College of Nursing

Fall 2018

Course Title: Nursing 729-202_203: Organizational Systems
Credits: 3 credits, graduate

Prerequisites: Admission to the graduate program in nursing or consent of the instructor.

Faculty: Diane Schadewald, DNP, MSN, RN, FNP-BC, WHNP-BC
Email address: schadewa@uwm.edu
Office: Cunningham Hall 691
Phone number: 414-229-6860 (office)
Office hours: by appointment online
Section: 202, 203

DNP Program Director: Peninnah M. Kako, PhD, RN, FNP,BC, APNP
Email address: pmkako@uwm.edu
Office: Cunningham Hall 613
Phone: (414) 229-6238; Fax:(414) 229-6474

Class meetings times and location:
On-line. I will respond to voice mail and email messages within 48 hours except Saturday and Sundays unless I notify you of other circumstances. Preferred method of communication is through email. If you would like to set up a phone conference, provide some dates/times you are available via phone.

Catalog Description: Study of systems of health care delivery emphasizing emerging healthcare models, financing and regulation of healthcare, and the creation and evaluation of effective healthcare strategies

Course Description: The purpose of this course is to enhance student knowledge of the systems of health care delivery for populations and communities. Emphasis is on relevant concepts, theories, and research on emerging health care models, health care financing, and regulation of healthcare. Students will explore the multifaceted role of the advanced practice nurse and other health professionals in organizing care to address practice issues, creating change at the organizational level, promoting positive organizational and professional cultures, and evaluating cost-effectiveness of healthcare delivery strategies.
Course Objectives: Upon completion of this course, the student will:
1. Analyze the concepts, theories, and research influencing health systems and models of health care delivery.
2. Evaluate methods of healthcare financing in terms of accessibility and acceptability.
3. Describe the influence of regulation on healthcare systems.
4. Analyze strategies to create and sustain change at the organizational level.
5. Explore emerging practice and organizational issues and the role of the advanced practice nurse and other health professionals.

Textbooks and Readings:

The APA manual is recommended and you will need it for your other courses:

The readings for this course are assigned for each module. Readings either accompany each module on D2L or are included on D2L: Course Resources: E-Reserve.

***** LIST OF RESOURCES ****

A. UWM LIBRARY RESOURCES
1. UWM Libraries
   http://uwm.edu/libraries/-main webpage
   http://guides.library.uwm.edu/gradnursing
2. The Writing Center
   http://uwm.edu/writing-center/-main webpage
   http://uwm.edu/writing-center/resources/

B. WRITING RESOURCES

C. APA PUBLICATION STYLE RESOURCES
2. http://www.umaryland.edu/writing/online-workshops/- APA tutorials from University of Maryland website
3. http://www.umaryland.edu/writing/writing-resources/- Writing resources from University of Maryland website
D. APA CITATION STYLE

2. Alternative for limited use as does not cover all the information you need to know: https://owl.english.purdue.edu/owl/resource/560/10/

E. CITATION REFERENCE MANAGERS
1. Free citation manager—RefWorks – http://guides.library.uwm.edu/refworks
2. EndNote—available from University of Wisconsin-Madison DoIT Techstore

1. Evaluation and Grading

The following are the components of your grade in this course:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Due Dates (Posted in schedule and in assignments on D2L)</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and participation in small and large group discussion</td>
<td>Ongoing throughout the two weeks of each module</td>
<td>50</td>
</tr>
<tr>
<td>Organizational Assessment</td>
<td>November 5</td>
<td>30</td>
</tr>
<tr>
<td>Comparison of Health Systems</td>
<td>December 3</td>
<td>20</td>
</tr>
</tbody>
</table>

2. Description of Assignments

A. Class Discussion (50% of grade)

Discussion questions will be provided in the assignments for each module. Participation in discussion constitutes 50% of the grade for this course. You are expected to participate in *both* small group and full class discussions. Your discussion posting should demonstrate that you are familiar with the readings. Your own views and questions are important so include your perspective **supported by evidence** you have found in the required readings or other materials that you have found in your own exploration of the topic. Feel free to offer suggestions for additional reading to your classmates.

