

<b>FAU</b> <b>FLORIDA</b> <b>ATLANTIC</b> <b>UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	Department <b>DOCTOR OF NURSING PRACTICE</b> College <b>NURSING</b>		
Current Course Prefix and Number <b>NGR 7738</b>		Current Course Title <b>Public Policy in the Context of Nursing and Health</b>	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
<b>Change title to:</b> <b>Ethics and Public Policy for Promoting Health</b>  <b>Change prefix</b> From: _____ To: _____ <b>Change course number</b> From: _____ To: _____ <b>Change credits*</b> From: _____ To: _____ <b>Change grading</b> From: _____ To: _____ <b>Academic Service Learning (ASL) **</b> Add <input type="checkbox"/> Remove <input type="checkbox"/>		<b>Change description to:</b> This course examines the intersectionality of nursing, individual, community, and public policy with the goal of creating collaborative partnerships to influence policy related to contemporary health issues. Students apply knowledge of the Change prerequisites/minimum grades to:  <b>Change corequisites to:</b>  <b>Change registration controls to:</b>  Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
<b>Effective Term/Year for Changes:</b> <b>Summer 2022</b>		<b>Terminate course? Effective Term/Year for Termination:</b>	
<b>Faculty Contact/Email/Phone</b>			
<b>Approved by</b> Department Chair <u>Isaac Ruffin</u> College Curriculum Chair <u>Lyndell W. Pritchard</u> College Dean <u>[Signature]</u> UGPC Chair <u>[Signature]</u> UGC Chair <u>[Signature]</u> Graduate College Dean <u>[Signature]</u> UFS President _____ Provost _____		<b>Date</b> <u>12/6/21</u> <u>12/06/2021</u> <u>12/6/21</u> Feb 3, 2022 Feb 3, 2022 Feb 3, 2022	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**COURSE TITLE:** Ethics and Public Policy for Promoting Health

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS**

***COVID-19 Statement***

*Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>. In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.*

**SEMESTER:** Summer

**COURSE NUMBER:** NGR XXXX

**COURSE TITLE:** Ethics and Public Policy for Promoting Health

**COURSE FORMAT/LOGISTICS:** Hybrid, CANVAS assisted

**CREDIT HOURS:** 3

**PREREQUISITES:** Admission into the DNP Program

**COREQUISITES:** None

**FACULTY:** TBD

**OFFICE:** TBD

**OFFICE HOURS:** By Appointment

**COURSE DESCRIPTION:** This course examines the intersectionality of nursing, individual, community, and public policy with the goal of creating collaborative partnerships to influence policy related to contemporary health issues. Students apply knowledge of the processes to advocate for healthcare that honors human dignity, supports inclusivity, and health equity in services at local,

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state, national, and global levels. Students explore caring philosophies and theories to inform advanced nursing practice and impact public policy initiatives.

**COURSE OBJECTIVES:** Upon completion of NGRXXXX, the student will be able to create caring nursing responses in: \*

**Becoming Competent**

1. Assess health issues within a nursing situation that inform interprofessional comprehensive advocacy strategies to address disparities and inequities within a segment of the population. (3.4g, 3.4k, 3.4l)

**Becoming Confident**

2. Integrate caring, nursing, and other disciplinary theories and research recommendations to influence and inform healthcare policy (1.2j, 3.4f)

**Being Compassionate**

3. Apply moral, legal, and humanistic principles in collaborative partnerships to respond to health care needs of individuals and populations (9.6i)

**Demonstrating Comportment**

4. Engage in relationship building with system, local, state, national, and/or global stakeholders to secure and leverage resources that influence policy (3.3d, 3.4h, 3.5h)

**Attending to Conscience**

5. Contribute to advocacy efforts within an ethical framework to inform system-level planning, decision-making, and evaluation for disasters, public emergencies, and rapid response activities to mitigate risks for population health (3.4l, 3.6f, 3.6j, 7.2l)

**Affirming Commitment**

6. Analyze established or evolving methods and the cost-benefit of interventions to determine population-focused priorities (3.1l, 3.3c)

\*The 6 subjectives based on Roach's (2002) work organize the course objectives.

