

HUNTER COLLEGE *of the* CITY UNIVERSITY *of* NEW YORK
The BROOKDALE HEALTH SCIENCES CENTER
HUNTER-BELLEVUE SCHOOL *of* NURSING
Fall 2014

COURSE: NUR 704 SEC. 01L Urban Health Care Systems

CATALOGUE DESCRIPTION

This course explores healthcare systems and policy, including their impact on professional practice and quality/safety outcomes. It emphasizes health policy development and the role of advocacy in health system change.

COURSE DESCRIPTION

Exploration of healthcare systems and policy, including impact on professional practice and quality and safety outcomes. Examination of ways that healthcare delivery systems are organized and financed and the economic, legal, and political factors that influence those systems. Students learn basic strategies for assessing organizations, identifying system issues, and implementing system-wide and policy change. Processes of health system development are emphasized, along with the roles of interest groups in policy change. The roles of transdisciplinary teams are examined, including their roles in the management of human, fiscal, and physical resources. Policy, ethical, and legal issues related to health information technology are discussed. Interaction between regulatory and legislative processes and quality improvement is highlighted. Emphasis is placed on the roles of social justice and political activism in promoting access to equitable health care services, including end of life care.

COURSE OBJECTIVES

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

1. Utilize relevant theoretical and conceptual models to examine the design, delivery, and evaluation of health-related services and programs.
2. Demonstrate an understanding of how healthcare delivery systems are organized and financed.
3. Identify economic, legal, and political factors that influence healthcare delivery.
4. Explain processes of policy development, including the roles of interest groups in influencing policy change.
5. Compare and contrast quality improvement models.
6. Analyze methods to promote culturally competent, safe, and effective relationship-centered care models that incorporate just culture principles.
7. Identify policies that promote ethical principles and strategies for the use of health and information technologies, including electronic health records, to improve health care delivery.
8. Identify policies that improve the health of the public.
9. Examine effects of regulatory and legal processes on healthcare delivery and outcomes.

10. Explain the roles of social justice and political activism in promoting health policies designed to improve access to equitable health care services.

METHODS OF INSTRUCTION

This section of the course is delivered in-person most weeks. Class sessions include lecture, in-class discussion, PowerPoint presentations, and team-based learning approaches including brief quizzes, and individual and group exercises. Any on-line classes are asynchronous—students access the materials, post on the discussion board, etc., at various times during the week, not during a specific assigned time.

REQUIRED READINGS

Mason, D. J., Leavitt, J.K., & Chaffee, M. (Eds.) (2012). *Policy and Politics in Nursing and Health Care* (6th Ed.). St. Louis, MO: W.B. Saunders/Elsevier. ISBN: 978-1-4377-1416-6.

The Institute of Medicine. (2011). *The Future of Nursing: Leading Change, Advancing Health*. Washington, DC: National Academies Press. ISBN: 978-0-309-15823-7.

(**NOTE:** This book, the report's recommendations, and a brief summary are available for downloading for free at www.iom.edu/nursing.)

Additional required readings (journal articles, etc.) will be posted on Blackboard.

ADDITIONAL READINGS

AcademyHealth. (2011). *Impact of the Affordable Care Act on the Safety Net* (policy brief). http://www.academyhealth.org/files/FileDownloads/AHPolicybrief_Safetynet.pdf

Auerbach, D.I., Staiger, D. O., Muench, U. & Buerhaus, P.I. (2011). The nursing workforce in an era of health care reform. *New England Journal of Medicine*, 368(16), 1470-1472.

Bechtel, C. & Ness, D.L. (2010). If you build it, will they come? Designing truly patient-centered health care. *Health Affairs*, 29(5), 914-20.

Benjamin, G. (2012). Institute of Medicine Commentary: Transforming the public health system: What are we learning? Retrieved at <http://iom.edu/Global/Perspectives/2012/TransformingPublicHealth.aspx?page=1>

Berwick, D. (2011). Making good on ACOs' promise: The final rule on Medicare's Shared Savings Program. *New England Journal of Medicine*. Retrieved at <http://www.nejm.org/doi/full/10.1056/NEJMp1111671>

Cassel, C.K. & Guest, J.A. (2012). Choosing Wisely: Helping physicians and patients make smart decisions about their care. *JAMA*, 307(17),1801-1802.

Chandra, A., Gruber, J. & McKnight, R. (2011).. The importance of the individual mandate--evidence from Massachusetts. *New England Journal of Medicine*, 364(4), 293-295.