In a former on-line discussion course at UWM, Dr. Beth Rodgers described the “dialectic process” that occurs in graduate education. In her words, dialectic engagement “involves the juxtaposition of contrasting viewpoints, pointing out 'contradictions and discrepancies'. " In this course we will analyze many views about organizations. I look forward to your elucidation of contradictions and discrepancies in your postings. When reading, consider the following:

- The author’s major points, comparing and contrasting their views.
- The implications of the author’s views on the development of nursing/other disciplines
- The significance of these points for improving health in the US and globally.
- How these views support or contrast with what you “know” about health service delivery.
- Potential solutions for health care delivery challenges in the US and globally.

Netiquette. All class participants are expected to remain polite and professional at all times. Do not post any comments that could be construed as personal remarks or attacks. Re-read and think carefully about your message before posting. Do not post anything online that you might be hesitant to say to someone in person.

Discussion postings will be evaluated for content, quality of writing, critical thinking and timeliness. Discussion postings that are not available for other students to read, consider, and offer a response, do not contribute to the course. Consequently, even a thorough and thoughtful reflection that is posted too late is of little value to your learning and that of your classmates. Note the grading rubric for the discussion on D2L. Failure to participate in a timely manner results in a significant loss of points.

Small Group Discussion (25% of course grade)
- Post by 6PM, Thursday evening of the first week of the module (except for the first module, due to the short first week).
- Respond to at least one of your group-mate’s postings.
- Equitably share leadership and responsibility for the organization and summaries of your group’s discussion.
- Thoughtfully contribute evidence-based posts to support your group’s discussion.

Full Class Discussion (25% of course grade)
- When assigned, the group leader/summarizer will provide a thoughtful summary of your other group member’s perspectives by 6PM, Monday evening at the beginning of the second week of the Module.
- All class members throughout the second week of the Module, post at least twice and demonstrate:
  - Understanding, thoughtful reflection and creative thinking in regard to major points in the readings and application to nursing as a discipline.
  - Thoughtful, substantive reflection on the postings of other students.

In a 12-15 page paper (including references), identify an organizational challenge that you would like to address. Choose two theoretical frameworks from your readings and assess this challenge from the perspective of both of these frameworks. Follow the APA guidelines and format for references (see Chapters 1-4 of the APA manual, 6th ed., for writing guidelines). There will be a deduction of 2 points for each page over the 15-page limit, so be concise. Use of tables and figures to illustrate points is helpful.
a. Introduce this problem to me in a 1-2 paragraph description and upload it to the dropbox by Sunday, October 7, due 11:55 PM. Include the organization, problem, areas you plan to research and rationale. If you have any questions about the paper, ie. sources of data, please write these questions on the same page following the draft description of the problem. Please do not identify the organization. Use a pseudonym if it is helpful, ie. Hospital A.

b. Your paper should include the following:
   - A description of the problem including organizational/epidemiological data you have collected about the problem. Data may be elicited from websites, internal and external reports, etc. (Please ask permission to use internal reports.)
   - A description of the theoretical frameworks that you have chosen and the rationale for your choices.
   - Your analysis of how these frameworks apply to your problem. Tables and figures are effective ways to depict the relationships. (See Westaby’s Appendix: How to Build Dynamic Network Charts on D2L, if you are interested in applying that theoretical framework.)
   - A description of your system level plan to address this problem.
   - A final summary of your analysis.

C. Comparative Health Systems Paper: (20 points): In a 5-8 page paper, choose a country, other than the US, and provide:
   - A summary of their current health care system
   - An evaluation of the strengths and weakness of that health care system
   - A discussion of how this system is similar or dissimilar to the US system.

3. APA Formatting and Expectations: Students will be required to use the APA publication and citation style in the course papers. Use of APA format in your course papers will account for 10% of your total course paper grade.

4. Policy on Late Work: For written assignments, there is a 3 point deduction for every day past the due date. Points will also be deducted for late discussion postings. Please contact me before the assignment is due and/or as soon as possible, if you have extenuating circumstances that impact timelines for assignments.