**TEACHING LEARNING STRATEGIES:** Directed reading and media opportunities, interactive unit discussions about current health policy issues that are important to nursing and health of consumers at a local, state, national and global levels as well as the state of health care in a globalized United States community; creation of a health policy power point Presentation that includes perspectives of health policy initiatives that are relevant to the student's population of interest. Interactive discussions, policy brief, news article critique and power point presentation are assignments and are an essential component of this course.

**GRADING AND EVALUATIONS:**

Assignment	Objective Evaluated	Percentage of Grade
Interactive Caring Dialogue	1, 3	30% (5 points each)
Power Point Presentation	1, 3, 4, 6	25%
Policy brief to influence health policy	2, 3, 5	25%
Four news article critiques	2, 4, 5, 6	20%
Total		100

**GRADING SCALE:** Grade below C is not passing in the Graduate Program.

94 -100 = A

90 - 93 = A-



87 - 89 = B+  
 84 - 86 = B  
 80 - 83 = B-  
 77 - 79 = C+  
 74 - 76 = C  
 70 - 73 = C-  
 67 - 69 = D  
 64 - 66 = D  
 61 - 63 = D-  
 0 - 60 = F

## **REQUIRED TEXTS:**

Goudreau, K.A. & Smolenski, M.C. (2018). Health policy and advanced practice nursing: impact and implications 2<sup>nd</sup> ed. New York: Springer Publishing ISBN 978-0-8261-6944

## **RECOMMENDED TEXTS:**

American Psychological Association (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

Grady, P.A. & Hinshaw, A.S. Eds. (2017) Using nursing research to shape: Health policy. New York: Springer Publishing Company.

Seavey, J. W., Aytur, S. A., & McGrath, r. J. (2014). Health policy analysis: Framework and Tools for Success. New York: Springer ISBN 978-0-8261-1923-0

## **TOPICAL OUTLINE:**

1. Nursing and Health Policy
  - a. Historical role of nursing in health policy, social, economic, legal, and addressing disparities and inequities
  - b. Ethical framework to guide health policy initiatives
  - c. DNP role in health policy at the local, state, national and global levels
  - d. Ethical principles to guide identification and address public policy focused on improving health outcomes of vulnerable groups
2. Health policy, research, and development of health care in diverse communities
  - a. Trends, projections, determinants and goals.
  - b. Healthy People 2010-2030
  - c. Health care reimbursement and nursing practice
  - d. Apply moral, legal, and humanistic principles in collaborative partnerships to respond to the needs of individuals within rural and urban communities
  - e. Promoting diversity, inclusion, and equity in public policy
  - f. Addressing challenges in developing public policy initiatives
3. Governmental, public, private, and professional agencies and organizations
  - a. Organizational structures
  - b. Developing policy brief to address public health policy
  - c. Power and politics influencing and informing
  - d. Role of DNP in influencing public health policy

4. Collaborative Interprofessional Partnerships
  - a. Role of DNP
  - b. Importance of mission and purposes of community and global agencies
  - c. The power of partnerships within an evolving global healthcare community
  - d. Processes for defining and working toward mutual goals
  - e. Initiating, sustaining and evaluating collaborative

**COURSE ASSIGNMENTS:**

## **1. Interactive Caring Dialogue - 30% of grade (worth 5 points each)**

Each module will have specific reading assignments both from text and from the articles posted. There will be six interactive discussion questions related to the topic of that module. This will give you opportunities to engage in health policy issues facing nurses in a dynamic healthcare environment. You should provide evidence-based examples from your review of the literature to support your recommendations related to ethics and public policy. All students in the class are required to post a minimum of **two SUBSTANTIVE** responses to your peers and comments on the discussion board during each unit. It is **important to not only use course content and textbooks for discussion but to take the time to provide other sources of evidence.** You must provide citations for the references you are using, and this must be presented in APA format.

