

**WASHINGTON STATE UNIVERSITY
COLLEGE OF NURSING
FALL 2009**

COURSE NUMBER: N507

COURSE TITLE: Nursing Health Care Policy Analysis

CREDIT HOURS: 2-3 semester hours

CLASS MEETINGS:

In person classes: August 24 1:10 pm – 8 pm
September 14 9:10 am – 4 pm
October 26 9:10 am – 4pm

Six web based classes: Monday August 31, 2009 through Sunday October 18, 2009

PREREQUISITES: Graduate standing in nursing or permission of the instructor

FACULTY: Louise Kaplan, Ph.D., ARNP
360-546-9618 office
360-956-1164 home
360-546-9038 fax
e-mail: kaplanla@wsu.edu

CATALOG DESCRIPTION:

Analysis of health care system policy. Exploration of issues of clinical management and community resource utilization including advocacy techniques.

TOPICS AND OBJECTIVES

The student taking this course for 2 credits will:

1. Explore the economic impact of health policy and planning on organization of personnel and resources, utilization of payment systems, and cost of services.
2. Analyze current and proposed legislative, regulatory or budgetary matters upon health care.
3. Analyze ethical issues related to health care systems and community resource allocation.
4. Investigate boundaries and constraints on current health care practices and legal implications.

In addition to these outcomes, the student taking this course for 3 credits will:

5. Understand the application of health policy that has been implemented programmatically in the community.
6. Explore via stakeholder communication key stakeholder roles that impact policy application in the community.

ANGEL

Angel is the server for the web-based portion of the class. When you register for the course you are automatically registered in Angel. To access Angel, browse to <http://lms.wsu.edu/> and use your network ID and password to log in. Students in Vancouver who need assistance can contact Christine Ludwig at Ludwig@vancouver.wsu.edu or at 546-9085. Students on other campuses can contact the help desk at angel.support@wsu.edu or by calling 509-358-7748. The home page for Angel has a link to the Angel Help Portal which includes an online manual and other resources.

READINGS AND OTHER COURSE MATERIALS

There is **no required textbook** for the course. All readings are articles available through the library's electronic reserves system and most are posted in Angel. Access to the electronic reserves is under the Class Materials tab. Related web sites are listed in the syllabus and in the folder for each class. If you are interested in books that will provide a broader understanding, here are *two recommendations*.

Feldstein, P.J. (2007). Health Policy Issues: An Economic Perspective, 4th ed.

Milstead, J.A. (2007). Health Policy and Politics: A Nurse's Guide, 3rd ed.

WORK LOAD

It is WSU policy that for every hour in class, students should expect an **average** of two hours working on the course assignments outside of class. For example, with a 2 credit course expect to spend an average of 4 hours a week working on the course in addition to the class time. For weeks with web based classes this is a total of 6 hours per week. Depending on your skills and knowledge as a learner, it may take you more time or less time than the average 4 hours. There may be some weeks that take more time than others.

ATTENDANCE AND CLASS PARTICIPATION

Class participation is required. Attend the in-person classes unless arrangements are made ***in advance*** or if you live at a distance. Distance students will view the live video stream of the class and send questions and comments using instant messaging. If you are given permission to view the class on archived video stream you will also need to complete an assignment about the class by a specified date. Participation in web based classes requires that you meet all deadlines for assignments and successfully complete them. Lack of full participation may lead to a reduction in the course grade.

LATE ASSIGNMENTS

Late assignments will not be accepted unless arrangements are made with the faculty ***at least one day in advance*** of the due date or unless there are mitigating circumstances. A late assignment or failure to successfully complete an assignment may lead to a grade reduction.

WRITING ASSIGNMENTS – Written assignments should include a cover page and references if used. **Please use size 12 font and double space the documents.** Please use APA 5 format for papers that involve references. Your written work is a representation of you. Insure all credits are given for the work of others. Any violations, plagiarism, or copying will not be tolerated.

