronous prerecorded lectures, email contact, assignment tools for handing in assignments, and the capability for online quizzes and examinations. Online coursework allows for increased autonomy of students and allows the participants to customize the educational experience to meet their personal learning style. For DNP 503, course activities are planned to facilitate this process. Readings, lectures and learning activities are structured as “modules” with specified dates for completion. Students are responsible for assigned reading and review of narrated power point presentations and participation in discussion boards. It is the student’s responsibility to monitor announcements, emails, discussion boards and assignments on regular basis. All papers are to be submitted to the Saki site by 6pm on the due date.

The success of an online course is dependent on consistent, high quality participation by all members of the learning community. Hi-quality participation in online discussions and group projects should be characterized by consistent, frequent participation; evidence
that readings and course materials were accessed and understood; and comments that show identification and analysis of issues and their implications. When topics are presented for discussion it is expected that students will enhance the discussion and build on previous comments to extend the conversation.

For each DB, Two students to serve as leaders. Their role is to start the discussion by being the first to respond to a discussion question. Once the discussion is initiated, other students are expected to join in the conversation by providing thoughtful, evidence-based responses. The DB leaders will summarize and end the DB posting.

Your postings on discussion board are similar to participation in a regular classroom discussion. However they are more critical to demonstrating your involvement in the course. You may respond to your colleague’s thoughts, provide new information, describe relevant experiences, show how concepts are applied in your work setting, share articles or evidence-based practice documents or share informed opinions about topics under discussions. It is important to stay current and active in the discussion. Reading lengthy posting is difficult. Please limit your posting in Discussion Board to one or two pertinent paragraphs unless the assignment specifies a more detailed response. Students should be cautious about sharing any information that could identify a patient or patient group. If discussing a situation in a particular workplace, all identifying information should be kept confidential.

Faculty functions as a facilitator and will be monitoring online discussions, assignments, and projects on a frequent and regular basis and will provide periodic feedback. Criteria for evaluating online assignments, exercises and discussions appear below.

Evaluation Criteria for Online Discussion, Case Studies & Projects

- Evidence of understanding content presented
- Evidence of application of concept
- Comments are focused, organized, not repetitive and reflect critical thought as well as creativity in approach to problem solving
- Evidence of critical analysis of the literature is essential to support discussion contributions. Students should include references/web links which provide evidence for their contribution. References may include your textbooks, online journals, reputable websites, and journal articles that are evidence-based.
- Organization, comprehensiveness and relevance of contribution to discussion.
- Participation in discussion is evidence that you are engaged but “quantity” of postings is not a substitute for quality and substance.

“My Blog” Instructions:
Any online course poses a challenge when trying to develop a spirit of “community” for the course. I would like to create a “virtual” classroom by having each of you create a blog to help us meet our classmates. Please create your blog site by clicking on the button on the left menu “My Blog”. Post a short bio about your background, your place of employment, your clinical or administrative area of expertise, and something fun you hope to do this summer. If you want, you can include a picture of your proposed trip, a hobby or pet, or a picture of yourself. Remember that each student’s email is included in Blackboard, so you can contact each other throughout the course. ENJOY!
Communication: Please note that I will only be sending email to your Loyola (luc.edu) account. If you have any difficulty accessing Blackboard please contact Mike Paulin at mpauli1@luc.edu.

Although you may not be on campus you can keep up with the most up to date news from campus by accessing the Loyola Phoenix, the student newspaper at http://www.loyolaphoenix.com or the latest in Loyola related videos, podcasts, blogs and wiki at Ignation http://Ignation.luc.edu. You can also access Inside Loyola the online news source for the Loyola community inside and out at www.luc.edu/insideloyola.

Course Evaluation Expectations:
It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

Academic Integrity Statement: Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care applicable to Loyola University faculty, students, and staff that demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is characterized by the failure to apply this ethic, i.e., any action whereby faculty, student or staff misrepresents the ownership of academic work submitted in his or her name. Student failure to practice academic honesty will, depending on the seriousness of the misconduct, result in a sanction ranging form the grade of “F” for the assignment to expulsion from the university.

