Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE REVISION

☐ Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
☐ Obtain all required signatures with dates.
☐ Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
☐ Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested Future Effective Date: Fall 2015
(term/year) Course Typically Offered:________

DEADLINES: For fall term effective date: October 1st; for spring or summer term effective date: March 1st. See instructions.
NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

Current course [List course as it currently appears in the catalog]:
<table>
<thead>
<tr>
<th>NURS 584</th>
<th>Theory and Policy Development in Systems of health Care Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>NURS 536 prerequisite</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit hrs</th>
<th>lecture hrs</th>
<th>lab or studio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 per week</td>
<td></td>
<td></td>
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</table>

Requested Change(s): Check all that apply and list proposed change.

☐ Change subject:__________________________________________
☐ Change course number:________________________
☐ Change credit to:________________________

☐ Change lecture-lab ratio to: ____________________________
☐ Variable credit:_____________________________________
☐ Repeat credit (cum. max. hrs):________________________

☐ New/change crosslisting*:________________________________
☐ Conjoint listing (400/500):________________________

Special Grading: ☐ S, F; ☐ A, S, F (PEACT only); ☐ S, M, F (VET MED only); ☐ H, S, F (PHARMACY, PHARDSCI only)
☐ Other (please list request):________________________

NOTE: If only requesting a change to title, prerequisite, and/or description, please use a Minor Curriculum Change form.

☐ Title change: Health Care Law, Policy, and Analysis
☐ Prerequisite change: None

Change catalog description to: Analysis of health care policy and delivery systems including access, disparity, barriers to care, social justice, vulnerability, and health outcomes.

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)
☐ Request to meet UCORE in ____________________________ (Must have UCORE Committee Approval) See Instructions.
☐ Special Course Fee ____________________________ (Must submit request to University Receivables)

Contact: ____________________________________________
Phone number: ____________________________ Campus mail code: ____________________________
Email: ____________________________________________

Instructor, if different: ____________________________

Chair/date: ____________________________
Dean/date: ____________________________
All-University Writing Com Date: ____________________________

Chair (if crosslisted/interdisciplinary)*: ____________________________
Dean (if crosslisted/interdisciplinary)*: ____________________________
UCORE Committee Approval Date: ____________________________

Catalog Subcommittee Approval Date: ____________________________
GSC or AAC Approval Date: ____________________________
Faculty Senate Approval Date: ____________________________

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
Rationale for Course Change

COURSE NUMBER: NURS 584
COURSE TITLE: Health Care Law, Policy, and Analysis
CREDIT HOURS: 3

The proposed major changes include an increase in credits (from 2 to 3), and changes in course title, catalog description, course description, and student learning outcomes.

This course was previously required in the College of Nursing PhD program. Last year the PhD program discontinued this course as required and it is now an elective that may be taken by PhD students.

This course will become a required course in the DNP program. To address identified deficits in the DNP curriculum, NURS 507 (Health Policy Analysis) will be eliminated from the DNP curriculum and will be replaced by NURS 584. The revisions in NURS 584 allow additional content about health care law and ethics to be included in the course and in the DNP curriculum.
NURS 584: Health Care Law, Policy, and Analysis
COURSE SYLLABUS

COURSE NUMBER: Nursing 584
COURSE TITLE: Health Care Law, Policy, and Analysis
CREDIT HOURS: 3 semester credits
COURSE FACULTY: Janessa M. Graves, PhD, MPH

Email: janessa.graves@wsu.edu
Office Location: 314C – College of Nursing/Riverpoint Campus, Spokane
Office Hours: Weekly virtual office hours will be held on ANGEL Wednesdays 12-2 pm; other times by appointment
Office Phone: (509) 324-7257

PREREQUISITES: None
COREQUISITES: None
MEETING TIME: Wednesdays, 8:10 AM – 11:00
MEETING LOCATION: Spokane: SNRS 201; Vancouver CES 104; TriCities: TBA

CATALOG DESCRIPTION
Analysis of health care policy and delivery systems including access, disparity, barriers to care, social justice, vulnerability, and health outcomes.

COURSE DESCRIPTION
This course focuses on analyzing systems of access to health care for uninsured, underinsured, rural and urban populations. Additional concepts introduced include barriers to health care access, vulnerability to disease, disparities in patient outcomes, social justice, and evaluation and comparison of selected health care delivery systems in the U.S. and worldwide. Nursing science is applied to understand and improve quality of health care in the United States. Critical analysis of health care policies and related issues from the perspective of other health disciplines, consumers and stakeholders regarding health policy is included. The student is introduced to policy development and education of stakeholders.

STUDENT LEARNING OUTCOMES
Upon completion of this course, the student will be able to:
1. Evaluate various U.S. health care delivery models based on organizing principles and modes of delivery, including strategies addressing health care delivery to vulnerable populations.
2. Compare and contrast global health care delivery systems with those found in the U.S.
3. Analyze current private and public health care policies.
4. Advocate for the nursing profession with regard to national health goals, disease prevention initiatives, patient outcomes, politics, and economics at local, state, national and international levels.
5. Analyze the role of social justice in evaluation of current U.S. health care delivery.
6. Educate the public, stakeholders, and policy makers regarding nursing, health policy and patient outcomes.

COURSE POLICIES

Attendance Policy
This class is based on active learning concepts. Therefore, students are expected to attend all Spokane-based and Polycom/AMS classes. Students are also expected to participate in online discussion forums and graded online activities in the week(s) they are offered and extensions will not typically be granted (see Late Work, below, for more information). Failure to participate in graded online activities will be considered an absence. Reasonable accommodation for excused absences may be considered on a case-by-case basis. Absent students, excused and unexcused, are responsible for learning material covered in class and submitting assignments on time, unless other accommodations are made. More than two unexcused absences may result in a reduction in final student grades.

Academic Regulations
The Office of the Registrar lists Academic Regulations.