5. Time Commitment
   You should expect to dedicate at least 9 hours per week to this course (135 hours across the entire semester). Keep in mind that this is a minimum time commitment; more time might be required to prepare effectively to complete course assignments. You should be reading your
classmate’s posts, assigned readings, and researching additional information about the topic at least three times during each week of the module.

6. Grading Scale

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 - 100 %</td>
<td>A</td>
</tr>
<tr>
<td>93 - 94 %</td>
<td>A-</td>
</tr>
<tr>
<td>91 - 92 %</td>
<td>B+</td>
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<tr>
<td>87 - 90 %</td>
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<td>85 - 86 %</td>
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<td>70 - 71 %</td>
<td>D-</td>
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<tr>
<td>&lt;70 %</td>
<td>F</td>
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</table>

7. Course Attendance Policy: Attendance in this course is expected. Although there will be no penalty assessed for missed classes, students are responsible for the material covered in all class sessions.

8. Online Course Expectations:

   **Computer Skills**

   You are expected to have relatively unrestricted access to a computer that can access the Internet (see minimal computer requirements below). You also need to have certain computer and technical skills to be a successful online learner. The hours per week of required computer-based and Internet-based activities will vary by course.
   
   - You should be familiar with your computer’s operating system.
   - You should know the basics concerning opening, saving files, as well as sending files as an email attachment.
   - You should backup your files on a weekly basis.
   - You should know how to save files to a memory stick as one option for file backup.
   - You should be familiar with using a web browser such as Internet Explorer or Mozilla or Safari. You should be able to use a variety of internet search engines such as Google, Yahoo, or Bing! and be comfortable navigating on the Internet.
   - You should know how to use a word processing program like Microsoft Word and be able to open Adobe PDF files.
   - You should know or learn how to use the UWM Course Management software.
   - You should know how to use an e-mail program such as the UWM email program Office 365. You will communicate with your instructor and classmates via email and/or online Discussions. All UWM students are assigned an email account.

   **Technology**

   **a) Computer hardware:** Either a PC or Apple device may be used. It is recommended that you work from either a desktop or a laptop, as IPADS and phones are limited in their ability to engage with the UWM learning management system.

   **b) Software:**

   - **Microsoft Office 365** is free to UWM students and contains the programs: Word, Excel and PowerPoint, OneNote, Publisher, Skype and OneDrive. To load this
software onto your computer visit:
https://portal.office.com/OLS/MySoftware.aspx

- **Microsoft Edge, Google Chrome or Mozilla Firefox** can be used as Internet Browsers.
- **Adobe Acrobat Reader.** Visit the Adobe site to download the most current version for Free.
- **Purchasing Additional Software:** Any student enrolled in our courses is entitled to deep discounts on the purchase of software. You can link to the student software purchase page for further information:
  http://wiscsoftware.wisc.edu/wisc/school.asp?institution=1029

c) **Internet Connectivity.** You must have access to the internet.

**Getting Help**

- **University Information Technology Services (UITS) Help Desk:** The UITS Help Desk supports the campus community with core applications for both the Mac and PC platforms. They can be reached at either 414-229-4040, 1-877-381-3459 or help@uwm.edu. The Help Desk is available between 7am and 12:00 midnight.

**Commonly Visited Campus Portals**

- **Office 365**
  - **Email:** At UWM, students, faculty and staff receive their email via Office 365, web-based suite. When you enroll at UWM, you automatically get a UWM email address. Your email address will be your PantherID@uwm.edu. This information should have been sent to you in your acceptance letter. If you can no longer access this information, contact the Help Desk and they will be able to help you.
  - **UWM Course Management System: D2L:** is where you can view course syllabi, your grades and hold online discussions with classmates and the professor. Your username and password are the same as your email username and password. For assistance with account, call the Help Desk at (414) 229-4040.

