Course Title: Nursing 803: Health Policy
Credits: 3

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

Faculty: Diane Schadewald, DNP, MSN, RN
Email address: schadewa@uwm.edu
Office: Cunningham 691
Office phone: 414-229-6860
Office hours: by appointment
secs 204, & 205

Interim Program Director: Julie Darmody, Ph.D., R.N.
Email address: darmodyj@uwm.edu
Office: Cunningham 629
Office phone number: 414-229-5558

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. Please include "Health Policy" in the subject line.

Catalog Description: Explores the roles and accountability of health care providers and scientists in responding to the health and social needs of the public and shaping of public policy.

Course Description: The purpose of the course is to introduce students to the concepts and tools of health policy development and the role of research and activism, introducing the skills necessary to be an effective policy analyst/policy advocate.

Student Learning Outcomes: Upon successful completion of the course, the student will be able to:
1. Analyze societal forces and health problems in relation to corresponding health policy.
2. Relate the impact of public policy to structure, content, distribution, and financing of health services in local, national and international systems.
3. Demonstrate analysis skills in public policy development and implementation that include written and oral communication skills.
4. Describe interrelationships among economics, health, public policy, and “healthy” public policy.
5. Recognize the impact that globalization has on public health and health policy development.
Textbooks and Readings:

Required:

- Additional readings as assigned for each Module.

Recommended


A. UWM LIBRARY RESOURCES

1. UWM Libraries
   - [http://uwm.edu/libraries/](http://uwm.edu/libraries/) - main webpage
   - [http://guides.library.uwm.edu/gradnursing](http://guides.library.uwm.edu/gradnursing)

2. The Writing Center
   - [http://uwm.edu/writing-center/](http://uwm.edu/writing-center/) - main webpage
   - [http://uwm.edu/writing-center/resources/](http://uwm.edu/writing-center/resources/)

B. WRITING RESOURCES

4. [http://www.umaryland.edu/writing/writing-resources/](http://www.umaryland.edu/writing/writing-resources/)

C. APA PUBLICATION STYLE RESOURCES

2. [http://www.umaryland.edu/writing/online-workshops/](http://www.umaryland.edu/writing/online-workshops/) - APA tutorials from University of Maryland website
3. [http://www.umaryland.edu/writing/writing-resources/](http://www.umaryland.edu/writing/writing-resources/) - Writing resources from University of Maryland website

D. APA CITATION STYLE

1. [https://owl.english.purdue.edu/owl/resource/560/10/](https://owl.english.purdue.edu/owl/resource/560/10/)

E. CITATION REFERENCE MANAGERS

1. Free citation manager—RefWorks – [http://guides.library.uwm.edu/refworks](http://guides.library.uwm.edu/refworks)
2. EndNote—available from University of Wisconsin-Madison DoIT Techstore
1. **Assignments and Evaluation:**

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Due Dates (Posted in schedule and in assignments on Canvas)</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-line Asynchronous Discussion</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Preparation and participation in on-line discussion</td>
<td>Post at least twice during each week of the two week module discussion</td>
<td>40</td>
</tr>
<tr>
<td>Critique of Policy Briefs</td>
<td>Post a critique of at least two of your classmates' policy briefs by 11:59 PM, May 3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Written Assignments</strong></td>
<td></td>
<td>55</td>
</tr>
<tr>
<td>Introduction to the class:</td>
<td>Post to the large group discussion board by 11:59 PM, January 25.</td>
<td>2</td>
</tr>
<tr>
<td>Describe your area of interest, policy issues that you think apply to this area, and related websites.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy Problem Description</td>
<td>Upload to the drop-box by 11:59 PM, February 10</td>
<td>3</td>
</tr>
<tr>
<td>Policy Strategy Matrix</td>
<td>Upload to the drop-box by 11:59 PM, March 3</td>
<td>10</td>
</tr>
<tr>
<td>Policy Analysis Paper</td>
<td>Upload to the drop-box by 11:59 PM, March 31</td>
<td>30</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>Upload a draft of your brief to the drop-box and post to discussion thread by 6 PM, April 28 for review by your classmates until May 3. You may make revisions based on your classmates’ feedback and the final draft is due on May 5.</td>
<td>10</td>
</tr>
</tbody>
</table>

2. **Assignments**


A. **Class Discussion (45% of grade)**

Discussion questions will be provided in the assignments for each module. Participation in discussion constitutes 45% of the grade for this course. You are expected to participate in both small and large (full class) discussions. (See details below.) Your discussion postings should demonstrate that you are familiar with the readings and offer a critical analysis of the author’s perspective. Your own views and questions are important so include your perspective **supported by evidence** you elicited from the assigned required readings and/or other materials that you 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 health policies. I look forward to your elucidation of contradictions and discrepancies in your postings. When reading, consider:
• The author’s major points, comparing and contrasting their views.
• The implications of the author’s views on the development of nursing as a discipline.
• 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.

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

Your postings should demonstrate:
• Equitable sharing of leadership and organization of the group
• Understanding, thoughtful reflection and creative thinking in regard to major points in the readings and their application to nursing as a discipline and health care delivery.
• Clarity and thoughtful organization of arguments posted.
• Timely and substantive contribution to your group.