DISABILITY STATEMENT

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first two weeks of the semester if any accommodations are needed for the course. Late notification may cause the requested accommodations to be unavailable. All accommodations must be approved through Disability Services on your campus.

ACADEMIC HONESTY

Statement on Plagiarism and Academic Honesty: According to the Washington State University Student Handbook (WAC 504-25-010 through 015), all instances of plagiarism or collusion will result in the student receiving a failing grade for the course and all incidents of plagiarism and collusion will be reported to the Office of Student Affairs for further university action. Plagiarism is understood to be the attempt to represent the work of another as one's own or to allow another to represent one's own work as his or hers. Examples of plagiarism include the direct use of another's writing in one's own work without the use of quotation marks or clear attribution, the quotation of texts verbatim without citing such texts, the close paraphrase of other works or other people's ideas in one's own work without attribution, collaboration on the final production of papers, examinations, homework or reading responses. Sharing ideas, discussing course material, studying together for examinations is allowed and encouraged, but the product of such endeavors must be your own work, not that of another. Any work (including papers, examinations, reading responses, projects, or anything else) submitted contrary to this policy or any work that you have done which you knowingly allow another student to claim as his or her own, is inappropriate and will be dealt with as such. Falsification of practicum hours is also considered academic dishonesty and will result in a reduction in grade or failure of the course.

"Academic integrity violations include actions defined as 'cheating' in the Washington State University Standards of Conduct for Students. See Washington Administrative Code 504-26-010. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student's dismissal from the WSU College of Nursing".

INSTRUCTIONAL STRATEGIES:

Learning will occur through the use of readings, discussions, in-class activities, web based activities, and assignments. The instructor may change the syllabus as needed to facilitate student learning. Students are expected to have completed the assigned readings and other preparatory work as a basis for interaction. Faculty-student and student-student interaction will occur in the classroom as well as online through web based modules.

WEB BASED CLASSES

There are six web based modules between August 31, 2009 and October 18, 2009.

1. The web based modules are designed to promote self-guided learning and foster interactions among the class members. Much of what makes this class interesting is the development and exchange of ideas about health policy. The goal of the web based activities is to stimulate you and create a venue for thought provoking dialogue.
2. This course is compressed and class work will end on October 26, 2009 with an additional 2 weeks for some assignments. Each in-person class is the equivalent of three, two-hour classes for a total of nine classes. The web based modules account for another six, two-hour classes. In addition to 30 hours of class time it is expected that you will spend an additional 60 hours in preparation for class and completing assignments. (Students enrolled for 3 credits will also complete a 45 hour practicum.)
3. Group activities require each person to assume some of the responsibilities. This engages everyone in the activities but does not burden any one person. This also facilitates team building which is an essential part of the nursing profession. When a web based module involves participation in a discussion forum, each student will be assigned to a group. The group's discussion forum can be found by clicking on the button labeled "Communicate" or in the module's folder.
4. If you are having problems understanding an assignment or have questions about it, please call or e-mail me.
5. Please keep track of due dates. These are in the syllabus, each assignment, the class materials pages and the course calendar on Angel. When you open Angel the due dates for the current week should appear. I will send e-mail reminders as well.
6. Modifications to the course will be made to facilitate your learning and to assure the web based classes work well.
7. Your feedback is very important to me. Please let me know how I can improve the course.

GRADING

The two-credit course grade will be based on satisfactory: 1) completion of 3 required assignments; 2) class participation; 3) completion of all web-based activities; 4) completion of optional assignments. If an assignment does not meet graduate education standards, it will be returned to you for revision with a due date for resubmission. Satisfactory completion of three required assignments and class participation are necessary to pass the course with a grade of B. Optional assignments can be selected to earn a higher grade.

Lack of class participation, failure to complete web-based assignments, and/or failure to complete the three required assignments will result in a grade reduction. Each student decides the number of optional assignments to complete. The three-credit course grade will be the same as that for the two-credit course grade however completion of the third credit assignment must be satisfactory. A grade reduction will occur if the third credit assignment is not completed or is not satisfactory.