Champan, S., Wides, C. & Spetz, J. (2010). Payment regulations for advanced practice nurses: Implications for primary care. *Policy, Politics and Nursing Practice*. DOI: 10.1177/1527154410382458

Cutler, D. (2010). How health care reform must bend the cost curve. *Health Affairs*, 29(6), 1131-35. DOI: 10.1377/hlthaff.2010.0416

Derksen, D. & Whalen, E-M. (2009). *Closing the Healthcare Workforce Gap*. Washington, DC: Center for American Progress. Retrieved at http://www.njhealthjobs.org/sites/default/files/health_care_workforce.pdf

Fineberg, H. V. (2012). Shattuck Lecture. A successful and sustainable health system--how to get there from here. *New England Journal of Medicine*, 366(11), 1020-7.

Health Policy Brief: Health Gaps. (2013, August 15). *Health Affairs*. Retrieved at https://www.healthaffairs.org/healthpolicybriefs/brief.php?brief_id=98

Herzlinger, R. (2006). Why innovation in health care is so hard. *Harvard Business Review*. Retrieved at <http://hbr.org/web/extras/insight-center/health-care/why-innovation-in-health-care-is-so-hard>

Institute of Medicine. (2012). *Best Care at Lower Cost*. Washington, DC: National Academies Press.

Institute of Medicine. (2012). *Primary care and public health : exploring integration to improve population health*. Washington, D.C.: National Academies Press.

Fairman, J., Rowe, J., Hassmiller, S. & Shalala, D. (2011). Broadening the scope of nursing practice. *New England Journal of Medicine*, 364(3), 193-196. Retrieved at <http://www.nejm.org/doi/full/10.1056/NEJMp1012121>

Jonas, Goldsteen & Goldsteen (2007). *An Introduction to the U.S. Health Care System, 6 Edition*. New York: Springer. ISBN: 9780826102140 (**NOTE:** This book is also available in *electronic format* through the Hunter library website. You may or may not prefer to read it online, but it is accessible (and free) through that route.)

Kaiser Family Foundation web site: www.kff.org

Kaiser Family Foundation. (n.d.). Health Reform Hits Main Street (video). <http://healthreform.kff.org/the-animation.aspx?source=QL>

Kaiser Family Foundation. (2012). A Guide to the Supreme Court's Affordable Care Act Decision. <http://www.kff.org/healthreform/upload/8332.pdf>

Kaiser Family Foundation. <http://healthreform.kff.org/> A site for objective information on health reform and the Affordable Care Act. The home page shows additional information on health, health care and health policy.

Kaiser Commission on Medicaid and the Uninsured. (2013a). *Community health centers in an era of health reform: An overview and key challenges to health center growth*. Retrieved at <http://kff.org/health-reform/issue-brief/community-health-centers-in-an-era-of-health-reform-overview/>

Kaiser Commission on Medicaid and the Uninsured (2013b). *Medicaid--A primer*. Retrieved at <http://kff.org/medicaid/issue-brief/medicaid-a-primer/>

Keehan, S.P. et al. (2012). National health expenditure projections: Modest annual growth until coverage expands and economic growth accelerates. *Health Affairs*, 31(7), 1600-1612. DOI: 10.1377/hlthaff.2012.0404

Kellermann, A., Saultz, J., Mehrotra, A., Jones, S. & Dalal, S. (2013). Primary care technicians: a solution to the primary care workforce gap. *Health Affairs*, 32, 1893-1898; doi:10.1377/hlthaff.2013.0481

Long, S., Stockley, K. & Dahlen, H. (2013). Massachusetts health reforms. *Health Affairs*, 31(2), 444-451. DOI: 10.1377/hlthaff.2011.0653

Mason, D.J. (2011). The nursing profession: Development, challenges, opportunities. In D.J. Mason, S. Isaacs, D. Colby (Eds.), *The Nursing Profession: Development, Challenges, Opportunities*. (pp. 3-81). San Francisco: Jossey-Bass.
<http://www.rwjf.org/files/research/diana.mason.chapter.pdf>

McBride, S., Delaney, J.M., & Tietze, M. (2012). Health information technology and nursing. *American Journal of Nursing*, 112(8), 36-42.

Mittler, J.N., Martsof, G.R., Telenko, S.J. & Scanlon, D.P. (2013). Making sense of "consumer engagement" initiatives to improve health and health care: a conceptual framework to guide policy and practice. *Milbank Quarterly*, 91(1), 37-77.