Some additional guidelines for postings.

Timing: You should begin posting by mid-week. It is very hard for your classmates to respond to last minute responses to the discussion questions.

Length of responses: Your response to the Discussion Questions should not be longer than 300 words. Synthesize the material and address the key issues succinctly. Cite the evidence from the literature that led you to your ideas. A "good post" will include references from the assigned readings, an "excellent post" will include additional references. However, if you want to use additional references please refer to them and cite them in your posting rather than merely supplying a link to an article or a website that the reader needs to explore by themselves. These additions are very interesting and provide value to discussions, however, providing some information about what is in the linked article or website will help your classmates by saving them the time it takes to explore an unknown. Finally, please refrain from use of direct quotes as use of such does not demonstrate understanding of the concepts covered in the Module.

During the first module is when you are getting into the rhythm of the course and so I want to restate guidelines for timing of first posting.

Modules 1-6
Small Group Discussion
Post your individual response to the questions and respond to at least one of your classmate’s postings by 11:59PM, Thursday evening of Week 1 of the module. Please keep in mind that you need to post early enough in the week for a discussion within your small group. Waiting until the last minute does not facilitate a group discussion. Note that for the first module, due to the short first week, the small group posting will be due by 11:59PM, Thursday evening of Week 2.
Full Class Discussion

- When assigned, the group summarizer will provide a thoughtful summary of your other group member’s perspectives by 6:00PM, Sunday evening, of Week 2 of each Module. This Group Summary needs to be submitted by Sunday evening at the beginning of Week 2 of a Module rather than the end of Week 2 of a Module. The group summarizer will also respond to other group summaries during Week 2 as below.
- All class members throughout the week post at least twice.

Module 7 Discussion (5% of course grade)

- Post a critical analysis of at least two of your classmate’s policy briefs by Friday, May 3. Use this feedback to revise the final version of your policy brief to be uploaded to the Dropbox by May 5.

You will perform a self-evaluation of your discussions at mid-semester (due March 15, 2019, just prior to Spring break during Module 4) and at the end of the semester (due April 28, 2019, during Module 7). Instructions on how to perform this evaluation are included within the respective Module assignments.

B. Policy Analysis Paper Due by 11:59 PM, March 31, 2019

This scholarly paper is an expansion of the work that you completed in the first two assignments. In 10-15 pages, expand your description of the policy issue that you identified in the first assignment including the sections described below. Be concise in your descriptions of your analysis. This paper should reflect critical analysis and synthesis of pertinent literature on the topic; exhibit individual creativity and scholarship; and is written in A.P.A. format (see www.apastyle.org/elecref.html). Points will be lost for late submission of written assignments (3 points per day). In addition to your assigned readings, include at least five additional sources from the professional literature. Remember to critically evaluate the source of your evidence, i.e., Peer reviewed, author or board of directors with credible/unbiased backgrounds, etc.

Apply the policy making process described by Bardach’s 8 step model, the chapters in McLaughlin & McLaughlin, other assigned readings, and sources from the professional literature. The policy process is creative, so use this opportunity to brainstorm possible solutions to your problem.

You will develop this paper in stages. Directions for initial assignments are posted on the Canvas course site. I will provide feedback at each stage.

1. Develop and upload to the dropbox, a one or two paragraph description of a health policy problem due on February 10.
2. Using this problem, develop a matrix that includes at 3-4 policy strategies. From your readings, identify a set of criteria appropriate for the problem and use these criteria to evaluate the strategies. Upload your matrix to the dropbox on March 3.
3. Use these initial papers to inform your final Policy Analysis Paper, due on March 31. See the table below for the format and rubric for the paper.

An example of a policy analysis including a strategy matrix may be found in the Course Resources. While not related to healthcare, the description of policies related to a Canadian Fish Hatchery in Chapter 1 of Weimer and Vining is a wonderful example of a more comprehensive analysis.
### Policy Analysis Paper: Sections

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Suggested Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure the policy problem and objectives</td>
<td>10</td>
<td>1-2</td>
</tr>
<tr>
<td>Assemble evidence and background about the problem. Include at least five research-based sources of evidence about your problem and/or the policy analysis process.</td>
<td>15</td>
<td>1-2</td>
</tr>
<tr>
<td>Identify at least three stakeholders and determine their needs and values (This information could be included in a table.)</td>
<td>15</td>
<td>1-2</td>
</tr>
<tr>
<td>Construct the alternatives: Using the information analyzed in your policy strategy matrix, describe 2-3 policy alternatives. Clearly specify the criteria you use to evaluate these alternatives and your rationale for choosing them.</td>
<td>25</td>
<td>2-3</td>
</tr>
<tr>
<td>Project the outcomes and confront the tradeoffs: Evaluate your options using the criteria you selected in the previous section</td>
<td>20</td>
<td>2-3</td>
</tr>
<tr>
<td>Summary and recommendations</td>
<td>10</td>
<td>1-2</td>
</tr>
<tr>
<td>Writing, APA format, references etc.</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>Total (including references)</td>
<td>100</td>
<td>10-15</td>
</tr>
</tbody>
</table>

3. **Policy on Late Work:** For written assignments, there is a 3 percentage 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.**

4. **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 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.