**ALL** students are required to engage in caring dialogue. There are six modules that are two weeks in length. Each module is from Monday to Sunday in the specified dates. Students are required to make the initial post by **Sunday of the first week** of the module and by **Sunday of the final week of the module all the questions should be addressed** (you will lose points if you don't discuss all the questions) and there must be at least two substantive responses to peers' posts. It is important to explore health policy issues that face DNPs in today's global healthcare environment; engage in substantive dialogue about how doctoral prepared nurses can influence health policy. There is a section in Canvas called Health Policy Updates where I will post current health policy issues; these may be helpful in the discussions but are not required to be in the discussion. The purpose is to provide the latest information as possible. If any of you find healthcare policy updates that I have not posted, please feel free to send to me and I will post.

<b>Points</b>	<b>Interactive Caring Dialogue Grading Criteria</b>
<b>5 Points</b>	Students contribute to the group dialogue in a prompt, timely, and relevant discussion that is related to the topic of the unit. All postings demonstrate thoughtful consideration of the material, questions posed, and contributions of others. <b>First posting done by Sunday (at least 50% of questions)</b> . Student participates in the discussion at least twice during the online weeks, on different days.
<b>3 Points</b>	Student minimally contributes to the group dialogue and may need occasional prompting or clarification of postings. Participation shows an understanding of the content; however skills are at a more basic level. <b>First posting by Sunday</b> , interactive dialogue is engaging but rationale is not clearly supported with reading evidence and or references.
<b>2 Points</b>	Student only makes one comment or the comments are short and perfunctory or do not add much to the conversation/collegial dialogue; postings demonstrate only a shallow grasp of the material. Original question responses are not done <b>by Sunday</b> and/or interactive dialogue is cursory and with lack of depth.
<b>1 Points</b>	Student comments have minimal substance such as comments limited to “I disagree” or “good point”. Contributions reflect only personal or anecdotal experience with no clear evidence of readings and or scholarly references as per directions. Postings are illogical. Student postings are only one day of the online week and/or all postings are on the last online day. Remember, this is like speaking to an emptying classroom!
<b>0</b>	Student does not participate in a required interactive dialogue during the assigned online two week discussion

**DUE DATES FOR ASSIGNMENTS ARE in the COURSE SCHEULE**

## **2. Policy brief to influence health policy-25% (25 points)**

A policy brief is a concise summary of a particular health issue, with policy options to deal with the issue and recommendations on the best options. The focus is to influence government policymakers that influence health policy. You will need to discuss the health issue with me before moving forward with preparing the brief. The health policy brief should include the following:

- 1) Title:** Draws attention to the issue but is concise and brief
- 2) Executive summary:** two to three sentences summing up the entire brief. Use recognizable buzzwords and emphasize the relevance of the research to policy to draw the policymaker’s attention so he/she will continue to read the brief.
- 3) Introduction/Summary of the Problem:** explain the policy issue and why it is important and needs to be addressed. Best available evidence must be included into the context
- 4) Methods, Approaches and Results/Body:** present the research/project findings in an accessible way for a non-specialist. Explain the methodology used

to reach the results, such as a synthesis of existing research/literature or new research data. A policymaker wants to see robust results that are repeatable or corroborated by others

**5) Conclusions-** reinforce the key message to take away from the policy brief. Remember the executive summary is where typical conclusion content is, do not simply repeat it.

**6) Action/Policy Recommendations-** try and make only one feasible policy recommendation. If you are making more than one recommendation, differentiate them clearly e.g. in bullet points and keep it to three maximum

**7) References and Suggested Sources-** use references sparingly and suggest a few additional sources at the end to give either background or more detail to the policy issue

**8) Acknowledgements, Author Details and Disclaimers-** detail any funding used for the research, note down the author's current positions and contact details, if the policy brief is being produced by an institution a disclaimer may be needed.