Dead Week or Closed Week
According to Academic Regulation (#79) per the Office of the Registrar, “No examinations or quizzes (other than laboratory examinations, make-up examinations and make-up quizzes) may be given during the last week of instruction.” Note that special arrangements may be made for paper-proctored exams at a distance.

Credit Definition (Academic Regulation 27): Academic credit is a measure of the total minimum time commitment required of a typical student in a specific course. For the WSU semester system, two semester credits correspond with a minimum of 90 hours over the 15-week semester.

Workload: It is WSU policy that for every hour in class students should expect an average of two hours working on the course assignments outside of class. Depending on your skills and knowledge as a learner, it may take you more or less time than the average. Also, there may be some weekly tasks that take more time than the previous week and vice versa.

Academic Integrity Policy
Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to http://conduct.wsu.edu/academic-integrity-policies-and-resources. Please use these resources to ensure that you don’t inadvertently violate WSU’s standard of conduct.

WSU’s Campus Safety Statement
Washington State University Spokane is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals
should know the appropriate actions to take when an emergency arises. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community. All students should go to the zzusis portal at http://zzusis.wsu.edu and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the zzusis portal page. Providing multiple contact methods will help ensure you receive notifications in a timely manner, and your information will NOT be used for any other purpose.

WSU-Pullman Campus Safety Plan http://safetyplan.wsu.edu
WSU-Vancouver Campus Safety Plan http://www.vancouver.wsu.edu/safety-plan
WSU-Tri-Cities Campus Safety Plan http://www.tricity.wsu.edu/safetyplan/
WSU-Spokane Campus Safety Plan http://spokane.safetyplan.wsu.edu/

The University emergency management web site at http://oem.wsu.edu/emergencies.

Information about emergencies can be found on the WSU ALERT site – http://alert.wsu.edu. Alert notices can also be found on each campus Alert Site.

**Spokane:** http://spokane.wsu.edu/services/Facilities/Safety_Security/
The WSU Spokane Campus Safety Plan contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The Campus Safety Plan can be found at: http://spokane.wsu.edu/services/Facilities/campus-safety-plan/. Please visit this site to become familiar with the campus safety and emergency information provided. A link to the WSU Pullman Safety Plan is also available on this web site. Look for the “Spokane Emergency Information” box on the left side of the page and click the update link to be taken to the registration page where you can enter your cell, landline, and email contact information as well as arrange for emergency text messages to be sent to your cell phone.

**Tri-Cities:**
Should there be a need to evacuate the building (e.g., fire alarm or some other critical event), students should meet the instructor at the blue light pole in the WEST or CIC Parking lot [use the parking lot for the building in which your class is located]. A more comprehensive explanation of the campus safety plan is available at http://www.tricity.wsu.edu/safetyplan. An emergency alert system is available and you can sign up for it at tricity.alert.wsu.edu.

**Vancouver:**
WSU has made an emergency notification system available for faculty, students, and staff. Please register at zzusis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or http://www.flashalert.net/. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. The WSU Vancouver safety plan website can be found at http://www.vancouver.wsu.edu/safety-plan.
WSU Disability Statement
Reasonable accommodations are available for students with a documented disability. All accommodations must be approved through your WSU Disability Services office. If you have a disability and need accommodations, we recommend that you begin the process as soon as possible. For more information, contact a Disability Specialist on your home campus.

WSU-Pullman Access Center
http://accesscenter.wsu.edu/
Washington Building, Room 217
509-335-3417

WSU-TriCities Disability Services
http://www.tricity.wsu.edu/disability/
Student Services Department, West Bldg, Room 269
509-372-7352

WSU-Spokane Disability Services
http://spokane.wsu.edu/students2/student-affairs/disability-resource.html
Academic Center, Room 130
509-358-7534

WSU-Vancouver Disability Services
http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services
VMMC, Lower Level
360-546-9138

Distance students may contact their ‘home’ campus office or may wish to access information at this website: http://accesscenter.wsu.edu/wsustudent-students/

Late Work
We recognize that our learners are working nurses, as well as students, and at times may be unable to submit work as outlined in the course syllabus. We may be willing to re-negotiate due dates if faculty are notified at least 24 hours in advance of the due date. If you are unable to submit graded assignments on the due date listed in the syllabus, email the faculty and negotiate a new date. Extensions for online assignments (e.g., theory thought discussion questions) will not typically be granted. Late assignments may result in point deductions.

Writing Expectations and Assistance
It is recommended that you obtain writing assistance this semester if you consider yourself a poor writer or if prior faculty indicated your writing performance was weak. The instructor may require you to obtain writing assistance or complete a writing assistance program this semester to successfully pass the course. Familiarize yourself with the WSU College of Nursing Graduate Student Writing Expectations posted in Angel>Lessons to find sources of writing assistance.

APA 6TH ed. Style
All assignments should be prepared using APA Style Manual, 6th Ed. guidelines.

Wikipedia Use
Wikipedia should never be used as a primary source of information. “As in the case of any encyclopedia, Wikipedia is not appropriate as the primary or sole reference for anything that is central to an argument, complex or controversial.” See http://oldsite.english.ucsb.edu/faculty/ayliu/courses/wikipedia-
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policy.html for more information about why Wikipedia is not an appropriate source of primary information.

LEARNING MANAGEMENT SYSTEM
Angel is the learning management system used by Washington State University to teach online portions of courses. To use the Angel course management system, you must first enroll in Angel. To enroll, you will need the user name and password assigned for use with MyWSU. To access Angel, go to: http://lms.wsu.edu. You will find the course syllabus in the section, “Syllabus.” The course readings are available on electronic reserves via the library and can be accessed in the section, “Lessons.”

See http://ams.wsu.edu/Index.aspx for Academic Media Services to access videotreamed classes and other information related to classroom use and videoconferencing. To access videotream sessions you will need the user name and password assigned for use with MyWSU.