Written required and optional assignments and web-based activities will be accessed through Angel and submitted through Angel.

Required Assignments and Class Participation:

1. Bill Analysis
2. Redesign of the Health Care System
3. Political Process Paper
4. Class Participation
5. *Practicum IF enrolled for 3 credits*

Optional Assignments

1. Analysis of the movie Sicko
2. Position paper on the Washington Death with Dignity Act
3. Position paper on the 60 day supply rule for medical marijuana
4. Policy Analysis of "The Spirit Catches You and You Fall Down" (counts as **three** optional assignments if completed satisfactorily)
5. Policy Analysis of "Crazy" (counts as **three** optional assignments if completed satisfactorily)

Class participation in addition to the following assignments completed satisfactorily:

- B: Three required assignments
B+: Three required and one optional assignment
A-: Three required and two optional assignments
A: Three required and three optional assignments

STUDENTS ENROLLED FOR THREE CREDITS

Students enrolled for 3 credits are required to complete a practicum described at the end of the syllabus. The practicum must be completed satisfactorily in order to receive the course grade based on the grading scale above. If it is not completed satisfactorily the course grade will be reduced.

ACADEMIC CALENDAR

Use the following link to access the WSU Vancouver academic calendar. This includes dates for adding and dropping courses, withdrawing from a course, tuition due and refund information, etc. Please be advised there are fees for late registration.

<http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX>

COURSE SCHEDULE AND READINGS

In Person Class 1: Monday August 24, 2009 1:10 pm – 7:30 pm.

Topics

Course overview
Health policy overview
The politics of health care
The Policy Process
 Stakeholders and agenda setting
 Legislative process

Readings:

Fuchs, V.R. (2008). Three “inconvenient truths” about health care. *New England Journal of Medicine*, 359(17), 1749-1751.
Gebbie, K.M., Wakefield, M. & Kerfoot, K. (2000). Nursing and health policy. *Journal of Nursing Scholarship*, 32, 307-315.
Paterson, M.A. (2008). Putting policy to work for your practice. *The Journal for Nurse Practitioners*, 4(10): 776-779.
O’Grady, E.T. (2006). Powerful lessons for nurses learned from a year on Capital Hill: An interview with Nancy Short. *Nurse Practitioner World News*, 11(12), 1, 16.
Pruitt, R. H., Wetsel, M.A., Smith, K.J. & Spittler, H. (2002). How do we pass NP autonomy legislation? *The Nurse Practitioner*, 27(3), 56-62.

View the video, *The First Branch*, about the legislative process. There is a link to this video on Angel under Class Materials in the Class 1 Folder.

WEB BASED CLASS 1 Starts Monday August 31, 2009 and ends Sunday September 6, 2009 Go to Angel, Class Materials, Web Based Class 1

Topic

Medicare

Readings

Eichner, J. & Vladeck, B.C. (2005). Medicare as a catalyst for reducing health disparities. *Health Affairs*, 24(2): 365-375.
Feldstein, P.J. (2008) Medicare. In, *Health policy issues: An economic perspective*. Chicago: Health Administration Press.
Flaer, P.J., Donderez, A. & Younis, M.Z. (2007). Medicare Part D: The sea of choices meets the donut hole. *Journal of Health Care Finance*, 34 (1): 1-7.

Web Based Resources

Medicare <http://www.medicare.gov>

Medicare and You 2009. <http://www.medicare.gov/Publications/Pubs/pdf/10050.pdf>

Medicare: Kaiser Family Foundation <http://www.kff.org/medicare/index.cfm>

WEB BASED CLASS 2 Starts Monday September 7, 2009 and ends Sunday September 15, 2009 Go to Angel, Class Materials, Web Based Class 2 for directions

Topic

Medicaid

Readings

Feldstein, P.J. (2008) Medicaid. In Health policy issues: An economic perspective. Chicago: Health Administration Press.