### **3. Power Point Assignment 25% (25 points)**

As doctoral prepared nurses you may be involved in health policy initiatives and if not directly involved you can influence policy by being aware and advocating through your professional organizations. If you are a DNP student, you should consider how to translate into practice for a DNP project. Many of you have years of nursing experience that will contribute to interprofessional dialogue about this issue; however, it is critical that you also take an evidence-based policy approach. When preparing documents for policy makers it is important to incorporate current evidence (research and other evidence). For this assignment you should identify a health policy issue related to the population of interest to you. For example, you could explore health care workforce and education or access to care. You must get approval from me before you initiate the project. Once you have received approval, please follow these steps:

1) Identify and discuss a nursing situation with calls for nursing that influence or are influenced by health policy, consider ethical principles  
Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhances well-being.

Example: A 78-year male reports history of abuse by his wife. This happened to me, so first I engaged in dialogue with the patient, then considered how elder abuse is addressed at the local, state, national, and global level.

2) Discuss the significance of the problem at local, state, national and global level

3) Based on the best available evidence and using an ethical framework to inform policy recommendations what strategies could you suggest to policymakers at:

- ☐ Local level
- ☐ State level
- ☐ National level
- ☐ Global level

Give examples do not just state nurses influence...what can be done or has been done successfully,

4) Discuss implications for DNP practice (must take an interprofessional approach)

Prepare a PowerPoint presentation and post for discussion. The PowerPoint presentation should be something you would present in a professional setting. You need to do a voice over recording

**Headings are: Introduction, Significance, Evidence-based Recommendations, Research Implications, Practice Implications, Conclusion, References**

PowerPoint Assignment Grading Rubric: 25% of grade (Total 25 points)

	Grading Criteria for PPT	Points
Introduction	Clearly presents the health policy issue as a nursing situation, considers diversity, inclusion, and equity	2 Points
Significance	Discussion the pros and cons of health policy issue using current evidence	5 Points
Evidence-based recommendations (What can be done)	Using an ethical framework provide evidence-based strategies to address issue at local, state, national, and global level	5 Points
Research implications	Clearly discusses next steps, preparing documents for policy makers (e.g., white paper) or conducting a research study	6 Points
Practice implications	Clearly discusses practice implications	5 Points
References APA format		2 Points
		<b>Total 25 Points</b>

#### **4. News article –critique – 5 Points each Total 20 Points**

**During Unit 2, 3, 4, and 5** you will choose a newspaper or magazine article regarding some aspect of public policy. Create a **Two to Three** Page critique of the article to include (Each of the following aspects is worth one point).

1. Citation of the article
2. Synopsis of the article
3. How the information from the article is related to a health care policy issue



4. Are ethical principles followed in the authors recommendations
4. Based on evidence discuss your opinion about the article; pros/cons
5. Implications for DNP practice

**ACADEMIC SERVICE-LEARNING STATEMENT (Optional):** Due to the nature of the course content, this course is designated as an “academic service-learning” course. The assistance you provide to an agency/organization during your academic service-learning experience is a service to the community and will allow you to apply knowledge from the course to local, national, and/or global social issues. Throughout this course you may participate in academic service-learning activities while demonstrating civic engagement at campus, local, national, and/or global community levels. You will also reflect on your academic service-learning experience and the impact on the community as well as your professional development. To receive academic service-learning notation of hours on your transcript, your hours must be logged according to university policy. Also, pre-assessment and post-assessment surveys are required to be taken by academic service-learning students.