Parekh, A., Kronick, R. & Tavenner, M. (2014). Optimizing health for people with multiple chronic conditions. *JAMA*, published online on August 18, 2014; doi:10.1001/jama.2014.10181

Quality and Safety Education in Nursing (QSEM) web site: www.qsen.org

Robert Wood Johnson Foundation web site: www.rwjf.org

Robert Wood Johnson Foundation. (2013). *A new way to talk about social determinants*. Retrieved at <http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023>

Rother, J. & Lavizzo-Mourey, R. (2009). Addressing the nursing workforce: A critical element for health reform. *Health Affairs*, 28(4), w620-2624.

Staff of the Washington Post (2010). *Landmark: The Inside Story of America's New Health Care Law and What It Means for Us All*. Washington, DC: PublicAffairs. ISBN: 9781586489342.
(**NOTE:** This includes a good summary of the law as well as a discussion of the political processes that led to the law's passage. It is a quick read.)

Stokowski, L. (2011). Nurses and the Affordable Care Act: Opportunities and options. *Medscape*. Retrieved at http://www.medscape.com/viewarticle/737413_2

Supreme Court Hearings on the Patient Protection and Affordable Care Act (Audiofiles and transcripts). <http://www.supremecourt.gov/docket/PPAACA.aspx>

Thompson, D. K., Clark, M.J., Howland, L.C. & Mueller, M-R. (2011). The Patient Protection and Affordable Care Act of 2010 (PL 111-148): An analysis of maternal-child health home visitation. *Policy, Politics & Nursing Practice, 12*(3), 175-185.

See Blackboard site.

EVALUATION

1. Unannounced quizzes (3 to 5 quizzes; equally weighted and averaged, after the lowest score is dropped) (10%)
2. Brief description of assigned interest group/organization (5%) **Due by 9/29/14**
3. Paper # 1: What's Right/Wrong with the U.S. Healthcare System (10%) **Due 9/14/14**
4. Paper #2: Interest Group Issue (20%) **Due 10/26/14**
5. Paper #3: Health Policy Brief (25%) **Due 12/3/14**
6. Coalition Testimony: Individual grade (10%) Group grade (10%) **December 3, 10, 17**
7. IHI Patient Safety Modules (5%) **Due 11/5/14**
8. Class participation (5%)

ASSIGNMENTS

1. **Quizzes:** As part of a team-based learning strategy, quizzes on readings for classes will be unannounced. They will be based on the material for that week's class. Grades on each quiz will be an average of the individual student's score and the score of the individual's small group. The quiz grades will be average at the end of the course after the lowest score is dropped. These will be worth a total of 10 points.
2. **Description of assigned interest group (organization) (Post by September 29, 2014)**
The instructor will assign each student to an organization (a nursing organization, other health care group, union, consumer group, or another organization that focuses, at least in part, on health care issues). You will examine this organization and its health care agenda, and occasionally serve as a "spokesperson" for the organization as we discuss different groups' perspectives on health care issues. You will also represent this organization during the Mock Hearing/Testimony assignment (described below).

For this initial assignment, each student will post a brief description of his or her assigned group. Your posting should address:

- What is the organization's mission (or purpose), according to its website?
- Whom does the organization represent? (Whom does it speak for, or claim to speak for? Who are its members? How many members does it have—if this information is posted?)
- Which issues appear (from the website) to be top priorities for the organization? (*Briefly* identify one or two).

- What kind of reputation does the group have with regard to health care issues? For example—is it considered influential (or “powerful”); is it considered progressive, conservative, etc.? (This part doesn’t need to be extensive or comprehensive—but you should examine a source other than the organization’s own website).

Your answer should cover these points, but should be written in narrative form (i.e., in whole paragraphs, not in bulleted form). The points do not need to be addressed in the order listed Above. Please convey the information in your own words; if you quote from specific material on the website (e.g., the organization’s mission statement), include quotation marks and cite your source. (Please *do not* copy-and-paste from the website).

For this assignment, you should be able to get much of this information from the organization’s website. But also take a look at least one other reference (such as a relevant newspaper article) you find on the Web to get a general sense of the organization’s role, activity reputation, etc. (And as noted above, this will be necessary to respond to the last bullet point.)

This assignment should be posted on the Blackboard discussion board. It should be approximately 2-4 paragraphs in length. It should not be written according to APA style (since this is submitted as a discussion board posting, not as a paper), but it should be written in complete, clear sentences. Please post the name of the organization as your subject header, and please identify your sources.

Grading criteria: This assignment is worth a total of 5 points.

