UNIVERSITY OF FLORIDA

 COLLEGE OF NURSING

 COURSE SYLLABUS

 SPRING/2017

COURSE NUMBER NUR 4837

COURSE TITLE Healthcare Policy, Finance, and Regulatory Environments

CREDITS 2

PLACEMENT BSN Program: 4th Semester Upper Division

PREREQUISITES Senior Standing

COREQUISITES None

# FACULTY Jeannie P. Cimiotti, PhD, RN, FAAN, Associate Professor

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Virtual and Face-to-Face Office Hours: By appointment

COURSE DESCRIPTION The purpose of this course is to examine the foundations of healthcare policy, the financial structure of healthcare systems, and the regulatory environments that have impact on nursing practice and client care. Emphasis is on selected issues affecting healthcare policy. Focus is on the influence of the nursing profession on policy and regulation.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.
2. Examine legislative and regulatory processes relevant to the provision of healthcare.
3. Examine the roles and responsibilities of regulatory agencies and their effect on care quality, workplace safety, and the scope of nursing and other health professionals’ practice.
4. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.

COURSE SCHEDULE

E-Learning is the course management system that you will use for this course. E-Learning is accessed by using your Gatorlink account name and password at<http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes

NETQUETTE: COMMUNICATION COURTESY

All members of the class are expected to follow rules of common courtesy in all e-mail messages, threaded discussions and chats. Threads of discussion should continue to the end and students should maintain professional language in posts and responses. No personal criticism is permitted and no inappropriate language is permitted. <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>.

TOPICAL OUTLINE

1. The organization of healthcare systems
2. Economics of healthcare delivery
3. Regulations that affect workplace safety, healthcare outcomes, and the scope of nursing and other health professionals’ practice.
4. Legislative and regulatory processes
5. State, national, and global healthcare trends, related policies and regulations.
6. Political activism and the role of professional organizations in healthcare policy, finance, and regulatory environments
7. Access to and fair distribution of healthcare
8. Payment systems, e.g., Medicare, Medicaid, Social Security, long-term care insurance and Affordable Care Act

TEACHING METHODS

Online lectures and/or videos, web-based modules, presentations, and discussion

LEARNING ACTIVITIES

Online group discussion and critique, individual papers

EVALUATION METHODS/COURSE GRADE CALCULATION (see online rubrics for all assignments)

Health policy debate 15%

Documentary film critique 20%

Policy brief 30%

Final examination 30%

Peer evaluation 05%

Policy Communication Strategies. Students will complete two team assignments - a documentary film critique and a policy brief one-pager. The documentary film critique (due date 1/15) is based the film *Sicko* and should include the following: 1) film title, filmmaker and release date, 2) purpose of the film and summary of the documentary, 3) use of witnesses, experts, etc., 4) camera work, interviews, special effects, 5) focused analysis, and 6) personal comments and rating. The policy brief (due date 4/19) will be one page, one or two columns, single-spaced, 12-point font and include the following: 1) introductory statement, 2) background on the issue, 3) current challenges, and 4) how officials (i.e., government) can help. The policy brief assignment should be on a topic in your area of interest.

Health Policy Debate. All students are expected to actively participate in web-based debate. The policy debate is defined as follows: 1) demonstrates excellent preparation by offering analysis, synthesis, and evaluation of reading assignments, 2) responds very thoughtfully to other students’ comments, 3) contributes in a significant way to ongoing debate, 4) suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, 5) contributes to the cooperative, argument-building dialogue, and 6) actively participates in all class discussion. Since policy is ever evolving, students are expected to scan the newspapers (New York Times, Washington Post, and Wall Street Journal) for the latest updates on health policy issues, and be prepared to debate with the group in the specified module.

Policy Teams and Peer Evaluation. Policy teams will created and peer evaluation will be completed through CATME. CATME, which stands for 'Comprehensive Assessment of Team Member Effectiveness,' is a set of tools designed to manage team assignments more effectively. All students are expect to complete the CATME survey items that the system will then use to create teams.

*Feedback on all graded assignments routinely is given within ten [10] working days of the due date.*

MAKE UP POLICY

There are no opportunities for make-ups or extra credit. If you need to complete an assignment after the due date, one assignment point/day will be deducted. If you need to complete an assignment after the due date due to extenuating circumstances, contact the faculty member for permission.

GRADING SCALE/QUALITY POINTS

 A 95-100 (4.0) C 74-79\* (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

 B 84-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

 \* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

ARES ONLINE COURSE RESERVES

Required readings from the textbook, journal articles, film and other sources are available on electronic reserve at the UF Libraries’ ARES Course Reserves. In order to access Course Reserves, you must set-up and activate a virtual private network (VPN) that connects you remotely to the library system. For information on downloading, installing, and using the VPN client, please click here ([http://www.uflib.ufl.edu/login/vpn.html)](http://www.uflib.ufl.edu/login/vpn.html%29). If assistance is needed, contact the Health Science Center Library at (352) 273-8408 and ask for a Course Reserves staff member.

REQUIRED TEXTBOOK

Bodenheimer, T. & Grumbach, K. (2016). *Understanding Health Policy a Clinical Approach*. New York: McGraw Hill.

The required textbook is available electronically to all enrolled students through the URL listed below. If you prefer a hardcopy of the textbook it is available through third part vendors such as Amazon and Barnes & Noble.

<http://accessmedicine.mhmedical.com/book.aspx?bookid=1790>

REQUIRED DOCUMENTARY FILM

Moore, M. (Producer), O’Hara, M. (Producer), & Moore, M. (Director). (2007). Sicko [Motion Picture]. United States: Lionsgate The Weinstein Company.

The required documentary, *Sicko*, is available through Course Reserves.

WEEKLY CLASS SCHEDULE

Each module will include objectives, resources, lectures, policy forum, and assignments appropriate to the learning module.

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| MODULE | DATE | TOPIC | ASSIGNMENT |
| 0 | 1/04-1/08 | Introduction to Course | Ch 1 Introduction Collage |
| 1 | 1/04-1/15 | Organization of Health Care | Ch 5, 6Film critique due |
| 2 | 1/16-1-29 | Healthcare Payment Systems | Ch 2, 4Policy debate due |
| 3 | 1/30-2/12 | Access and Equity in Health Care | Ch 3, 11 |
| 4 | 2/13-2/26 | Health Care Workforce  | Ch 7Policy debate due |
| 5 | 2/27-3/12 | Economics of Health Care Delivery | Ch 8, 9 |
| 6 | 3/13-3/26 | Regulations and Health Care Quality | Ch 10, 12Policy debate due |
| 7 | 3/27-4/09 | Health Care Trends and Policies  | Ch 13, 14 |
| 8 | 4/10-4/19 | Politics and Health Care Reform | Ch 15, 16Policy brief due |

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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 09/09; 02/12; 02/1409/09; 03/12; 02/1410/09; 04/12 |