- **Description of the Project:**
  - Students choosing this assignment will engage in a minimum of 10 hours of Academic Service-Learning opportunity at approved community locations. Community locations will be approved by the Christine E. Lynn College of Nursing.
- **Relevant and meaningful service in the community:**
  - The goal of the community-based epidemiological action project is to identify a call from the community, then design and lead an epidemiological effort that meets the identified call through Academic Service-Learning.
- **Enhanced academic learning:**
  - As this course focuses on epidemiology for advance nursing practice, practical application of the course content can occur through Academic Service-Learning activities that involve the application of epidemiological tools used in advanced nursing practice to improve health by altering personal, social and/or environmental risk factors. This will be a "real world" experience through activities such as health data collection, disease surveillance, contact tracing and health education.
- **Purposeful civic engagement:**
  - The goal of the community-based epidemiological action project is to identify a community need, then design and lead an epidemiological effort that meets a specific need in the community and allows students to apply knowledge and work toward course objectives while meeting a distinct community need.

## **BIBLIOGRAPHY:**

The following articles are related to public policy and provide students with insight into public policy in the context of health and nursing related publications. Other important articles will be presented in each unit as appropriate; students are expected to read each of the articles and integrate into the discussion (at least one to two as appropriate in the discussion).

Bleich, M.R., Smith, S., & McDougale, R. (2020). Public policy in a pandemic: A call for leadership action, *The Journal of Continuing Education in Nursing*, 51(6), 250-252.

Eaton, M., deValoine, M., Sanford, J., Lee, J., Trull, L., & Smith, K. (2020). Be the change: an interprofessional team-based health policy summit, *Nurse Educator*, 42, 226-230.

Edwards, N., Coddington, J., Erler, C., & Kirkpatrick, J. (2018). The impact of the role of Doctor of Nursing Practice nurses on healthcare and leadership, *Medical Research Archives*, 6, 1-11.

Engelman, A., Case B., Meeks, L., & Fetter, M.D. (2019). Conducting health policy analysis in primary care research: turning clinical ideas into action, *Family Medicine Community Health*, 7, 1-7.

Mitchell, P.H. (2020). Nursing science and health policy: opportunity in the year of the nurse and the midwife. *International Nursing Review*, 67, 1-3.

Nardi, D., Waite, R., Nowak, M., Hatcher, B., Hines-Martin, V., & Stacciarini, J.M.R. (2020). Achieving health equity through eradicating structural racism in the United States: A call to action for nursing leadership, *Journal of Nursing Scholarship*, 52, 697-704.

National Academies of Sciences, Engineering, and Medicine. (2021). *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity*. Washington DC: The National Academies Press. <https://doi.org/10.17226/25982>

Patel, E.Y., Petermann, V. & Mark, B.A. (2019). Does state level nurse practitioner scope of practice policy affect access to care, *Western Journal of Nursing Research*, 41, 488-518.

Phoenix, B. J. & Chapman, S. A. (2020). Effect of state regulatory environments on advanced psychiatric nursing practice, *Archives of Psychiatric Nursing*, 34, 370-376.

Scott, S.M. & Scott, P.A. (2020). Nursing, advocacy, and public policy. *Nursing Ethics*, 28, <https://doi.org/10.1177/096973302961823>

## **COURSE SPECIFIC LITERATURE:**

### **ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)**

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring*. Springer.

Buber, M. (1970). *I and thou*. Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science*. Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2<sup>nd</sup> ed.)*. Silliman University Press.

Mayeroff, M. (1971). *On caring*. HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.)*. Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing*.  
National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.)*. FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions*  
Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm*. Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource*. Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences*.  
Springer.

Watson, J. (2018). *Unitary caring science philosophy and praxis of nursing*.  
University Press of Colorado.

Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

## **COURSE POLICIES & GUIDELINES**

Please read Important Info for specific guideline and rules for the on-line learning adventure.

Assignments are due on the date specified by the faculty on the course syllabus. The course syllabus is the official schedule for course activities. You may find it helpful to print a copy and keep it in your workspace, and/or place due dates on your electronic calendar. Late work is not acceptable and will receive a grade of zero.

