Kent State University College of Nursing
NURS 30070 HEALTH CARE POLICY AND DELIVERY SYSTEMS

Credit Hours: 3 Semester hours
Theory Hours: 45; Clinical Hours: 0; Lab Hours: 0.

Faculty:

Course Description: This course looks at the organizational and societal context in which health care is delivered in the United States. The historical perspective is developed early in the semester. Building on this, the course explores existing health care policy and delivery systems including legislation, the professional disciplines, organizations and health networks, forms of care delivery, consumer needs, and economics and funding. The ability of the current health care system to serve all segments of the U.S. population is examined in depth. Global health needs are examined as a minor theme. The course ends with a focus on future forms of delivery that would improve the health care status of the American population as a whole.

Course Objectives:
1. Describe the historical development of the health care delivery system in the U.S.
2. Identify and critique the current organizational forms of American health care.
3. Delineate financing mechanisms for health services and broad economic considerations impacting health financing.
4. Identify branches and levels of government and the impact of those offices on health policy.
5. Assess the effectiveness of the delivery system in meeting the health care needs of various segments of the U.S. population.
6. Explore resources to enhance understanding of issues related to health policy.
7. Identify future directions and forms of a health care delivery system that would improve the health status of all Americans.

Academic Integrity and Plagiarism: Students are required to review the Kent State University Policy on Cheating and Plagiarism #3342-3-01.8 at http://www.kent.edu/policyreg/policydetails.cfm?customel_datapageid_1976529=2037779
The Kent State University Libraries’ resource, “Academic Honesty & Plagiarism,” offers further resources at http://libguides.library.kent.edu/plagiarism

Electronic Communications: Students are reminded that e-mail is an official University means of communication with Kent State University students. Students are responsible for all information sent to them via their University assigned e-mail account. If students choose to forward their University email account, they are responsible for all information, including attachments, sent to any other email account(s). Students are expected to check their official University email account and other electronic communications on a frequent and consistent basis. The University recommends that electronic communications be checked minimally twice a week, if not daily. Each faculty will inform his/her group about the use of electronic communications/email.

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**Accessibility Services:** University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments.

Please note, you must first verify your eligibility for these through Student Accessibility Services [SAS] (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures). (Revised 6/01/07)

**Registration Statement:** Students who are not officially registered for a course by published University deadlines are not eligible to attend class sessions or to receive credit or a grade for the course. Students who do not have a status of ENROLLED are not eligible to attend, receive credit, or a grade for the course.

**Website Disclaimer:** The websites included in this syllabus are provided only as a reference and/or resource and do not imply, directly or indirectly, Kent State University’s endorsement, sponsorship, or approval of these websites. Kent State University does not assume responsibility and/or liability for the accuracy or reliability of the information contained in the websites. (This statement has been approved by Sue Averill, Associate Provost.)

**Notice of Copyright and Intellectual Property Rights:** Any intellectual property displayed or distributed to students during this course (including but not limited to PowerPoints, notes, quizzes, and examinations) by the professor/lecturer/instructor remains the intellectual property of the professor/lecturer/instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the professor/lecturer/instructor.

**Course Withdrawals:** In the event you need to withdraw from this or any other course, be sure to check the registrar’s webpages for withdrawal dates and procedures. This information can be accessed at: www.kent.edu/registrar/how-withdraw Not following university procedure or missing withdrawal dates can inadvertently result in receiving an unsatisfactory grade in courses. Students who withdraw from the course are to notify their course coordinator and/or clinical instructor, within 24 hours, in person or in writing.

**Teaching/Learning Strategies:** Classroom sessions will include lecture, discussion, case studies, group work and other student learning activities. Students will also have required readings and outside assignment to enhance each student's knowledge and understanding of this subject, self and their role in society.

**Required Texts:**


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Additional readings as indicated in the weekly learning modules.

Access to a computer and access to the World Wide Web is also required.