   - Module Readings: 2.5 hours/week/ Total: minimum 37.5 hours
   - Discussions: 2 hours/week/ Total: minimum 30 hours
   - Written Assignments (includes library searches and readings for written assignments): 4.5 hours/week/ Total: minimum 67.5 hours

5. **Grading Scale**

<table>
<thead>
<tr>
<th>95 - 100 % = A</th>
<th>85 - 86 % = B-</th>
<th>75 - 76 % = D+</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 - 94 % = A-</td>
<td>83 - 84 % = C+</td>
<td>72 - 74 % = D</td>
</tr>
<tr>
<td>91 - 92 % = B+</td>
<td>79 - 82 % = C</td>
<td>70 - 71 % = D-</td>
</tr>
<tr>
<td>87 - 90 % = B</td>
<td>77 - 78 % = C-</td>
<td>&lt;70 % = F</td>
</tr>
</tbody>
</table>

6. **Course Attendance Policy:** Attendance in this course is expected. Although there will be no penalty for missed classes with the exception of loss of points for late or missing discussion postings, students are responsible for the material covered in all class sessions.
7. 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

1. 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.

2. 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:

3. **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 HelpDesk and they will be able to help you.

• **UWM Course Management System: Canvas LMS** 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.
Course Schedule

Module 1  Health Policy: Overview
Welcome and Introduction to the course
January 22, 2019 - February 9, 2019

Assignment: See Module 1 Canvas
Introduction to your classmates due January 25, 2019

View the Ted Talk: Jonathan Haidt: The moral roots of liberals and conservatives
http://www.ted.com/talks/jonathan_haidt_on_the_moral_mind.html

Readings:


Optional: (for those who want a quick review of the basics of the legislative process)
View the School House Rock video: I’m Just a Bill
https://www.youtube.com/watch?v=tyeJ55o3El0

Module 2 - The Policy Analysis Process I: Structuring the Problem, Assembling the Evidence, Evaluation of Political Feasibility, Stakeholder Values, and Implementation
February 10, 2019 - February 23, 2019

Assignment: See Module 2 Canvas
Policy problem description due by February 10, 2019

Readings:

Bardach & Patashnik Parts 2 & 3 pp. 83-139; Appendices A, B, & C

http://content.healthaffairs.org/cgi/reprint/26/2/394?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=political+feasibility\&searchid=1&FIRSTINDEX=0&resourceType=HWCIT


Recommended reading regarding theoretical Frameworks
Module 3   The Policy Analysis Process II: Evaluation of Technology and Economic Viability
February 24, 2019 – March 9, 2019
Assignment: See Module 3 Canvas
Strategy Matrix due March 3, 2019

Readings:
McLaughlin & McLaughlin. Chapters 7 pp.113-131; Chapter 10 pp. 180-210
Weimer & Vining. Chapters 16, pp.383-423. (You may want to skim the quantitative economic analyses in this chapter.)

Recommended:
Gawande (2009): The Cost Conundrum
http://www.newyorker.com/reporting/2009/06/01/090601fa_fact_gawande?currentPage=all
Module 4  More About Power and Politics in Nursing and Health Care Delivery  
March 10, 2019 – March 30, 2019 

Assignment: See Module 4 Canvas

Readings:
Kerschner, S. W., & Cohen, J. (2002). Legislative decision making and health policy: A phenomenological study of state legislators and individual decision making. Policy, Politics & Nursing Practice, 3(2), 118-128.

Have a Wonderful Spring Break and Don’t Forget Your Paper!!
Module 5 Health Care Organization and Reform in the United States
March 31, 2019 – April 13, 2019

Policy Paper Due March 31
Assignment: See Module 5 Canvas
View Ted Talk: Jonathan Haidt: How common threats can make common (political) ground.
http://www.ted.com/talks/jonathan_haidt_how_common_threats_can_make_common_political_ground.html

View: Frontline Chapter 1 - Obama Launches his Health Reform Drive

Readings:

Module 6 Health Care Organization and Reform In Developing Countries
April 14, 2019 - April 27, 2019

Assignment: See Module 6 Canvas
https://www.youtube.com/watch?v=NtHyLdCB3tM.


Readings:


Recommended: Dartmouth First Year Lecture – Paul Farmer, Jim Yong Kim, Ophelia Dahl, and Carol Folt (lecture to Dartmouth Freshmen for summer reading program after reading Mountains Beyond Mountains by Tracy Kidder; Note the first 15 minutes or so are introductory) 
http://www.youtube.com/watch?v=qs0w1e_Z_LU
Module 7 Building Skills to Engage More in the Process
April 28, 2019 – May 9, 2019
Policy Brief due April 28, 2019

Assignment: See Module 7 Canvas
View Ted Talk: Omar Ahmad: Political change with pen and paper:
http://www.ted.com/talks/omar_ahmad_political_change_with_pen_and_paper.html
Readings:

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

3. **Technology and Social media**: See student handbook