8 points: Includes clear responses to listed questions.

2 points: Indicates sources used, including *at least* one source in addition to the organization’s own website, and is well-written.

3. Paper #1: What's Right/Wrong with the U.S. Health Care System (Due September 14, 2014)

Take the reflective writing that you did in the first class and revise this in the following way:

- Based upon your experience as a nurse or a personal experience you have had with the health care system, select an aspect of the U.S. health care system that you believe works well or not well. Focus on what in the health care system works or doesn't work for patients, promoting the health of communities, or containing health care costs.
- Tell a story that will illustrate your position. This can be the same story that you wrote about in the first class. Revise it as needed. Do not violate HIPAA in writing this; i.e., no real names or identifiable details about patients and make specific details general (instead of "a 45 year old high school English teacher", say "a middle-aged high school teacher").

- Describe what this story illustrates is right or wrong with the health care system. Be specific. Include one to two references to provide statistics or other evidence to support your case or to illustrate that your assessment of the health care system differs from how other see it.
- Provide a closing paragraph that suggests what would improve or strengthen the issue you've selected. If you've written about what is right with the health care system, how would you strengthen this component? If you've written about what is wrong with the system, make one or two recommendations about how you would improve it.

The paper should be **no longer than** three double-spaced pages, plus a cover page and a reference page. References should be credible sources and can include websites listed in the Additional Reading section of the syllabus or similar sites, as well as scholarly references.

Grading Criteria: This assignment is worth 10 points.

3 points: The story clearly illustrates the major thesis of the paper.

4 points: The description of what is right or wrong with the health care system is clear, organized, and supported by one to three facts, statistics, or other evidence from credible sources.

1 points: The conclusion includes sound recommendations for strengthening or improving the strength/problem you identified.

2 points: The paper is clear, logical, organized, and adheres to APA style.

4. Paper #2: Interest Group Issue (Due October 26, 2014)

For your assigned interest group (organization), identify one of the organization's priority health policy issues. (This should generally be a legislative or regulatory issue—e.g., a bill in Congress or a federal regulation that the organization supports or opposes, or an issue on which the organization is advocating government action). Be specific in identifying the issue—don't just describe support of or opposition to the entire health reform bill, or general support for expanding health care coverage.

Describe the issue and its relevance to the organization. What rationale does the organization give for its position? Does it provide any evidence in support of its position? Are there any additional possible reasons for the organization's position? How does the position relate to the *interests* of the group's members or constituents?

Are there other interest groups that have taken similar positions? Or contrary positions?

The organization's website may provide reliable information describing the group's position and rationale, but you should use additional sources (including relevant peer-reviewed journal articles and/or newspaper coverage) to further describe the issue, identify contrasting positions (if any), analyze and evaluate the group's position and identify current evidence relating to the issue.

Remember that the group itself will put its position in the most favorable possible light—you want to look beneath the surface to analyze and discuss its position.

The paper should be written according to APA style. It should be **no longer than 3** double-spaced pages (in addition to cover page, abstract and references) with 12-point, Times New Roman font and one-inch margins. Please include a Reference page, which should include a minimum of four references. You should include at least two references from peer-reviewed journals. (However, if no peer-reviewed sources are available—which may occur in some cases, depending on the issue you are writing about—please note this at the end of your reference page.)

Grading criteria: This assignment is worth a total of 20 points.

- 2 points: Clearly describes a health policy issue and its relevance to the organization and the interests of the organization's members/constituents.
- 2 points: Clearly explains the organization's rationale and support for its position on the issue.
- 5 points: Analyzes and critiques the organization's rationale for its position.
- 5 points: Describes arguments contrary to the organization's position.
- 2 points: Includes relevant support, including a *minimum* of four references, at least *two* of which are from peer-reviewed journals
- 2 points: Paper is consistent with APA style, including title page, abstract and reference page.
- 2 points: Paper is clearly written, logically organized, and grammatically correct.

5. Paper #3: Health Policy Brief (Due December 3, 2014)

This paper should be on a health policy issue of your choice. It should relate to your master's program area of specialization. It should focus on an issue or problem that can be addressed by state or federal legislation or government regulation. Unlike your interest group paper or your testimony, this assignment should reflect *your own* perspective (i.e., not that of an assigned organization or coalition), but supported by the literature. You may choose to write about an issue addressed in your testimony or about another issue – the emphasis is on providing your perspective on the issue.