**An Important Reminder**

As an online student, you need to be aware that even the most sophisticated technology is not 100% reliable. Breakdowns can occur. For example, your individual PC might have a problem; the server which hosts the LMS may become slow or cut you off temporarily; your internet service provider may cut you off unexpectedly. Phoning the Help Desk (414) 229-4040 is a good first step. You will also want to be sure to communicate with your instructor if you have any problem that interferes with you completing course requirements or that detracts from your learning experience.
ACADEMIC INTEGRITY

Students are expected to demonstrate academic integrity in all course activities. Academic integrity requires honesty concerning all aspects of academic work including:

- Correct procedures for citing sources of information, words, and ideas
- Ways to properly credit collaborative work with project team or study group members
- Strategies for planning and preparing for examinations, papers, projects and presentations.

Students are encouraged to consult with faculty regarding any questions about appropriate behaviors to maintain academic integrity. Any violation of academic integrity will result in a zero on the assignment and may result in additional sanctions consistent with university policy. See UWM policies at:  http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

Instructors may require students to add the following statement to written work submitted to meet course requirements:

“By submitting this paper for grading, I am certifying that it is entirely my own work, with any words and/or ideas from other sources properly indicated (words with quotation marks), cited in text, and referenced. I have not submitted this paper to satisfy the requirements of any other course.”

OR

“By submitting this paper for grading, I am certifying that it is entirely my own work, with any words and/or ideas from other sources properly indicated (words with quotation marks), cited in text, and reference. This paper builds on a paper submitted in [Insert Course # and Course Name] that was entitled [Insert Course Paper Title] in the [Insert Semester Year]. This paper builds on the previous paper in the following ways: 1).....2)... and 3)...”

UNIVERSITY POLICIES:

The UWM policies that govern this course can be found at: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Additionally, please note the following:

1. Inclement weather:  UWM student should contact the University at 229-4444 (UW-Parkside, 262-595-2345) or check the appropriate website to ascertain the status of class cancellation due to inclement weather. Even when classes are canceled, University offices and services remain available, unless the entire University is closed by the Governor.  http://www4.uwm.edu or http://www.uwp.edu

2. Safety: Safety techniques and strategies are described in College of Nursing Student Handbooks for undergraduate and graduate students distributed to all nursing students upon entering the program. Copies are available in the Office of Student Affairs. Information about UWM campus safety is found at http://www4.uwm.edu/current_students/student_services/safety.cfm

Technology and Social media: See student handbook
## Course Schedule

<table>
<thead>
<tr>
<th>Module, Learning Outcomes and Assignment Dates</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| **Module 1 (Begins September 4, 2018)**  
Introduction to Course and Theoretical Foundations of Organizational Systems | **1. Review resources on D2L**  
a. Course syllabus and course resources on D2L  
2. **View Ted Talk: Dan Ariely: Our buggy moral code**  
[http://www.ted.com/talks/dan_ariely_on_our_buggy_moral_code](http://www.ted.com/talks/dan_ariely_on_our_buggy_moral_code)  
3. **View First Follower: Leadership Lessons from Dancing Guy**  
[https://www.youtube.com/watch?v=fW8amMCVAJQ](https://www.youtube.com/watch?v=fW8amMCVAJQ)  
**4. Readings**  
  - Chapter 1 Complexity theory as a tool to aid understanding of organizational performance management in effective organizations Pages 3-18  
  - Find THESE in E-Reserve Listing on D2L  
    - Chapter 1 pages 9-24  
    - Chapter 2 pages 25-46  
    - Chapter 9 pages 182-194  
**5. Optional Readings**  
**6. Reflect upon and discuss readings/web videos within small group in first week and large group in the second week.** |

### Learning Outcomes

The student will:

- Introduce themselves to each other
- Explore and apply theoretical frameworks that explain aspects of healthcare organizations.

### Due Dates: Note that this module is three weeks long due to first short week: 9/4-9/23

**Others are all two weeks.**

**Week 1**


b. Discuss among small group members and after consensus is reached, one member posts a schedule for assignment of group summaries in designated discussion area by 9/9/18.

c. Begin assigned readings, etc. for discussion during Week 2.

**Week 2**

a. Small groups: Individual post for Small Group Discussion due: 6 PM, 9/13/18. (Small group discussion ends for first module.)

Small Group Leader Summary of small group discussion: due Monday night 9/17/18; All: Begin responses to group summaries.