TEXTBOOKS AND LEARNING MATERIALS

Required

All other required readings are linked on the course website accessed at http://lms.wsu.edu.

Recommended


Selected Additional Readings (Optional)
Optional readings are also described on the course website.

EVALUATION
Students are expected to be current with all required readings and other pre-class preparation for each class session. Both written and verbal participation will be expected and evaluated. Students are expected to submit written assignments on time, with attention to grammar, language, and style, as well as content. A student who must miss class should hand in assignments for the missed class if credit is desired.

Assignments and Grading Criteria
There will be three types of graded assignments in this course: theory though discussion questions and participation, essays, and a policy fact sheet. Each student will be required to prepare and submit responses to theory thought discussion questions and participate in dialogue with classmates in these forums. Students will be required to complete written essays. Student grades will be based on participation, including the theory thought discussion questions (36 points) and four short essay assignments (16 points each).

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>% of grade (points)</th>
<th>Due Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory thought discussion questions and discussions</td>
<td>30% (3 points each)</td>
<td>TBD</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight (%)</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay assignments (N=4)</td>
<td>60%</td>
<td>15 points each</td>
</tr>
<tr>
<td>Policy fact sheet (N=1)</td>
<td>10%</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Participation & Engagement**

Substantive participation has two graded components (1) completion of theory thought discussion questions each week they are assigned and (2) active participation beyond the theory thought discussion questions, including engagement in dialogue with classmates about these questions. Participation includes online (Angel), in-person, and Polycom/AMS communications. Students are expected to log in to Angel at least twice per week. Both aspects of in-class participation will be evaluated using the Class Participation Rubric, below.

<table>
<thead>
<tr>
<th>Participation &amp; Engagement Rubric</th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Needs Improvement (1 point or fewer)</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Reading Application (25%)</strong></td>
</tr>
<tr>
<td>Application of assigned reading(s)</td>
</tr>
<tr>
<td>Responsiveness to group discussion</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Posting Quality (%35)</strong></td>
</tr>
<tr>
<td>Discussion postings and contributions</td>
</tr>
</tbody>
</table>
**Course Syllabus:** NURS 584 – Health Care Law, Policy, and Analysis

### Participation & Engagement Rubric

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement (1 point or fewer)</th>
<th>Acceptable (2 points)</th>
<th>Superior (3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sources and Evidence (25%)</strong></td>
<td>Little or no attempt to consider or apply evidence based sources</td>
<td>Demonstrates use and application of evidence based sources in assignments and discussions</td>
<td>Consistent use and application of evidence based sources in assignments and discussion with use of/discovery of additional new resources as needed</td>
</tr>
<tr>
<td>Use and application of evidence based resources</td>
<td>Sources used without appropriate credit or attribution (plagiarism results in an automatic zero)</td>
<td>Uses appropriate credit or attribution</td>
<td></td>
</tr>
</tbody>
</table>

### Theory Thought Discussion Questions

Each week, students will be given questions to aid them in understanding and reflecting upon the assigned readings. Students are expected to prepare answers for each question. During in-class sessions (Polycom/AMS and in-person), all questions will be discussed in class and students should be prepared to discuss their individual answers and opinions to the theory thought discussion questions. For other weeks (Angel), one to two discussion forums will open the week before. The discussion forums will have a prompt, which will include a selection of that week’s theory thought discussion questions. It is possible that not all questions will be included in a weekly discussion forum, however, it is important that students consider all questions. Reflection upon the theory thought discussion questions is crucial to understanding the course material. Students are asked to comment on their classmates’ posts and engage in a meaningful discussion in Angel forums.

### Essay Assignments

Students will complete four short, 1,000-word essays in this course. Each essay is designed to help the student reflect on, analyze, and synthesize material covered in class. Essays are due before class starts on each of the assigned due dates. Essays will be evaluated using the Essay Rubric. See the course calendar for due dates. Prompts for each essay assignment are below. The essay should be double-spaced and no more than 1,000 words in length (please include the word count on the front page). Please provide a numbered list of references (not included in the word count), and refer to them by number in the text.

**ACA Essay:** Discuss how the Affordable Care Act (ACA) does and does not address the national health care priorities. Please address how might population demographics influence this? How are underrepresented and underserved groups involved? You will likely need to seek out additional literature on the ACA. Please contact the course faculty if you are having trouble.

**Access Essay:** List and briefly discuss 3 primary factors influencing access to care in the United States; discuss the relationship between access and quality and how you think improvements in health care quality might impact access to care?

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1 U.S. national healthcare priorities include [Healthy People 2020](https://www.healthypeople.gov/2020), the [National Prevention Strategy](https://www.healthypeople.gov/2020/strategies/whole-person), and the [National Quality Strategy](https://www.qualityhealthcare.gov/). Information about these resources can be found on the “National Healthcare Priorities” page in the “Lessons” folder on ANGEL.
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**Cost Essay**: List and discuss what you believe are the three most important drivers of cost increases in the U.S. health care system; offer an approach to controlling these cost drivers; discuss briefly how this approach will affect access and quality.

**International Essay**: List and discuss 2-3 major ways in which the US health care system differs from those of our closest neighbors: Canada and Mexico. In brief (i.e., no more than ¼ of your essay), reflect on how these differences might this affect health care for vulnerable populations in the respective countries.