The paper should be written according to APA style, using 1-inch margins and 12-point Times New Roman font. It should be **no more than 4** double-spaced pages in length, not including title, abstract or references. The content of the paper should address the following:

- A description of the issue or problem and its background.
- Significance of the problem: Why is this issue of interest—why should people be concerned about it? Why are you concerned about it?
 - What literature substantiates the significance of the problem?
 - How is it related to your future role in nursing, and/or your area of specialization, and/or the population you plan to provide care for, etc.?
- What policy proposals have been put forward for addressing this issue? Who has proposed them (e.g., which group or groups)?
- What policy approach do *you* think should be taken to address this issue? Why? If there is evidence to support your position, include it.

- What do you think will be the outcome of efforts to address this issue? (For example, is it likely to be addressed by federal or state legislation or regulation at some point soon?) What would need to happen to resolve this issue?

This paper should focus on presenting *your* perspectives on this issue—it is not a research paper, although your perspectives should be informed by or related to available evidence/research.

You should submit a copy of the paper to the instructor *and* upload a copy to Blackboard your portfolio to Typhon.

Grading Criteria: This assignment is worth a total of 25 points.

5 points: Clearly describes the issue, its background and relevance

5 points: Accurately identifies and describes major policy proposals for addressing the issue, including major or significant interest group positions and their impact (if any) on the issue

5 points: Effectively describes your perspective on how the issue should be addressed (e.g., is there a current policy proposal that you support or oppose? Or would you suggest another solution?) and provides clear rationale. Includes a clearly written, succinct conclusion.

3 points: Includes available support (citations and references) to support statements of fact and data (including at least 5 references, of which 3 should be from peer-reviewed journals).

3 points: Paper is written according to APA style.

4 points: Paper is clearly written, well-organized and grammatically correct.

6. Mock Hearing/Coalition Testimony (in class, December 3, 10, 17, 2014):

Working in groups of 3-5, students will prepare and deliver testimony to a mock congressional hearing. You will be assigned to testify on a specific law, bill or regulation as part of a coalition of organizations. More detailed instructions and specific guidance will be provided in advance of the assignment.

Grading criteria: This assignment is worth a total of 20 points, of which 10 points are a group grade and 10 points are an individual grade.

Group Grade:

3 points: Testimony reflects effective coordination and collaboration among group members.

1 points: Group provides a brief summary of its recommendations at least one day prior to their hearing date.

3 points: Group members respond clearly and effectively to panel members' questions following testimony.

3 points: Testimony is presented clearly and creatively, communicating points effectively and making effective use of PowerPoint, video, and/or visual aids.

Individual Grade:

5 points: Testimony reflects a thorough understanding of issues and familiarity with the assigned interest group

4 points: Oral testimony is presented clearly, effectively and succinctly

1 point: Testimony provides relevant support for significant statements of fact, including use of relevant data, and includes at least 3 authoritative references (such as peer-reviewed journal articles and government agency reports).

7. Institute for Health Care Improvement (IHI)-Open School on Patient Safety (5%) (Complete by November 5, 2014)

IHI is a national leader in quality and patient safety. They host Open School on-line program is designe to enhance the learners understanding of quality, safety, and operations. For the purposes of this course you will complete the Patient Safety Modules 101 through 106 and complete the post test at the end of each module.

Once you complete all the sections print out your final certificates to receive credit for this assignment.

I will review the information in class in regard to accessing the class. (www.ihl.org). I would suggest you begin completing one module a week to avoid an influx of work at the end of the semester. Each module should take you no longer than one hour. To access the IHI Open School register on line at www.ihl.org Open School. Please be sure to use your Hunter email address to avoid fees and obtain full credit for the completion of the assignment

Grading Criteria- 5 points

5 points for the completion of all of the Patient Safety Modules and post tests. Partial credit will not be given for the assignment.

8. Class Participation (5%)

Your engagement in class and online discussions is essential for everyone's learning, including your own. This can include asking key questions of faculty and other students, respectfully challenging ideas put forth in class or in the readings, offering explanations and responses to questions, etc. It is not the quantity of your participation but the quality. This should include citing references that inform your views.

While students are expected to be present for all face-to-face class sessions, illness or other unforeseen circumstances may make it necessary to miss a class. If this is the case, the student is expected to notify the instructor by e-mail (preferred), phone or voice mail at least two hours *prior* to the scheduled class.

Please note, however, that *all* students are expected to be present for the Mock Hearings. These opportunities to learn from and support colleagues are considered a major element of student participation in this course. (If a conflict is anticipated on any of the hearing dates, notify me as soon as possible to discuss it).