**Evaluation Methods:** Students are expected to demonstrate an understanding of course content and the ability to apply this knowledge to practice. This demonstration of understanding will occur through completion of all learning activities, significant and relevant contributions to discussion forums, and group work, and analysis and critical reflection on learning that has occurred through the completion of assignments and discussions.

*Participation and conduct are part of the grade for this course.* Students will be evaluated by the instructor for all assignments and by other students on discussion and group presentations.

**Total Points for Course and Grade Determination:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (Appendix A)</td>
<td>100</td>
</tr>
<tr>
<td>Issues Paper Assignment (Appendix B)</td>
<td>50 Draft</td>
</tr>
<tr>
<td></td>
<td>15 Peer review</td>
</tr>
<tr>
<td></td>
<td>35 Final paper</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

**GRADING SCALE:**
The final letter grade for the course will be determined according to the following percentage points:

- 91% = A
- 82-90.9 = B
- 73-81.9 = C
- <73 = D

*Students are expected to complete all assignments. 3 points per day will be deducted from the final grade for each day assignments are late.*

**ORIENTATION TO CLASS**

1. **Participation and conduct** – Both are part of your course grade.

2. **Read the syllabus thoroughly.** You may need to revisit the syllabus at times.

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3. **Required Readings** - Complete assigned readings from required textbooks. Some additional readings will be required for discussions and assignments. Readings, along with other assignments, are listed in the designated weekly folders on the classroom homepage.

4. **Lectures** – Review on-line PowerPoint lectures for the week. Spend time independently reviewing notes on line before class. You will have the opportunity to ask questions about content during class. The order of content is listed by weeks of the semester.

5. **Discussion postings** – Discussion postings are a key component of this course. This is a method through which you demonstrate your understanding of course content and achievement of course objectives. There will be discussion questions, discussion assignments, and general dialogues. Discussion participation is required for successful completion of this course. It is an expectation that all responses to discussion questions are substantive. Students should use their textbooks and seek out other resources (journal articles, professional web sites, etc.) to assist in supporting their answers. Initial responses to questions on the discussion board should include in-text citations in APA format and a reference at the end. This will allow the instructor to see where you have utilized information from other sources. In responses to other students’ postings, resources should be cited when appropriate.

Students will be placed into groups for one discussion each week. Full participation, including posting and responding to other members of the group is required for successful completion of this course. Discussions occurring within the group should be course or concept related and be substantive in content.

6. Please refer to the APA Format information you received in your orientation to the program. (See discussion board grading---Appendix A)

7. **Critical Reflections** - In addition to the group discussion, a full class discussion will also occur each week. Students are required to post their critical reflection of their learning to the full class. (See critical reflection grading --- Appendix A)

8. **Paper** – Students will select a policy issue of interest. This paper should demonstrate students’ understanding of the course content and application to a current health care issue. Detailed information about this assignment is found in Appendix B.

10. **Assignment Submissions** – All assignment deadlines are based on Eastern Standard Time (EST). Please plan accordingly. The instructor reserves the right to not grade late submissions.

11. **Contact instructor by course email** for clarification, questions, or concerns about your standing in the class. Use the Blackboard course email. This email will come to instructor only and not classmates.

12. **Weekly Communications online** - Please check e-mail and announcements at least three times per week.

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13. Two Additional Tips for Success –

B. Do not stop communicating! If you are having problems, make certain someone knows. If the problem is technical, please contact the help desk and inform your instructor. If the problem is something other than technical, please contact your instructor or your advisor.

Appendix A
Discussion Board Grading

Each week, there are exercises you will be asked to complete on the discussion board. These assignments require “discussion” in the classroom discussion group(s) to which you have been assigned. As a member of the group, you are required to participate to successfully complete this course. Each week, you will have the opportunity to earn 10 points. Points will be determined by the instructor using the rubric linked to the discussion instructions. The criteria used includes the quality of information contained in the postings, the correct use of citations and references in the postings, demonstration of critical thinking, interactions with peers and overall presentation of concepts and ideas.