<table>
<thead>
<tr>
<th>Essay Rubric</th>
<th>Substandard (4 points or fewer)</th>
<th>Poor (8 points)</th>
<th>Fair (11 points)</th>
<th>Good (13 points)</th>
<th>Exceptional (15 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and discussion (80%)</strong></td>
<td>- Content is incomplete.</td>
<td>- Major points are addressed, but not well supported or discussed.</td>
<td>- Content is accurate and mostly complete.</td>
<td>- Major points are mostly clearly and are well supported.</td>
<td>- Purpose of the writing is clear.</td>
</tr>
<tr>
<td>Including application of the literature</td>
<td>- Major required topics are lacking or not all included or poorly discussed.</td>
<td>- Application of literature demonstrates superficial understanding of issues.</td>
<td>- Application of literature demonstrates fair understanding of issues.</td>
<td>- Application of literature demonstrates good understanding of issues.</td>
<td>- All major points are stated clearly and are well supported.</td>
</tr>
<tr>
<td><strong>Grammar, punctuation, and spelling (20%)</strong></td>
<td>- Paper contains numerous grammatical, punctuation, and spelling errors.</td>
<td>- Paper contains some grammatical, punctuation, and spelling errors.</td>
<td>- Paper contains several grammatical, punctuation, and spelling errors.</td>
<td>- Paper contains few grammatical, punctuation, and spelling errors.</td>
<td>- Application of literature demonstrates thorough understanding of issues.</td>
</tr>
<tr>
<td>Including APA formatting and writing style/precision.</td>
<td>- Language and wording is not clear or precise.</td>
<td>- Language and wording may not be clear or precise.</td>
<td>- Language and wording may not be clear or precise.</td>
<td>- Language and wording could be more clear and precise.</td>
<td>- Language is clear and precise.</td>
</tr>
</tbody>
</table>

Students may revise their essay for potential improvement in grades. This is option. Revisions will be due 1 week after essays are returned to the student. Revised essays may result in up to 50% increase in each essay assignment grade. Increased essay length will not be allowed in revisions (all original assignment requirements apply).

**Policy Fact Sheet**
Students will complete a 1-2-page policy fact sheet on a topic of your choice to inform policymakers. See the course calendar for the due date for this assignment. Fact sheets will be evaluated using the Policy Fact Sheet Rubric.
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Fact sheets serve a variety of purposes and come in several different styles and forms. They can be used for the purposes of gathering background information, to answer questions about an issue of program from stakeholders and the general public, or to promote a particular advocacy or policy object.

Fact sheets typically fall into one of two categories: (1) general information dissemination, or (2) information for advocacy. Target audiences for fact sheets relating to health policy issues include; Congressional staffers, policymakers, reporters, and the general public.

The main function of a fact sheet is to break down complicated information into accessible and easily understandable parts. To facilitate comprehension and ease of reading, individual sections of the fact sheet are frequently captioned.

Tips:

- Keep it short and readable
- Use action captions or headings
- Use graphics when dealing with numbers
- Provide citations for your information
- Examples: Kaiser Family Foundation www.kff.org; Families USA www.familiesusa.org; PhRMA www.phrma.org; The Commonwealth Fund; www.commonwealthfund.org

<table>
<thead>
<tr>
<th>Policy Fact Sheet Rubric</th>
<th>Substandard (3 points or fewer)</th>
<th>Poor (4 points)</th>
<th>Fair (6 points)</th>
<th>Good (8 points)</th>
<th>Exceptional (10 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (100%)</strong></td>
<td>- Content is unclear and not supported</td>
<td>- Major content point presented or addressed, but not well supported</td>
<td>- Major content point is clear and mostly supported</td>
<td>- Major content point is clear and is well supported.</td>
<td>- Major content point is clear and is well supported.</td>
</tr>
<tr>
<td></td>
<td>- Major topics are lacking or poorly presented</td>
<td>- Topic is unclear to stakeholder</td>
<td>-Topic is clear to stakeholder</td>
<td>- Topic is clear to stakeholder</td>
<td>- Topic is clear to stakeholder</td>
</tr>
<tr>
<td></td>
<td>-Topic unclear to stakeholder</td>
<td></td>
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>76-79</td>
</tr>
<tr>
<td></td>
<td>73-75</td>
</tr>
</tbody>
</table>

Updated 2015-02-27
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C−</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>66-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-65</td>
</tr>
<tr>
<td>F</td>
<td>Points 59 or below</td>
<td>NO POINTS; NO COURSE CREDIT</td>
</tr>
</tbody>
</table>

WSU Graduate School Grading Formula
Numerical points are either rounded up or down using 0.5 as the cut point. Assignment grades and final grades are posted in Angel. From WSU Graduate School Policies: “No graded courses of “B-“ or below may be dropped from a program of study for an advanced degree nor can a course be repeated for a higher grade if the final grade is “C” or higher. Any course listed on the program of study for which a grade of “C-“ or below is earned must be repeated for a letter grade, not on a Pass/Fail basis.”
## NURS 584: Health Care Law, Policy, and Analysis
### COURSE MAP

<table>
<thead>
<tr>
<th>PhD Program Outcomes</th>
<th>Student Learning Outcome</th>
<th>Demonstration of Student Learning (Assignments, presentations, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates ability to analyze, construct, or test theoretical frameworks that guide nursing research design, methodology, data analyses, and the transfer of new knowledge into practice.</td>
<td>Evaluate various U.S. health care delivery models based on organizing principles and modes of delivery, including strategies addressing health care delivery to vulnerable populations.</td>
<td>Assigned readings, Class discussion, Theory thought discussion questions, Essays</td>
</tr>
<tr>
<td>Synthesizes knowledge from a variety of disciplines to create research designs and methods for nursing science and to address ethical, social, cultural, political, and professional issues</td>
<td>Compare and contrast global health care delivery systems with those found in the U.S.</td>
<td>International essay, Theory thought discussion questions</td>
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<td></td>
<td>Advocate for the nursing profession with regard to national health goals, disease prevention initiatives, patient outcomes, politics, and economics at local, state, national, and international levels</td>
<td>Readings; Theory thought discussion questions</td>
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<tr>
<td></td>
<td>Analyze the role of social justice in evaluation of current U.S. health care delivery</td>
<td>Assigned readings, Theory thought discussion questions, class discussion</td>
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<thead>
<tr>
<th>DNP Program Outcomes</th>
<th>Student Learning Outcome</th>
<th>Demonstration of Student Learning (Assignments, presentations, etc.)</th>
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### Essential V: Health Care Policy for Advocacy in Health Care