Web Based Resources

Medicaid. <http://www.cms.hhs.gov/home/medicaid.asp>

Medicaid and SCHIP: Kaiser Family Foundation (KFF) <http://www.kff.org/medicaid/index.cfm>

In Person Class 2: Monday September 14, 2009 9:10 am-12 pm & 1:10 pm – 4 pm

Topics

The Policy Process

Regulatory Process

Design, Implementation, Evaluation, and Outcomes

Oregon Health Plan and Prioritized List

Readings

Bodenheimer, T. (1997). The Oregon health plan - Lessons for the nation – first of two parts. *New England Journal of Medicine*, 337, 651-656.

Bodenheimer, T. (1997). The Oregon health plan - Lessons for the nation – second of two parts. *New England Journal of Medicine*, 337, 720-723.

Di Prete, B. & Coffman, D. (2007). A brief history of health services prioritization in Oregon.

Floyd, E.J. (2003). Healthcare reform through rationing. *Journal of Healthcare Management*, 48, 233-241.

Oberlander, J. (2006). Health reform interrupted: The unraveling of the Oregon Health Plan. *Health Affairs*, 26, w96-105.

Sampson, D.A. (2009). Alliances of Cooperation: Negotiating New Hampshire nurse practitioners' prescribing practice, *Nursing History Review* 17: 153-178

Web Based Resources

Oregon Health Plan <http://www.oregon.gov/DHS/healthplan/index.shtml>

Oregon Prioritized List of Health Services

<http://www.oregon.gov/DHS/healthplan/priorlist/main.shtml>

Guest Speaker 1:15 pm – 3:30 pm

Darren Coffman, Director, Oregon Health Services Commission

WEB BASED CLASS 3 Starts Monday September 21, 2009 and ends Sunday September 27, 2009 Go to Angel, Class Materials, Web Based Class 3 for directions

Topic

Health Care Costs

Health Care Coverage

Equity

WEB BASED CLASS 3 continued

Readings

- Anonymous. (2007). Health care cost pressures in a global context. *Health Affairs*, 26(4), 949.
- Brown, D. (2009). The heart of the debate. *Seattle Times*. July 29: A3.
- Hartman, M., Martin, A., McDonnell, P., Catlin, A. (2009). National health spending in 2007: Slower drug spending contributes to lowest rate of overall growth since 1998. *Health Affairs*, 28(1): 246-261.
- Davis, K. (2008). Slowing the growth of health care costs – learning from international experience. *New England Journal of Medicine*, 359(17), 1751-1755.
- Savedoff, W.D. (2007) What should a country spend on health care? *Health Affairs*, 26 (4), 962-970.

Web Based Resources

National Health Expenditures

http://www.cms.hhs.gov/NationalHealthExpendData/02_NationalHealthAccountsHistorical.asp#TopOfPage

Health Care and the Uninsured Reports: KFF <http://www.kff.org/uninsured/index.cfm>

Health Insurance/Costs: KFF <http://www.kff.org/insurance/index.cfm>

WEB BASED CLASS 4 Starts Monday September 28, 2009 and ends Sunday October 4, 2009

Go to Angel, Class Materials, Web Based Class 4 for directions

Topic

Prescription Drugs

Readings

- Conrad, P. & Leiter, V. (2008). From Lydia Pinkham to Queen Levitra: direct-to-consumer advertising and medicalisation. *Sociology of Health & Illness*, 30(6): 825-838.
- Donohue, J.M., Cevasco, M., & Rosenthal, M.B. (2007). A decade of direct-to-consumer advertising of prescription drugs. *New England Journal of Medicine*, 357(7): 673-680.

Web Based Resources

Prescribing Evidence Based Therapies

This is the web site that you can use in conjunction with the module videos.