**Week 3**

Discussion of summaries ensue for large group ending 6PM 9/23/18 Post at least two responses to the large group discussion.

### Readings

  - Chapter 1 Complexity theory as a tool to aid understanding of organizational performance management in effective organizations Pages 3-18
  - Find THESE in E-Reserve Listing on D2L  
    - Chapter 1 pages 9-24  
    - Chapter 2 pages 25-46  
    - Chapter 9 pages 182-194

### Optional Readings


### 6. Reflect upon and discuss readings/web videos within small group in first week and large group in the second week.
Module 2 (Begins 9/24/18)
Facilitating Organization-Wide Change within the Context of Complexity

**Learning outcome**
The student will:
- Continue to analyze and apply theoretical frameworks that explain aspects of complex organizations.
- Explore Network Analysis as a tool to understand complex systems.

**Due Dates (2 week modules from now on)**

**Week 1**
Individual response for Small Group Discussion due: 6 PM, 9/27/18

**Week 2**
Small Group Leader Summary due Monday night - 10/1/18; Discussion of summaries ensue for large group ending 6PM, 10/7/18.

**Coming up!!** Remember to post your introduction to your Organizational Assessment problem in the dropbox by 10/7/18.

1. View Ted Talks:
   - Eric Berlow: Simplifying complexity
   - Hannah Fry: Is life really that complex?
     [http://www.ted.com/talks/hannah_fry_is_life_really_that_complex.html](http://www.ted.com/talks/hannah_fry_is_life_really_that_complex.html)

2. Readings
     - Chapter 1 pages 3-32
     - Chapter 2 pages 33-95
     - Appendix pages 215-224
     - Chapter 2. The structural makeup of the complete organization, pages 18-25

3. **Optional Readings**

4. Explore various software programs that facilitate the analysis of complex systems.

5. **Review** the *Westlawn Partnership for a Healthier Environment* PowerPoint as an exemplar of Network Analysis using Kumu.io software

Reflect upon and discuss readings/ web videos within small group in first week and large group in the second week.
**Module 3** (Begins 10/8/18)

**History of Health Care in the US**

**Learning Outcome**

The student will:

- Describe the evolution of health care delivery in the United States and
- Describe characteristics of the current and emerging health care delivery system in the United States.
- Discuss the role of health planning for promoting health in the U.S.

**Due Dates**

**Discussion**

**Week 1**

- Introduction to Organizational Assessment problem due 10/7/18.
- Individual response for Small Group Discussion due: 6 PM, 10/11/18

**Week 2**

Small Group Leader Summary due Monday night - 10/15/18; Discussion of summaries ensue for large group ending 6PM, 10/21/18.

**1. View Ted Talk- Rebecca Onie: What if Our Healthcare System Kept Us Healthy?**

http://www.ted.com/talks/rebecca_onie_what_if_our_healthcare_system_kept_us_healthy

**View The Story of Medicare: A Timeline**


**2. Readings**


- Chapter 1 pages 3-12
- Chapter 2 pages 13-27
- Chapter 9 pages 183-211
- Chapter 10 pages 213-229

**3. Review the following links about nursing quality indicators: 1) NDNQI Changes Hands, 2) about the database, 3) Quality Indicator list & 4). How are NDNQI’s used**

1). NDNQI Changes Hands

http://www.theamericannurse.org/index.php/2014/09/02/ndnqi-changes-hands/

2). Nursing Quality (NDNQI)

http://www.pressganey.com/solutions/clinical-quality/nursing-quality

3). Quality Indicator list

https://nursingandndnqi.weebly.com/ndnqi-indicators.html

4). How are NDNQI’s used

https://nursingandndnqi.weebly.com/how-is-ndnqi-used.html

**4. Review the History and Development of Healthy People 2020**

http://www.healthypeople.gov/2020/about/history.aspx

**5. Accountable Care Organizations Quality Performance indicators.**

https://www.cms.gov/Medicare/Medicare-Fee-for-Service-Payment/Sharedsavingsprogram/Downloads/ACO-NarrativeMeasures-Specs.pdf