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<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Resource</th>
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<tr>
<td>Critically analyze health policy proposals, health policies and related issues from the perspective of consumers, nursing, other health profession and other stakeholders in policy and public forums</td>
<td>Evaluate various U.S. health care delivery models based on organizing principles and modes of delivery, including strategies addressing health care delivery to vulnerable populations. Analyze current private and public health care policies.</td>
<td>Theory thought discussion questions weeks 1-9 ACA Essay Access Essay Cost Essay</td>
</tr>
<tr>
<td>Advocate for the nursing profession within the policy and healthcare communities.</td>
<td>Advocate for the nursing profession with regard to national health goals, disease prevention initiatives, patient outcomes, politics, and economics at local, state, national and international levels.</td>
<td>Policy Fact Sheet Health Care Simulation Exercise week 9</td>
</tr>
<tr>
<td>Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.</td>
<td>Advocate for the nursing profession with regard to national health goals, disease prevention initiatives, patient outcomes, politics, and economics at local, state, national and international levels.</td>
<td>Policy Fact Sheet Health Care Simulation Exercise week 9 Theory thought discussion questions weeks 5-12 International essay</td>
</tr>
<tr>
<td>Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</td>
<td>Educate the public, stakeholders, and policy makers regarding nursing, health policy and patient outcomes.</td>
<td>Policy Fact Sheet Health Care Simulation Exercise week 9</td>
</tr>
<tr>
<td>Advocate for social justice, equity, and ethical policies within all healthcare arenas.</td>
<td>Analyze the role of social justice in evaluation of current U.S. health care delivery.</td>
<td>Theory thought discussion questions week 13</td>
</tr>
</tbody>
</table>
### Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health

Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.

- Evaluate various U.S. health care delivery models based on organizing principles and modes of delivery, including strategies addressing health care delivery to vulnerable populations.
- Compare and contrast global health care delivery systems with those found in the U.S.
- Analyze current private and public health care policies

<table>
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<tr>
<th>Theory thought discussion questions weeks 1-9</th>
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<tr>
<td>ACA Essay</td>
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<tr>
<td>Access Essay</td>
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<tr>
<td>Cost Essay</td>
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<tr>
<td>International Essay</td>
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<tr>
<td>Health Care Simulation Exercise week 9</td>
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Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

- Evaluate various U.S. health care delivery models based on organizing principles and modes of delivery, including strategies addressing health care delivery to vulnerable populations.

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<tr>
<th>Theory thought discussion questions weeks 1-9</th>
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<tr>
<td>ACA Essay</td>
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<tr>
<td>Access Essay</td>
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<tr>
<td>Cost Essay</td>
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# NURS 584: Health Care Law, Policy, and Analysis
## CLASS OVERVIEW

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<th>WK</th>
<th>Session Topic</th>
<th>Learning Activity</th>
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<td>1</td>
<td>Course overview&lt;br&gt;Overview of the U.S. Healthcare System&lt;br&gt;<em>(In person class)</em></td>
<td>Theory thought discussion questions in class</td>
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<td></td>
<td><strong>Structure of Healthcare in the US</strong></td>
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<td>2</td>
<td>Financing, Insurance, and the Affordable Care Act</td>
<td>Theory thought discussion questions on Angel</td>
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<td>3</td>
<td>Outpatient and Inpatient Care</td>
<td>Theory thought discussion questions on Angel</td>
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<td>4</td>
<td>Managed Care and Long-Term Care&lt;br&gt;**(In person class)*</td>
<td>Theory thought discussion questions in class&lt;br&gt;ACTION Essay due&lt;br&gt;In-class review of essays</td>
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<td></td>
<td><strong>Evaluating our Healthcare System</strong></td>
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<td>5</td>
<td>Need And Access To Care</td>
<td>Theory thought discussion questions on Angel</td>
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<td>6</td>
<td>Defining &amp; Measuring Quality of Care</td>
<td>Theory thought discussion questions on Angel</td>
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<td>7</td>
<td>Improving Quality and Access&lt;br&gt;**(In person class)*</td>
<td>Theory thought discussion questions in class&lt;br&gt;Access Essay due&lt;br&gt;In-class review of essays</td>
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<tr>
<td>8</td>
<td>Costs and Cost Drivers</td>
<td>None</td>
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<tr>
<td>9</td>
<td>Health Policy&lt;br&gt;**(In person class)*</td>
<td>Cost Essay due&lt;br&gt;In-class review of essays&lt;br&gt;Healthcare simulation exercise in class (bring laptops, if possible)</td>
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<td></td>
<td><strong>International Perspectives</strong></td>
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<td>10</td>
<td>Developed Nations</td>
<td>Theory thought discussion questions on Angel</td>
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<td>11</td>
<td>Developing Nations</td>
<td>Policy fact sheet due</td>
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<tr>
<td>12</td>
<td>World health: the roles of NGO's and WHO.</td>
<td>None</td>
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<td><strong>Social Justice</strong></td>
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<tr>
<td>13</td>
<td>Social Justice and Values&lt;br&gt;**(In person class)*</td>
<td>Theory thought discussion questions in class&lt;br&gt;International Essay due&lt;br&gt;In-class review of essays</td>
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<tr>
<td>14</td>
<td>No class (Thanksgiving Holiday)</td>
<td>None</td>
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<tr>
<td>Week</td>
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<td>15</td>
<td>Health Services for Special Populations</td>
<td>Theory thought discussion questions on Angel</td>
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<td></td>
<td>(In person class)</td>
<td>Course evaluations</td>
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</table>
**Course Syllabus:** NURS 584 - Theory and Policy Development in Systems of Health Care Delivery

| **Week 1**  
| **Overview of the U.S. Healthcare System**  
| *(Class meets on AMS)* |

**Overview of the Topic**
This session provides a brief, introductory overview of the U.S. health care system. The session also provides an introduction to the field of health services research and ends with an overview of the 2010 Affordable Care Act healthcare reform legislation.