If the student is unable to submit work on the designated date, arrangements must be made with the course faculty in advance of the due date. Extensions will only be considered in extreme circumstances and only for individual assignments. Discussion activities and assignment posted for peer critique as well as your critique of your peers work are time sensitive activities and ABSOLUTELY no extensions are possible. No extensions are granted after the due date, and no work will be accepted after the last class session. In addition:

- Students are reminded that the College of Nursing Professional Statement and University Policies are related to academic integrity and apply to all tests, written assignments, verbal communications and other course activities. All policies in the college and university catalogues apply to this course

- All course work and correspondence must be submitted within this e-College course site. Assignments that are FAXED, e-mailed or brought in hard copy to the faculty are not acceptable. If your assignment does not appear in the area designated for that assignment within this course framework, it cannot be evaluated and will receive a grade of zero.
- Course work must be saved in the format and submitted via the course tool as described within the assignment guidelines.
- Students are expected to participate in class and group activities and discussions and should log on to the course website at least three times weekly to obtain the reading materials and check on course updates and announcements.
- Students who do not participate in these activities will receive a grade of zero for that component of their course grade.
- Because of the nature of class activities and group projects, there will be no alternative assignments or opportunities for make-up experiences or assignments.
- All students must have an FAU e-mail address and regular access to a computer.
- All assignments will be completed in APA format: (Publication Manual of the American Psychological Association, 5<sup>th</sup> edition; ISBN 1-557987912 or 1-557988192).
  - Margins: at least 1" (one inch)
  - Page size: 8.5"X 11"
  - Font: Preferred 12-point Times Roman Numeral. Courier is also acceptable.
  - Spacing: Double-spaced
  - Numbering: Number all pages in the upper right hand corner of each page.

## **COLLEGE OF NURSING POLICIES**

The faculty reserves the right to make changes in course content and requirements.

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Graduate Handbook located at:

<http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

### **CODE OF ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information,

see: <http://www.fau.edu/ctl/AcademicIntegrity.php>

**CON Academic Integrity:** <http://nursing.fau.edu/academics/student-resources/graduate/policiesregulations/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

#### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

#### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

#### **INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

#### **ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

#### **POLICY ON THE RECORDING OF LECTURES (OPTIONAL)**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

### **RELIGIOUS ACCOMMODATION:**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information,

see: <https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>

**CON Religious Accommodation:** <http://www.fau.edu/sas/New.php>

### **USE OF STUDENT COURSE MATERIAL**

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

### **COURSE SCHEDULE**

<b>Module</b>	<b>Topics</b>	<b>Assigned Reading and Assignment &amp; Due Dates</b>
<b><u>One</u></b>	<p>Policy implications for advanced practice nursing</p> <p>Turning health policy into practice</p> <p>Future of Nursing 2020-2030</p> <p>Consensus model for APN</p>	<p><b><u>Textbook readings:</u></b>  Goudreau &amp; Smolenski  Unit I: Health Policy from an Advanced Practice Registered Nurse Practice Perspective</p> <p>Seavey et al Unit 1,2 : Health Policy Analysis, Mechanics</p> <p>Assigned Articles</p> <p><b><u>Assignments</u></b></p>



	<p>Effective State level APN/DNP leadership</p> <p>Health policy analysis</p> <p>Mechanics of health policy</p>	<p>Interactive Discussion # 1</p> <p>Newspaper critique ONE due</p>
<p><b><u>Two</u></b></p> <p>Memorial Day</p>	<p>Patient Affordable Care Act and primary care</p> <p>AARP initiatives</p> <p>Value based purchasing</p> <p>Implications for health care reform in independent practice</p> <p>Providing evidence why health problem is policy issue</p>	<p><b><u>Textbook readings:</u></b> Goudreau &amp; Smolenski, Unit II: Implications of Health Care Reform and Finance on APRN Practice</p> <p>Seavey et al, Unit 3, 4: Policy Background, Statement of Policy Issue</p> <p>Assigned Articles</p> <p><b><u>Assignments</u></b> Interactive Discussion # 2</p> <p>News Critique TWO</p>
<p><b><u>Three</u></b></p>	<p>What can DNP do to improve health care</p> <p>Public policy and aging population</p> <p>Public policy and end-of-life care</p> <p>Health policy and genetics and genomics for DNP</p> <p>Writing policy brief</p>	<p><b><u>Textbook readings:</u></b> Goudreau &amp; Smolenski. Unit III: Health Policy and Special Populations: Implications</p> <p>Seavey et al, Unit 5,6: Normative Values &amp; Stakeholders Analysis, Criteria for Success</p> <p>Assigned Articles</p> <p><b><u>Assignments</u></b> Interactive Discussion # 3</p> <p>News Article critique THREE</p>
<p><b><u>Four</u></b></p>	<p>Accountable care in health care delivery and reimbursement</p> <p>Systematic Approach to containing health care spending</p>	<p><b><u>Textbook readings:</u></b> Goudreau &amp; Smolenski Unit IV: Health Policy and Its Impaction on APRN-Driven Quality and Research</p> <p>Assigned Articles</p>