Two specific areas where dishonesty is most common is cheating on tests and misrepresenting one’s written work assignments as their own (plagiarism). It has been my experience that examples of student plagiarism do occur, but usually in an unknowing way. The student was simply not aware of the proper way to cite sources and material. Content on how to present factual information will be valuable throughout your graduate education and beyond. All written work is subject to being checked by TURNTITIN, the application approved by Loyola University Chicago for review for potential plagiarism. It is highly suggested that you access the application and review your own paper prior to submission to avoid any issues.

The DNP and PhD Handbook are located in the Saki Organization “Information for DNP and PhD students for a further description of the Academic Honesty Policy.

www.luc.edu/gradschool/academics_policies.shtml (Graduate School)
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Week of 1/13/14</td>
<td>Module #1</td>
<td>Overview of Policy &amp; Health Policy Politics of Health Care</td>
<td>MLC #1,3</td>
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<td></td>
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<td><strong>Frontline:</strong> Sick around America Sick Around the World</td>
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<tr>
<td>Week of 1/20/14</td>
<td>Module #2</td>
<td>Values (including Jesuit Values) and Political Ideologies that Shape Health Policy in the U.S.</td>
<td>MLC #5,6,9</td>
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<td><strong>Discussion Board (DB)</strong></td>
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<td>January 23, 2014</td>
<td>Synchronous Class</td>
<td>5:00-6:30 pm CST</td>
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<tr>
<td>Week of 1/27/14</td>
<td>Module #3</td>
<td>Historical Perspectives on Policy, Politics and Nursing</td>
<td>MLC #2 (DB)</td>
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<tr>
<td>Week of 2/3/14</td>
<td>Module #4</td>
<td>Models and typologies to describe and analyze policy</td>
<td>MLC 7,8</td>
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<tr>
<td>Week of 2/10/14</td>
<td>Module #5</td>
<td>Overview of the U.S. health care cost and utilization Global Health</td>
<td>MLC #13,15, 27,31,38 (DB)</td>
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<tr>
<td>Week of 2/17/14</td>
<td>Module #6</td>
<td>Economics and Financing of Health Care</td>
<td>MLC # 14,16, 17-21,37 Appendix A Medicare and Medicaid websites (DB)</td>
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<tr>
<td>Week of 2/24/14</td>
<td>Module #7</td>
<td>Legislative, Regulatory, and Policy Processes in the US government</td>
<td>MCL # 63-65</td>
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<tr>
<td>Week of 3/3/14</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>Week of 3/10/14</td>
<td>Module #8</td>
<td>Factors that Influence Formal and Informal health care policy making processes including multiple stakeholders and legal, political, economic, social and ethical forces</td>
<td>MCL #10,12,34,35 (DB)</td>
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<tr>
<td>Week of 3/17/14</td>
<td>Module #9</td>
<td>Regulating and evaluating healthcare IOM Reports</td>
<td>MLC #66,67 (DB)</td>
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<tr>
<td>Saturday March 22, 2014</td>
<td>In Class Session 9 am – noon SON Maywood</td>
<td>Presentations</td>
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<tr>
<td>3/31/14</td>
<td>Module #10</td>
<td>Issues in Health Care for the Elderly</td>
<td>Dr. Audrey Klopp Guest Presentation MLC #24,25</td>
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<td>Week of 4/7/14</td>
<td>Module # 11 A</td>
<td>Skills for Influencing the Process Professional Organizations</td>
<td>MLC #68,71,76,81,84,86,92</td>
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<td>Module #11B</td>
<td></td>
<td>MLC #61,82,83,98 (DB)</td>
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<tr>
<td>Week of 4/14/13</td>
<td>Module #12</td>
<td>Current Issues in Health Care - post policy briefs</td>
<td>MLC #48,49,50,51,53,</td>
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<td>April 18, 2013</td>
<td>Synchronous Class</td>
<td>5:00 – 6:30 pm CST</td>
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<tr>
<td>Week of 4/21/14</td>
<td>Module #13</td>
<td>Research as a Political Policy Tool</td>
<td>MLC #39,40-44</td>
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