**Student Learning Outcome(s) Addressed:** 1, 3

**Required Readings**
1. Shi & Singh – Chapter 1 pages 1-20, 28-31 (pp 21-27 are NOT required)

**Optional Readings**

**Learning Activities**
Prepare responses to theory thought discussion questions and discuss in class (via AMS).

**Theory thought discussion questions**
According to the Shi & Singh reading, what aspects of the U.S. healthcare system make it “imperfect”? What role does insurance play in the U.S. healthcare system?

Why are there no Toyotas in our healthcare system, as described by Coye (2001)? Do you agree or disagree with this argument? How can the quality of U.S. health care system be improved, according to Coye?

From the reading in Bodenheimer and Shi & Singh, describe how a government-financed national health insurance plan, an employer mandate plan, and an individual mandate plan work under health care reform. What are some flaws with this arrangement? Do some outside reading and discuss the history of employer-sponsored healthcare.

Discuss the four key groups of Americans described by Newhouse (2010) and how it is proposed each would be affected by the health reform legislation? What has occurred? Have the predictions by Newhouse been realized?
Overview of the Topic
This session describes the characteristics and key principles of health insurance and ways in which financing of healthcare can influence utilization.

Student Learning Outcome(s) Addressed: 1, 3

Required Readings
1. Shi & Singh – Chapter 6

Optional Readings

Learning Activities
Discussion forums on Angel will be active starting 9/1. They will focus on a selection of the theory thought discussion questions below. Please prepare responses to all questions and discuss selected questions in Angel forums.

Theory thought discussion questions
According to your reading of Shi and Singh, what are the major financial & non-financial barriers to care? Will the ACA address these barriers? Why? Why not?

Discuss the relationship between costs and value in American healthcare, according to the seminal article by Eddy (1990). How are we disconnected with healthcare services and products? As a provider, how have you seen this borne out?

The well-known article by Manning (1987) describes the results of what may be the most famous research study of health insurance, the Rand Health Insurance Experiment (HIE). How was the HIE designed? Describe the effects of insurance (a) overall, (b) by income group, (c) by health status and (d) for HMO patients? How do you think this experiment has informed the ACA?

In the article by Blendon (2006), how does the American public [generally] conceptualize healthcare policy, spending, and quality of care? Describe the disconnect between the public’s perspective of healthcare at the population and individual level. What do you think drives this, and what implications does it have for the development of future healthcare policies in the U.S.?
Overview of the Topic
This week, we will discuss the structure and delivery of outpatient (including primary and ambulatory care) and inpatient care in the United States. We will cover methods of delivery, financing, and access of care historically and presently. The influence of the ACA will be discussed in this context.

Student Learning Outcome(s) Addressed: 1

Required Readings
1. Shi & Singh – Chapter 7 & 8
2. Ashton et al., Hospital use and survival among Veterans Affairs Beneficiaries. NEJM 2003;349(17):1637-1649.

Optional Readings

Learning Activities
Discussion forums on Angel will be active at the beginning of this week. They will focus on a selection of the theory thought discussion questions below. Please prepare responses to all questions and discuss selected questions in Angel forums.

Theory thought discussion questions
Summarize the three most important things you learned last week.

From the Shi and Singh chapters, describe the historical relationship between ambulatory care services and hospitals. How has it changed over time? How does/will the ACA affect the delivery of care in outpatient and inpatient settings? What are possible long-term ramifications?

Ashton and colleagues (2003) described the change in inpatient utilization over time in the VA system. Why did hospital bed day rates fall among the VA population during the time period studied? What are the possible impacts of shifting care from inpatient to outpatient settings?

What did Wilson and Tedeschi (1984) evaluate and why? They found significant hospital discharge-rate variation across communities. What factors did they find drive this utilization?
Course Syllabus: NURS 584 – Health Care Law, Policy, and Analysis

Week 4
Managed Care and Long-term Care
(Class meets in Spokane)

Overview of the Topic
This session will cover managed care – what it is, its major tenets, and where it is heading. We will also briefly cover the system of long-term care in the United States.

Student Learning Outcome(s) Addressed:

Required Readings
1. Shi & Singh – Chapter 9 & 10

Optional Readings
1. Ware, et al. Differences in 4-Year Health Outcomes for Elderly and Poor, Chronically Ill Patients Treated in HMO and Fee-for-Service Systems: Results From the Medical Outcomes Study. JAMA. Oct 2, 1996. 276(13):1039-1047.

Learning Activities
Prepare responses to theory thought discussion questions and discuss in class.

Before class

Theory Thought Discussion Questions
What is the “managed care revolution” as described by Lesser and colleagues (2003)? What are the key developments that occurred during this time? How has it changed U.S. health care?
What did Robinson and colleagues (1996) study? How did they do it? Be able to describe their key results. What are the implications of this research?
What are accountable care organizations? What are concerns about them? How do they compare to managed care?

Reminder
The ACA essay is due by the beginning of class. Please submit the assignment in the Dropbox in the Week 4 folder (Lessons > Week4).
Overview of the Topic
In this session, we will discuss factors associated with patient need and access to care. System, organization, environmental, individual, and provider-specific factors will be discussed.

Student Learning Outcome(s) Addressed: 1, 3

Required Readings
1. Shi & Singh – Pages 484-490

Optional Readings

Learning Activities
Discussion forums on Angel will be active starting at the beginning of this week. They will focus on a selection of the theory thought discussion questions. Please prepare responses to all questions and discuss in Angel forums.

Theory thought discussion questions
Andersen and Newman (1973) make the distinction between perceived need and evaluated need. Is this a useful distinction? Why or why not? Describe the difference between equitable and inequitable access in the behavioral model?