There are two types of discussion forums in this course. One is the small group discussion in which students discuss the assigned topic with peers in their discussion group. Only peers assigned to this group will be able to read and respond to the small group discussions. The second is the full class discussion in which students will post to all students in the class section. Generally, students will complete both a small group and a full class discussion each week.

Critical reflections are a part of the learning experiences in this course. Post one substantive critical reflection each week when assigned, after having read your peers’ discussion postings, faculty comments, and other sources you have used in preparation for the weekly class topic. A critical reflection captures the key insights from the week’s assignment; average length is 2-3 paragraphs.

Critical reflection is used to develop your critical thinking skills on the topic areas covered in the course. It serves as a vehicle to deepen your perspective and to increase your breadth of understanding of relevant issues. You may use your nursing experience base, material covered cumulatively in the course, introspection, related issues reported in the popular press, or observations of health care systems where you work/have worked. When you base your answer on your personal experience, be certain to support your position with other sources. Continued learning, collegial peer discussion, and critical reflection will, over time, enhance your development as an adult learner and your professional intellectual competence.

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Students are required to respond to critical reflection questions and share what they have learned with the full class through the discussion board. Critical reflections are graded assignments.

Your instructor will be monitoring the discussions. Should the quality of the discussion fall below acceptable levels, the instructors will respond with a gentle reminder to again review the criteria in the rubric. It is, however, the individual student’s responsibility to compare his/her own material to the criteria. **You must complete every assignment posted for the week in order to receive points for the discussion board.** The instructor reserves the right to not evaluate postings that are posted late.

Initial discussion board postings are due by 11 p.m. EST on Wednesday of the week in which the assignment falls and replies/discussion among the group must be completed by Friday, 11 p.m. EST of the same week. Reflections and responses are due by Sunday at 11 pm EST after reading what other students have posted. (e.g., Initial postings for assignments due in week 1 are due on Wednesday of the first week of the semester and replies by Friday and reflections due by Sunday.)

**Appendix B**

**Health Policy Paper Assignment**

The purpose of this assignment is to demonstrate understanding of course content through the analysis of a health care policy issue and to develop professional writing skills.

Identify a policy issue related to health care in general or to the health of a specific population. Your focus may be on an issue that can be addressed locally (city or school board), through the state legislature or at the federal level. Select an area related to your personal and/or professional interests.

**Assignment Length:** Communicating your understanding and taking a position regarding a health care policy requires discussion of high points and rational. The final paper should be in the range of 5 to 7 pages in length. This does NOT include the title page or reference pages.

Use APA (6th ed.) format, write in 3rd person, and use relevant resources (no Wikipedia or WebMD). At least two of your resources must be professional journals. Generally, articles should be no more than 5 years old. The paper is for a public audience, so THINK BIG!!

There are 100 total points for this assignment.

The criteria provided in the syllabus will be used to grade your paper. Be certain to address all required areas to maximize the number of points earned for this assignment.
# Health Policy Issue Grade Rubric*