	<p>Importance of DNP project in influencing policy</p> <p>Making evidence-based recommendations for policy change or new policy</p>	<p>Seavey et al, Unit 7, 8: Systematic Review of Policy Option, Recommendations and Strategy</p> <p><b><u>Assignments</u></b> Interactive discussion # 4</p> <p><b>News Article Critique FOUR</b></p>
<b><u>Five</u></b>	<p>Patient rights Person-centered care Social Justice Equity, inclusion, diversity Ethical framework for public policy</p> <p>Taking Action</p> <p>DNPs having an active voice in health care policy</p> <p>Telehealth in a new world</p>	<p><b><u>Textbook readings:</u></b> Goudreau &amp; Smolenski, Unit V: Effects of Changes in health Policy on Nursing Organizations</p> <p>Assigned articles</p> <p><b><u>Assignments</u></b> Interactive Discussion # 5</p> <p><b>Policy Brief due</b></p>
<b><u>Six</u></b>	<p>Health care policy: global perspective</p> <p>DNP having active voice by being on boards and other national initiatives</p> <p>Role of DNP in advocacy, policy and politics in action</p>	<p><b><u>Textbook readings:</u></b> Goudreau &amp; Smolenski, Unit VI: The Future of APRN Practice and Health Care Policy Nationally and Internationally</p> <p>Assigned articles</p> <p><b><u>Assignments</u></b> Interactive discussion # 6</p> <p><b>Power Point</b></p>

## **PROFESSIONAL STATEMENT**

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

### **STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the

environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

Revised 11/12/21

Approved DNP Committee 11/12/21

To: The Graduate Programs Committee Chair

From: Alka Sapat, (on behalf of the School of Administration Faculty)

CC: Art Sementelli (Public Administration), Andra Opalinski (Nursing)

Date: 1/19/22

Re: School of Public Administration Feedback to Proposed Changes for NGR 7738

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The School of Public Administration (SPA) received the proposed syllabus changes, including the proposed title change for NGR 7738 at the end of the Fall 2021 semester. The proposed syllabus and information were circulated to the SPA faculty in the first two weeks of the Spring 2022 semester. The feedback received from the faculty included the following:

1. There were concerns that SPA has similar courses in Public Policy (such as PAD 6036 and PAD 6143). The latter also focuses on current and important policy issues and students learn how to advocate for them. Assignments in the PAD 6143 class are structured similarly and since a number of hospitals and health organizations are nonprofits, similar concerns and issues are addressed in this course. In summary, there were concerns that there is an overlap of the proposed course with existing PA courses.
2. A large focus of the PA programs is also on Ethics. We have courses in ethics for both the MPA and MNM programs and SPA is home to the LeRoy Collins Public Ethics Academy. Given our existing courses, SPA faculty were concerned about potential overlap with those courses as well.

We would be happy to collaborate with Nursing in cross-listing our courses in these fields, along with working collaboratively on potential curriculum in these areas. The synergies from collaboration with both units could be productive for all students.