In their description of health services utilization, Andersen and Newman highlight both individual and societal determinants. They note that the health care system should improve population health. There is an ongoing debate about whether, or the extent to which, the health care system should focus on improving individual health versus population health. What is your opinion, and on what do you base your opinion?

Sommers and colleagues evaluated changes in Medicaid and ACA policies and their impact on access to care. In your opinion, what do their results tell us about the needs and access to care in the population before the policy change?

Based on the Kaiser Family Foundation reading, how does the ACA aim to improve access to care for Medicaid beneficiaries? List the ways in which the ACA aims to decrease the proportion of the population who are the uninsured.
Schoen and colleagues (2010) discuss how health care policies, specifically health insurance design, affect access to care and costs in a selection of developed countries. Do you think the distinctions in outcomes between countries were attributed to health insurance design, or other factors?
Overview of the Topic
This session will cover issues associated with defining and measuring the quality of healthcare within a system. There are a variety of ways in which quality can be defined and measured.

Student Learning Outcome(s) Addressed: 1, 3

Required Readings
1. Shi & Singh – Pages 490-500

Optional Readings

Learning Activities
Discussion forums on Angel will be active at the beginning of this week. They will focus on a selection of the theory thought discussion questions below. Please prepare responses to all questions and discuss in Angel forums.

Theory thought discussion questions
Think about and describe how you would define healthcare quality, based on this week’s readings. How would this metric be measured and monitored? How might this definition differ if you defined it based on your experience alone?

How does Blumenthal (1996) define quality? What are the relevant perspectives regarding quality and how do these affect the definition of quality? What is your view of the extent to which the definition of quality should reflect the preferences of patients?

Healthcare quality can be measured using structure, process, or outcome criteria (after Donabedian). Discuss these types of measures and the issues that arise from their use.

The study by Mangione-Smith et al. (2007) (and preceding study by McGlynn et al. in optional readings) is a widely cited study of healthcare quality. How was the study designed, what was the study population, what measures were used to assess quality? What are the key findings of the study by Mangione-Smith (2007)? Did quality vary much by type of care or by type of condition?
Overview of the Topic
Last week we covered quality of care is defined and measured. This week, we will discuss how to improve healthcare quality, and how improving quality may or may not be related to access. We will delve further into ways access to care can be improved. We will also cover how quality and access are related to modes of healthcare delivery and healthcare policies.

Student Learning Outcome(s) Addressed: 1, 3, 4

Required Readings
3. Kuo, States With The Least Restrictive Regulations Experienced The Largest Increase In Patients Seen By Nurse Practitioners. Health Affairs 2013

Optional Readings

Learning Activities

Reminder
The access essay is due by the beginning of class. See below for the assignment description. We will review and discuss essays in class.


There is one theory thought discussion question this week (below), which is related to your experience and should not require significant preparation. We will discuss this in class. We will also discuss the readings on access and quality of care in class, so please be sure to do the readings before we meet.

Theory thought discussion question
The three major approaches to improving quality are a) improving the internal processes of care; b) public reporting of information on quality; and c) financial incentives for providers. From your experiences within your area of practice and based on the readings, how have you seen these approaches borne out?
Week 8
Cost and Cost Drivers
(Angel)

Overview of the Topic
Several factors influence the costs of healthcare in the United States; evidence suggests that some drive costs more than others. In this session, we will begin to review costs and discuss main cost drivers. We will cover contributors and variations in healthcare costs. We will also discuss how modes of healthcare delivery contribute to costs.

Student Learning Outcome(s) Addressed: 3

Required Readings
1. Shi & Singh, Pgs 464-482.

Optional Readings

Learning Activities

Theory thought discussion questions
There are no discussion forums on Angel this week. The following theory thought discussion questions are provided for your reflection:

Shi & Singh describe 9 factors that contribute to healthcare cost escalation in the U.S. Which factor do you believe is the most influential driver? Why? Is there a factor that they did not list?

How does Porter (2010) describe value in healthcare? How is value related to costs? to outcomes?

Describe how the costs of healthcare differ in the U.S. compared to other developed countries. Define Anderson’s (2003) main thesis. What are some possible criticisms of this perspective?

According to Thorpe (2004), which medical conditions contribute to increases in healthcare spending in the U.S.? How does this list relate to the 9 factors described by Shi and Singh?
The article by Fisher and colleagues (2003) is a classic and one of the first to describe variations in practice that may contribute to healthcare costs. This study has spurred extensive research on geographic variations in healthcare.

**Reminder**
The cost essay will be due next week.
Overview of the Topic
In this session, we will discuss the role that health policy plays in shaping healthcare. We will focus on the policy evaluation process and measured used to evaluate health care policies.

Student Learning Outcome(s) Addressed: 3, 6

Required Readings
1. Shi & Singh, Ch 13
4. Explore the website: http://ushealthpolicygateway.com/

Learning Activities
We will review and discuss essays in class. We will also be discussing the readings on costs and cost drivers, as they related significantly to the essays. While there will be no theory thought discussion questions this week, we will discuss health policy, as it is important to understand that major tenets for the policy fact sheet assignment. In the second hour of class, we will engage in a healthcare simulation exercise (see below).

Healthcare simulation exercise
Please take a look at the website, http://forio.com/simulate/simulation/cdc/health-bound/#. Sign up before class. We will be accessing this website for an exercise during class. If you have a laptop, please bring it to class today.

Reminder
The cost essay is due by the beginning of class.
Overview of the Topic
This week, we will take a look at health care in developed nations. Readings will cover system structure, outcomes, and healthcare costs.

Student Learning Outcome(s) Addressed: 2

Required Readings

Optional Readings

Learning Activities
Discussion forums on Angel will be active at the beginning of this week. They will focus on a selection of the theory thought discussion questions below. Please prepare responses to all questions and discuss in Angel forums.

Theory thought discussion questions
In your opinion, how do we reconcile the relationship between higher costs and poorer outcomes in the U.S. compared to other developed nations? What factors might explain this phenomenon?