Please include the categories identified below (in **bold** font) as section headings in your paper to assure all required areas are addressed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Meets all expectations</th>
<th>Meets most expectations</th>
<th>Meets some expectations</th>
<th>Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Historical Background</strong></td>
<td>Clearly and substantially identifies the policy issue and historical background.</td>
<td>Identifies the issue and some historical background.</td>
<td>Vague or overly broad identification of the issue and/or the historical background.</td>
<td>Inadequate or missing identification of policy issue and/or the historical background.</td>
</tr>
<tr>
<td>Relevance</td>
<td>Clearly identifies and details why this policy issue is important to nursing/health care</td>
<td>Identifies relevance of issue and some detail.</td>
<td>Vague or overly broad explanation of relevance.</td>
<td>Inadequate or missing relevance.</td>
</tr>
<tr>
<td>Stakeholders/Key Players’ Roles</td>
<td>Clearly identifies all of the stakeholders and key players, and their roles.</td>
<td>Identifies most of the stakeholders and key player with their roles.</td>
<td>Omits many members from either category or their roles.</td>
<td>Missing much re: roles or members of each group.</td>
</tr>
<tr>
<td>Context of Policy Change</td>
<td>Clearly identifies the context (organizational, local, state, or federal). Organizational mission addressed; compelling factors and barriers addressed.</td>
<td>Identifies the context but lacks some detail or elements of this category.</td>
<td>Missing several elements of this category.</td>
<td>Does not include this information.</td>
</tr>
<tr>
<td>Research (Quality, Relevant &amp; Current)</td>
<td>Provides adequate research support; includes nursing.</td>
<td>Provides limited research support; includes nursing.</td>
<td>Provides inadequate and/or inappropriate research support; little or no nursing.</td>
<td>Provides research support, but does not relate well to issue; little or no nursing.</td>
</tr>
<tr>
<td>Political Considerations</td>
<td>Clearly identifies institutional/organizational and/or legislative issues, including current or pending legislation; includes proponents and opponents with explanation of those positions. Discusses political party and lobby influences.</td>
<td>Identifies institutional/organizational and/or legislative issues and proponents or opponents. Vague at explaining positions.</td>
<td>Inadequately identified: one or more issue, or proponents and opponents, or explaining positions.</td>
<td>Inadequately identified: issues; and proponents and opponents; and explaining positions.</td>
</tr>
<tr>
<td>Category</td>
<td>Meets all expectations</td>
<td>Meets most expectations</td>
<td>Meets some expectations</td>
<td>Does not meet expectations</td>
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<tr>
<td>Funding Issues and Opportunities</td>
<td>Clearly identifies funding issues and opportunities related to this policy issue.</td>
<td>Identifies that funding issues exist, but does not state what they are and/or does not identify opportunities.</td>
<td>Mentions funding issues but includes limited or no detail about issues and/or opportunities.</td>
<td>Does not identify funding issues or opportunities</td>
</tr>
<tr>
<td>Paper Conclusion</td>
<td>Paper conclusion is well-written and appropriate; draws paper to a close and leaves the reader with the most important “take away”. Synthesizes rather than summarizes key points.</td>
<td>Conclusion is well written but lacks synthesis of major points or “take away” for the reader.</td>
<td>Conclusion is not well written and lacks synthesis of major points or “take away” for the reader.</td>
<td>Inadequately describes plan or anticipated outcomes and omits one of these; little or no evidence of nursing involvement.</td>
</tr>
<tr>
<td>References</td>
<td>References are relevant, current, appropriate for topic/issue and are correctly cited to avoid plagiarism</td>
<td>References are mostly relevant, current, appropriate for topic/issue and are correctly cited to avoid plagiarism</td>
<td>Several issues with reference: relevance, publication dates, inappropriate (Wikipedia, WebMD, etc.) or incorrectly cited.</td>
<td>Many issues with reference. Incorrect or missing citations throughout paper.</td>
</tr>
<tr>
<td>APA formatting for references</td>
<td>APA formatting is correct throughout the paper.</td>
<td>References generally meet these requirements but contain some errors.</td>
<td>References contain many inconsistencies in formatting.</td>
<td>Many issues with formatting throughout paper.</td>
</tr>
<tr>
<td>Writing*</td>
<td>Paper is well structured with logical flow and correct grammar.</td>
<td>Paper generally meets these requirements but contains some errors in one or more categories.</td>
<td>Paper contains many inconsistencies in writing.</td>
<td>Many issues with paper in several areas.</td>
</tr>
</tbody>
</table>

*Standards of critical thinking are inherent and expected: Clarity, Accuracy, Relevance, Logical, Breadth, Precision, Significance, Completeness, Fairness, and Depth.