Stephen F. Austin State University  
DeWitt School of Nursing  
The Politics of Healthcare  
Course Number: NUR 5302

NUR 5302 Course Section  
Summer 2024

Course Instructor  
Della Connor PhD, APRN, FNP-BC, FNKF

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
NUR 5302: The Politics of Healthcare  
Syllabus – Summer 2024

Faculty Information

Name: Della Connor PhD, APRN, FNP-BC, FNKF  
Department: Nursing  
Email: connorde@sfasu.edu  
Phone: 936-468-7713 (office) 936-465-4066 (cell)  
Office: Room 150  
Office Hours: Available by phone, email or zoom conference.

Faculty review student input and questions within 24 hours during the week and within 48 hours over the weekend. As a guide, faculty will make the effort to grade all weekly assignments within a week and large assignments within 2 weeks. If there is a delay in this timeframe, students will be notified.

Class Meeting Time and Place
This course is taught in an online format.

Required Textbooks and Software


[https://doi.org/10.17226/25982](https://doi.org/10.17226/25982).

Download the PDF for free from this website:  
[The Future of Nursing](https://doi.org/10.17226/25982).

This report is very important and will be used throughout the course.

Reading assignments will be made from the textbooks in addition to other resources identified in the individual units. Students will be responsible for accessing additional scholarly resources to support team discussions and other assignments.
Course Description: This course examines the politics and issues related to healthcare. The student will develop understanding of issues that confront the healthcare culture including regulation, economics, and other social issues.

Prerequisites Admission to SON Graduate Program

Credit Hour Distribution: 3 (3:0) Credit Hour Hours

Course Objectives
Upon completion of this course, the student is expected to:
1. Examine the role of federal and state government in healthcare
2. Analyze the regulatory process for its impact on healthcare.
3. Probe the social issues of allocating healthcare resources.
4. Investigate moral, ethical, and legal issues surrounding the economics of the healthcare industry.
5. Assemble concepts and principles of the arts, sciences, humanities, and nursing to make advanced practice nursing decisions concerning issues related to policy, economics, and resource allocation.
6. Synthesize responsibility and accountability using consistent behavior patterns and professional communication.
7. Evaluate the role of evidence-based practice in healthcare policy.

End of Program Student Learning Outcomes
1. Synthesize nursing science with knowledge from other disciplines as the basis for the advanced level of nursing practice.
2. Evaluate effective strategies for managing the ethical and legal dilemmas inherent to patient care, the health care organization, and research.
3. Employ effective communication and collaborative skills in interdisciplinary teams for creating change in health care.
4. Analyze concepts of health promotion and culturally competent care across the lifespan.
5. Assume responsibility for the use of health care information systems and patient care technology to improve patient outcomes.
6. Demonstrate leadership and accountability in the development and implementation of health care policy.
7. Critically appraise existing literature from nursing and other disciplines to determine and implement the best evidence for practice.
8. Advocate for the advanced practice role within the policy related to access and health care communities.
9. Value continuing competence, growth, and development in the profession.

AACN (MSN) Essentials
1. Knowledge for Nursing Practice
2. Person-Center Care
3. Population Health
4. Scholarship for the Nursing Discipline
5. Quality and Safety  
6. Interprofessional Partnerships  
7. Systems-Based Practice  
8. Informatics and Healthcare Technologies  
9. Professionalism  
10. Personal, Professional, and Leadership Development

**NONPF Nurse Practitioner Role Core Competencies**

1. Knowledge of Practice  
2. Person-Centered Care  
3. Population Health  
4. Practice Scholarship and Translational Science  
5. Quality and Safety  
6. Interprofessional Collaboration in Practice  
7. Health Systems  
8. Technology and Information Literacy  
9. Professional Acumen  
10. Personal and Professional Leadership

**NLN Core Competencies for Nurse Educators**

1. Facilitate learning  
2. Facilitate learner development and socialization  
3. Use assessment and evaluation strategies  
4. Participate in curriculum design and evaluation of program outcomes  
5. Function as a change agent and leader  
6. Pursue continuous quality improvement in the nurse educator role  
7. Engage in scholarship  
8. Function within the educational environment

**Topics**

1. Political impact on healthcare  
2. Regulation awareness and influences  
3. Social issues related to demographic trends, delivery of healthcare, and cultural awareness  
4. Workforce issues  
5. Healthcare demand and resources  
6. Health and healthcare of different populations  
7. Healthcare stakeholders; the patient, payors, and providers  
8. Wellness and health behaviors  
9. Healthcare delivery models  
10. International competitiveness and rising health costs

**Instructional Strategies**

Discussion board, PowerPoint presentations, group project, individual papers.
Teaching Strategies
Online discussion, reading assignments, case studies, online content modules.

Course Requirements
Faculty developed coursework to provide students with a foundation to meet the end of program student learning outcomes, ACEN Essentials of Master’s Education, QSEN Graduate Competencies and the National Organization of Nurse Practitioners – Role Core Competencies.

The course requirements for this course are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group assignment community assessment PP</td>
<td>30%</td>
</tr>
<tr>
<td>Wellness policy brief</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>20%</td>
</tr>
<tr>
<td>Elevator Speech</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection posts</td>
<td>10%</td>
</tr>
<tr>
<td>Peer review</td>
<td>05%</td>
</tr>
</tbody>
</table>

Assignments and the associated grading rubrics are available in BRIGHTSPACE.

Grades and Grading (see grading rubrics in assignments)

A note about all assignments in this course: ChatGPT and any other forms of Artificial Intelligence (AI) may not be used for any assignment in this course. The use of Grammarly for editing is appropriate.