Squires (2011) and the IOM (2013) report much of the same information. How does their tone of reporting differ? What factors are chosen to be the predominant focus in each? What ramifications does this choice have?

Reminder
The policy fact sheet is due next week.
Overview of the Topic
This week, we will take a look at health care in developing nations and contrast their systems with the system we have in the U.S. We will discuss system structure, policies, and healthcare costs.

Student Learning Outcome(s) Addressed: 2

Required Readings

Optional Readings

Learning Activities
Discussion forums on Angel will be active at the beginning of this week. They will focus on a selection of the theory thought discussion questions below. Please prepare responses to all questions and discuss in Angel forums.

Theory thought discussion questions
Yu and colleagues discuss the contribution of HIV programming in the development of cross-sector health care systems in developing countries. Do you think this is a viable and sustainable mode of development? Why or why not?

Makinen et al (2000) contrast inequality and healthcare utilization and costs in 8 countries. They outline several findings, some of which are surprising. Do you agree with their interpretations?

Blaya et al (2010) discuss the potential for e-health technologies to contribute to health in developing countries. What do you think of this? What barriers exist to this type of intervention? What are some potential disadvantages to widely relying on mobile and PDA technologies for healthcare?

Reminder
The policy fact sheet is due today.
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Week 12
World health: the roles of NGOs and the WHO
(Angel)

Overview of the Topic
What role does the WHO and other national and international NGOs play in the provision and management of healthcare. This week, we will look in to the roles that these organizations play.

Student Learning Outcome(s) Addressed: 2, 4

Required Readings

Optional Readings

Learning Activities
Discussion forums on Angel will be active at the beginning of this week. They will focus on a selection of the theory thought discussion questions below. Please prepare responses to all questions and discuss in Angel forums.

Theory thought discussion questions
In their ecological study, Sattler and Shandra (2012) found that NGO density contributes to lower incidence of child mortality. Do you believe they measured all of the factors that may contribute to these patterns? What limitations might exist in their analysis? Be able to discuss whether you disagree or agree with their conclusions.

How have you seen NGOs contribute the health in your communities? If you have international experiences, how have you seen the role of NGOs shape health in that arena?

Reminder
The international essay is due next week by the beginning of class.

Updated 2015-02-27
**Course Syllabus:** NURS 584 – Health Care Law, Policy, and Analysis

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<th>Week 13</th>
<th>Social Justice and Values</th>
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**Overview of the Topic**  
This week, we will discuss issues of social justice and values as they relate to healthcare, with a particular focus on the ACA. The readings for this week should echo back to the readings from Weeks 5 and 7.

**Student Learning Outcome(s) Addressed:** 5

**Required Readings**
1. Shi & Singh Ch 2.

**Optional Readings**
1. TBD

**Learning Activities**
Prepare responses to theory thought discussion questions and discuss in class (via AMS).

**Reminder**
The international essay is due by the beginning of class. See below for the assignment description. We will review and discuss essays in class.

**Before class**
Please watch 3/3/12 video from the Physicians for a National Health Program/Western WA (Rep. Jim McDermott, MD et al.) (see first 14 minutes for McDermott - optional: watch the full presentation - full length is about 1 hour) "Health Care and social justice":[http://www.youtube.com/watch?v=ETUiQJN-J-l](http://www.youtube.com/watch?v=ETUiQJN-J-l)

**Theory thought discussion questions**
What are the social justice impacts of the ACA?
What are your thoughts about who are winners and who might be losers as the ACA is implemented?
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Week 14
No class – Thanksgiving holiday / Fall break

Overview of the Topic
Enjoy the break!

Required Readings
1. Catch up on previous readings.

Optional Readings
1. Something for enjoyment.

Learning Activities
There will be no theory thought discussion questions this week.

Reflection
Spend some time reflecting on possible linkages between the readings in this class and your dissertation topic/area of interest.
Week 15
Health Services for Special Populations
(Angel)

Overview of the Topic
In this session, we will discuss health services for special populations in the United States, including veterans, the homeless, children, and undocumented immigrants. A special focus will be on access to care and policy development.

Student Learning Outcome(s) Addressed: 1, 3, 4

Required Readings
1. Shi & Singh, Ch 11

Optional Readings

Learning Activities


Discussion forums on Angel will be active at the beginning of the week. They will focus on a selection of the theory thought discussion questions below. Please prepare responses to all questions and discuss in Angel forums.

Theory thought discussion questions

What was the objective of the study by Lebrun-Harris? What are the findings? Reflect on the contributors to increased needs in the homeless community. How do you think our health system in the U.S. should address these needs?

What are your thoughts about the video, “Doctor Hotspot”? Do you think this is a fair way to structure health care efforts? Why or why not? In your opinion, what are some potential ramifications of this approach, both positive and negative?

According to the Kaiser Family Foundation document, how does the ACA affect access to care for undocumented immigrants? What is the ACA missing? How do undocumented immigrants find care, if not covered by the ACA? (If you don’t know, do some research.)

What are some of the reasons for low utilization and dropout of mental health care among post-deployment veterans with PTSD, as described by Hoge and colleagues? How did they come to these conclusions? How did this study contribute new information to the field? What do you think are some possible ways to better serve this population?
Course Syllabus: NURS 584 – Health Care Law, Policy, and Analysis

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<th>Week 16</th>
<th>Future directions</th>
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Overview of the Topic
This session will focus on the future of health care in the United States. We will have a guest speaker who will speak about the relationship between environmental sustainability, costs, and healthcare policy.

Student Learning Outcome(s) Addressed: 3

Required Readings
1. Shi & Singh, Ch 14
2. Additional readings will be assigned by the guest speaker.

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<th>Learning Activities</th>
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<tr>
<td>We will have a guest speaker today.</td>
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<tr>
<td>Thank you for a fantastic semester! Please complete the course feedback (on Angel) and the faculty evaluations.</td>
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