**6. Reflect upon and discuss readings/ web links/ videos within small group in first week and large group in the second week.**
Module 4 (Begins 10/22/2018)
Health Care Policy and Regulation

Learning Outcomes
The student will:
- Review regulatory processes in U.S. health care systems
- Discuss the impact of current legislative and Regulatory controls and processes on health care effectiveness and costs
- Discuss the impact of Healthy People 2020 & Healthiest Wisconsin 2020 related to cost, quality, and access to care
- Compare and contrast Healthy People 2020 & the provision from the Patient Protection and Affordable Care Act of 2010 (ACA)

Due Dates
Discussion
Week 1
Individual response for Small Group Discussion due: 6 PM, 10/25/18
Week 2
Small Group Leader Summary due Monday night - 10/29/18; Discussion of summaries ensue for large group ending 6PM, 11/4/2018.

Organizational Assessment: Due 11/4/18, 11:55PM.

1. Review Healthy People 2020 "Overview"
   http://www.healthypeople.gov/2020/about/default.aspx
   Specifically review "Four foundation health measures" and the framework:
   - General Health Status
   - Health-Related Quality of Life and Well-Being
   - Determinants of Health
   - Disparities
   - Framework

   In Healthy People 2020, identify key health objectives in your area of interest and be prepared to discuss them.

2. Review Healthiest Wisconsin 2020
   (http://www.dhs.wisconsin.gov/hw2020/) and compare to Healthy People 2020. Be prepared to discuss the two documents and their similarities and differences:

3. Review information on the Wisconsin Association of Free and Charitable Clinics (WAFCC) website
   http://www.wafcclinics.org/the-need-continues.html

4. View video: Primary Care and Public Health in the Community

5. Peruse the 2018 Federal DHHS Budget in Brief

6. Peruse the National Quality Strategy
   http://www.ahrq.gov/workingforquality/

7. Review American Nurses Credentialing Center: Magnet Recognition Program
   http://www.nursecredentialing.org/Magnet/ProgramOverview

8. Readings
   Chapter 3 pages 29-51
   Chapter 5 pages 79-98
   Appendix pages 343-361


9. Reflect upon and discuss readings/web links within small group in first week and large group in the second week.
Module 5 (Begins 11/5/2018)
Health Care Financing
Learning outcomes
Students will:
- Understand economic implications of health planning in U.S. Health care delivery.
- Understand key features of the Affordable Care Act, Medicaid and Medicare
- Explore principles of fiscal management, budgeting, and payment reform as they relate to quality of care in the US.

Due Dates
Discussion
Week 1
Individual response for Small Group Discussion due: 6 PM, 11/8/18
Week 2
Small Group Leader Summary due Monday night - 11/12/18;
Discussion of summaries ensue for large group ending 6PM, 11/18/2018.

1. Review the Affordable Care Act-The Law
   http://www.hhs.gov/healthcare/rights/law/index.html

2. Review the following issue briefs:

3. Review CMS website:
   Bundling Post-Acute Care Services into MS-DRG Payments
   http://cms.gov/mmrr/Downloads/MMRR2013_003_03_a03.pdf
   CMS Value-Based Programs Website to explore:
   https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/Value-Based-Programs/Value-Based-Programs.html

4. View Medicare Primer 101

5. Read
   - Memorandum from Wisconsin Legislative Fiscal Bureau, April 3, 2017 regarding Wisconsin’s “Full Medicaid Expansion under the ACA” on D2L
   Chapter 11 pages 231-252
   Chapter 12 pages 253-272

6. Reflect upon and discuss readings/web links within small group in first week and large group in the second week.
Module 6 (Begins 11/29/2018)
Thanksgiving Break 11/21/18-11/25/18
Local to Global Health Care and Future Health Care Issues

The student will:

a. Compare and contrast key elements of health systems across the globe with the US.
b. Understand the protective and detrimental forces that place individuals, families, and populations in vulnerable contexts.
c. Explore alternative models of health care delivery, including the role of the advanced practice nurse, and other health professionals.

Read the assigned readings in the syllabus and apply these and the media/reports to address the following questions/issues in the Discussion Forum.