Additional Course Requirements for the online forum:
- The electronic week begins on Monday at 12:01 am CST and ends on Sunday at 12 midnight CST.
- Students are expected to participate in assigned discussions. The weekly posts consist of one Main post and a minimum of two responses to peers.
- There are no “make-ups” for not posting to the assigned discussions. If you need to be away or do not have computer access, you need to make alternative arrangements for participation and actively engaging in the course to meet weekly discussion requirements.
- Students must post a Main post to the Discussion board each week on or before Thursday at 12 midnight.
- Students must provide references in current APA format for all posts.
- All discussions posted must reflect proficient writing standards.
- All course assignments need to be completed by the assigned due date/time. Late work will not be accepted without prior faculty approval.
- Communication should be professional, respectful of other views, and have a positive and polite tone.
- All assignments are to be completed by the individual student unless assigned as a group project.

COURSE ASSIGNMENTS
1. **Wellness and Healthcare Behavior Paper (25% of course grade)**
   This is a formal paper in which each student will submit a 3–5-page paper related to a current policy, revision of a policy or the development of a policy at the city, region, state or federal level which has a direct impact on individual’s ability to stay well or prevent illness. The objective of this assignment is to understand the impact of the politics of healthcare related to areas such as economics, end of life issues, and access to healthcare. Guidelines for this assignment including the grading rubric are found in Assignments in Brightspace-D2L.

2. **Team Community Assessment PP (30% of course grade)**
   Each Team will choose a designated medically underserved area (MUS) in Texas to assess and plan for maintain and improving health for all in the communities represented drawing from policies, laws, as well as state and federal programs. Following the assignment guidelines, each Team will use a PowerPoint to present their project. Guidelines for this assignment including the grading rubric are found in Assignments in Brightspace-D2L.

3. **Discussion Participation (20% of Course Grade)**
   The purpose of the weekly discussions is to develop a scholarly and dynamic exchange between you, faculty and other students in the course promoting an active and engaging online learning community. Your success and the success of your classmates in a positive learning environment is dependent participation and timely completion of assignments. For further guidelines and grading rubric can be found in the Assignments table in Brightspace-D2L.

4. **Peer Critique (05% of course grade)**
   Each student will review, and critique group participation Peer review comments should include more than affirmative comments about the participation in the group project. A peer critique of Learning Team Projects encompasses the balance of positive and constructive comments related to content, format, and contributions. Further guidelines and grading rubric can be found under the Assignment Tab in Brightspace-D2L.

5. **Elevator Speech: (10% of Course Grade)**
   Students are asked to compose and record an elevator speech to explain who they are, what information or facts they want a legislator to know, and what they would like a legislator to consider or how they want a legislator to vote on an issue. Further guidelines and grading rubric can be found under the Assignment Tab in Brightspace-D2L.

6. **Reflection Posts (10% of Course Grade)**
   Each student will personally reflect on pertinent subjects as assigned in the modules. For further guidelines and grading rubric can be found in the Assignments table in Brightspace-D2L.

**Grades and Grading**

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>F</td>
<td>&lt;80</td>
</tr>
</tbody>
</table>

A grade of B or better is required for passage of all graduate courses. Only one course may be repeated to achieve a course grade of B. Students have the responsibility for monitoring.
grades in the course website throughout the semester and in communicating with course instructors regarding grade status. Two course failures will result in dismissal from the program.

In the event of course failure, the student must petition the Student Affairs Committee to repeat the course and to remain in the program. See the School of Nursing policies relating to retention and progression.

SON Grades Policy:

SON Policy 1.7 (effective June 1, 2017) for all courses:

1. Rounding is confined to the final course grade. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (BRIGHTSPACE - D2L) in their original form without rounding.

2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

POLICIES

Attendance Policy
Your participation in class is expected, essential to the learning experience and your contribution valued.

Evaluations
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

Brightspace
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.

Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password.

http://d2l.sfasu.edu
What are the technical requirements to use the system?
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.

How do I get technical help?
Help for students is available online through http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Self-plagiarism is the presentation of your own previously completed work as an original and is considered unethical (APA, 2021). In specific circumstances, students may wish to duplicate
their written work; however, appropriate notation of previous work is required. Normally, if one is repeating a course in the nursing program and the student previously successfully completed the assignment but is required to complete the assignment again as part of the course work, the vast majority of the assignment should constitute new work of the student. If the student needs to add a small segment of the work into any assignment, it should be noted in the new document. For example, "As discussed in the Spring 2021 assignment XYZ, COVID-19 vaccinations are essential for promoting public health (Name, 2021)." This clearly identifies the student's intent to point the reader to the previous document.

Reference:

Withheld Grades University Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact Disability Services, Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, Disability Services will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

DeWitt School of Nursing Policies
To access the SON’s student policies, follow this link: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health, and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
**On-campus Resources:**
The Dean of Students Office (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
936.468.4008
thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct ([https://www.sfasu.edu/docs/hops/04-106.pdf](https://www.sfasu.edu/docs/hops/04-106.pdf)). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lecture, pre-recorded lecture, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Communication with Instructor:** The Instructor will communicate with students about the course using BRIGHTSPACE. Students are required to check this site at least three times a week.
(daily is recommended) for announcements and posted material and are responsible for information posted in BRIGHTSPACE. Grades will be posted electronically. Students are highly recommended to make appointments to speak with instructor if making less than 80 on any assignment well in advance of the following assignment.