CLASS SCHEDULE

DATE	TOPIC	READINGS	ASSIGNMENTS
WEEK 1 9/3/14 Lead Faculty LF: Mason & Glickstein	Course Introduction and overview	Mason et al.: <u>Ch 1</u>	Please complete pre-course assessment on the course Discussion Forum of Blackboard by 9/1/14
WEEK 2 9/10/14 LF: Glickstein	The ACA and Interest Groups	Mason et al: Ch 81 , 86-90 Stokowski (2011) <u>Watch video: http://kff.org/health-reform/video/youtoons-obamacare-video/</u> <u>Watch video: Supreme Court decision on Hobby Lobby</u> <u>https://www.youtube.com/watch?v=v8MbDZMtOhU</u> and <u>http://www.mediaite.com/online/ruth-bader-ginsburg-male-justices-didnt-really-understand-hobby-lobby/</u>	
WEEK 3 9/17/14 LF: Glickstein	Where Is Health Created?: Social Determinants, Public Health and Community Health	Mason et al.: Ch 30, 31, 32, 34 , 37, 85 , 91 Herzlinger (2006) Benjamin (2012) Health Policy Brief (2013)	Paper #1 due; post to www.turnitin.com. What's Right/Wrong with the U.S. Health Care System by 9/14/14
WEEK 4 9/24/14	NO CLASS		Post Interest Group Description on Blackboard by 9/29
WEEK 5 10/1/14 LF: Mason	Reforming Health Care in the U.S. and the Triple Aim	Mason et al.: Ch 13 , 15,19-27, 33, 42 <u>Fineberg (2012)</u> <u>Bechtel & Ness (2010)</u> <u>Cassel & Guest (2012)</u> <u>Long et al. (2012)</u>	
WEEK 6 10/8/14 LF: Mason	Evolution and Structure of the Health Care System; Health Care Financing and Payment	<u>Cutler (2010)</u> <u>Academy Health</u> Mason et al.: Ch 14,15 , 16, 17, 25, 33 Berwick (2011) Thompson et al. (2011) Keehan et al. (2012) Kaiser Commission on Medicaid and the Uninsured (2013a and b) States opting out of Medicaid expansion: <u>http://kff.org/health-reform/issue-brief/the-coverage-gap-uninsured-poor-</u>	

		<u>adults-in-states-that-do-not-expand-medicaid/</u>	
WEEK 7 10/15/14 LF: Glickstein	The Policy Process, Legislative and Regulatory Processes	Mason et al.: Ch 7, 64, 65 , 39, 40	
WEEK 8 10/22/14	Shiffrin Lecture		Paper #2 due: Interest Group Issue by 10/26/14
WEEK 9 10/29/14 LF: Mason	Political Analysis and Strategy	Mason et al.: Ch 5 , 8, 9, 10, 68 , 69, 54, 73, 77, 92 Landmark, Part 1, Ch 1-4	
WEEK 10 11/5/14 LF: Mason	Nursing, the Health Care Workforce, Health Care Reform and The IOM Report on <i>The Future of Nursing</i>	<u>IOM: Future of Nursing</u> Auerbach et al. (2013) Mason et al.: Ch 35, 49 , 50, 51, 53, 84 Mason: The Nursing Profession Rother & Lavizzo-Mourey (2009) Fairman et al. (2011) <u>Derksen & Whelan (2009)</u>	
WEEK 11 11/12/14 LF: Mason & Glickstein	Health Care Quality and Safety and the Role of Technology and Nurses	<u>McBride et al. (2012)</u> <u>Review QSEN web site: www.qsen.org</u> Mason et al.: Ch 48 , 59 Mock hearing preparation	IHI modules report due 11/5/14
WEEK 12 11/19/14 LF: Glickstein	Individual, Family and Community Engagement and Activation	Parekh et al. (2014) Mittler et al. (2013)	
WEEK 13 11/26/14	ONLINE	Mason et al.: Ch 30, 31, 32, 34 , 37, 85 , 91 www.aannet.org/raisethevoice	Select an Edge Runner model of care and provide an online analysis of whether it could be scaled up to transform health care.
WEEK 14 12/3/14 LF: Mason & Glickstein	Mock Hearings (3)		Paper #3 due: Health Policy Issue
WEEK 15 12/10/14 LF: Mason & Glickstein	Mock Hearings (3)		
WEEK 16 12/17/14 LF: Mason & Glickstein	Mock Hearings (2) Course summary and evaluation		

Note: This syllabus is subject to change and revision.