Discussion Forum.

a. What are the major goals and key characteristics of health care systems in countries other than the US?
b. What role should the U.S. play in securing global health?
c. Describe alternative models of health care delivery, including the role of the advanced practice nurse and other health professionals as a solution to health care access inequities.

Due Dates
Comparative Health Systems Paper
Due 12/2/2018, 11:55 PM

Discussion
Week 1
* note no post this week because of Thanksgiving break

Week 2
Discussion this week in small group only ending 6PM, 12/2/2018.

Week One
Before you begin with the media and reading assignments, review the information in the PowerPoint slides for this module.

Read:
• Chapter 4 pages 53-78
• Chapter 8 pages 149-182


View:
• TED Talk Ernest Madu: World-class health care
http://www.ted.com/talks/ernest_madu_on_world_class_health_care.html

If you haven’t seen it, view Frontline film or transcript: Sick Around the World (2008)

If you haven’t seen it, view Frontline film or transcript: Sick Around America (2009)
http://www.pbs.org/wgbh/frontline/film/sickaroundamerica/

Optional Resources to review:
• AHRQ Data on Healthcare Quality, Disparity Measures
• National Healthcare Quality and Disparities Reports Web site
250 measures of care quality, access and disparities. National and "State Snapshots" state-level summaries, as well as state-by-state comparisons with an interactive data query tool to search across specific quality measures and identify national and state-level annual trends. Access the new 2015 National Healthcare Quality and Disparities Report and 5th Anniversary Update on the National Quality Strategy and its series of companion chartbooks on specific topics such as access and cost of care.
• Review the website for the Nurse Managed Health Centers as a health care delivery model
http://nurseledcare.org/about/nurse-led-care.html
• National Nurse-Led Care Consortium (NNCC) supports policies that promote the nurse managed health centers at UWM.
• Primary Health Care Performance Initiative (PHCPI) This is funded by the Bill and Melinda Gates Foundation and is a new partnership that brings together country policymakers, health system
managers, practitioners, advocates and other development partners to catalyze improvements in primary health care (PHC) in low- and middle-income countries through better measurement and knowledge-sharing. http://phcperformanceinitiative.org/


Module 7 (Beginning 12/3/18)
Healthcare Reimbursement & Management

Learning Outcomes
The student will:
- Apply competencies for advance practice nurse leaders and executives particularly related to financial expertise.
- Explore organization of personnel and resources as they relate to workforce development to assure delivery of high quality of care.

Due Dates
Discussion
Week 1
Individual response to Large Group
Discussion due: 6 PM, 12/6/18

Week 2
1. During the second week of the module, write a substantive response to at least ONE of your classmate’s posts. The last week of semester is a short week, therefore only one response will be required.
2. In the dropbox, add one paragraph describing 2-3 things you learned this semester and rate your final three discussion modules on the 6-point scale.

Discussion of posts ensues for large group ending 6PM, Wednesday 12/12/18

Discussion Topic I.
Review the following readings and discuss how the triple/quadruple aim and proposed CMS payment reforms incentivize and/or hinder quality of care in the US.

4. AHRQ (2012). Bundled Payment: Effects on Health Care Spending and Quality Closing the Quality Gap: Revisiting the State of the Science: Executive Summary

Discussion Topic II.
Review the following readings and competencies. Choose one competency model and apply it an advanced practice nursing role.

Chapter 14 pages 297-310
(Review Tier Two and Three to the APN role in research and practice.)
The Quad Council of Public Health Nursing Organizations is comprised of four public health nursing organizations that coalesced in the 1980s. They include:

- The Association of Community Health Nurse Educators (ACHNE)
- Association of Public Health Nurses (APHN) (Previously, the Association of State and Territorial Directors of Nursing)
- The American Public Health Association - Public Health Nursing Section (APHA)
- The American Nurses Association’s Congress on Nursing Practice and Economics (ANA).

In the summer of 2011, the Quad Council updated their core set of “Competencies for Public Health Nursing” including the differentiated levels of practice in three Tiers. Tier One includes competencies for generalist public health nurses, Tier Two is for those in program supervisory or management positions, and Tier Three is for nurses in executive/senior management positions.