<http://www.perxinfo.org/perx.html>

Prescription Drug Costs: KFF <http://www.kff.org/rxdrugs/index.cfm>

WEB BASED CLASS 5 Starts Monday October 5, 2009 and ends Sunday October 11, 2009

Go to Angel, Class Materials, Web Based Class 5 for directions

Topic

The Rule Making Process

Readings

- Carpenter, H. & Condon, M. 2007. Inside ANA. Environment, health, and safety: pharmaceutical waste: what nurses need to know. *American Nurse Today*, 2(10): 54
- Johnson, L.J. (2008). More Americans are using prescription drugs than ever before. *Seattle Post Intelligencer*, May 14.
- Nikolaou, A, Meric, S., Fatta, D. (2007). Occurrence patterns of pharmaceuticals in water and wastewater environments. *Annals of Bioanalytic Chemistry*. 387: 1225-1234.

Web based resources

Washington State Department of Ecology Pharmaceutical Waste Management in Healthcare

http://www.ecy.wa.gov/mercury/hospitals/seminar_proceedings.html

United States Environmental Protection Agency Pharmaceuticals and Personal Care Products program <http://www.epa.gov/ppcp/>

WEB BASED CLASS 6 Starts Monday October 12, 2009 and ends Sunday October 18, 2009

Go to Angel, Class Materials, Web Based Class 6 for directions

Topic

Culturally Competent Care

Readings

Campinha-Bacote, J. (1995). The quest for cultural competence in nursing care. *Nursing Forum*, 30, 19-25.

Kleinman, A.K., Eisenberg, L. & Good, B. (1978). Culture, illness and care: Clinical lessons from anthropologic and cross cultural research. *Annals of Internal Medicine*, 88, 251-258.

Putsch, R.W. & Joyce, M. (1985). Cross-cultural communication. *Journal of the American Medical Association* 254 (23), 3344-3348.

Web Based Resources

National Standards for Culturally and Linguistically Appropriate Services

<http://www.omhrc.gov/templates/browse.aspx?lvl=2&lvlID=15>

<http://www.omhrc.gov/assets/pdf/checked/finalreport.pdf>

Office for Civil Rights. 2001. <http://www.hhs.gov/ocr/lep/guide.html>

In-Person Class 3: Monday October 26, 2009 9:10 am – 12 pm and 1:10 pm – 4:00 pm

Topics

Health Care Redesign Proposals

Mental Health Policy

Readings and references for class and required assignment 2

Collins, S.R., Schoen, C., Davis, K., Gauthier, A.K., & Schoenbaum, S.C.. (2007). A Roadmap to health insurance for all: Principles for reform. *The Commonwealth Fund*, Volume 73.

Commission on a High Performance Health System. (2007). A high performance health system for the United States: An ambitious agenda for the next president. *The Commonwealth Fund*.

Cylus, J. & Anderson, G.F. (2007). Multinational comparisons of health systems data, 2006. *The Commonwealth Fund*, Volume 24.

Davis, K., Schoen, C., Schoenbaum, S.C., Doty, M.M., Holmgren, A.L., Kriss, J.L. & Shea, K.K. (2007). Mirror, mirror on the wall: An international update on the comparative performance of American health care. *The Commonwealth Fund*, Volume 59.

Frank, R.G. & Glied, S. (2006). Changes in mental health financing since 1971: Implications for policy makers and patients. *Health Affairs*, 25, 601-613.

McDonough, J.E., Rosman, B., Butt, M., Tucker, L. & Howe, L.K. (2008). Massachusetts health reform implementation: major progress and future challenges. *Health Affairs*, 27(4): w235-97.

Schoen, C., Osborn, R., Doty, M.M., Bishop, M., Peugh, J. & Murukutla, N. (2007). Toward Higher-Performance Health Systems: Adults' Health Care Experiences in Seven Countries. *The Commonwealth Fund*, Volume 92.

The Commonwealth Fund: A Private Foundation Working Toward a High Performance Health System <http://www.commonwealthfund.org/>

Guest Speaker: Sela Barker, MSW Clark County Regional Support Network

Required Assignment 2 Due: Health Care Redesign Presentations

REQUIRED ASSIGNMENT 1: Analysis of a Bill

This assignment is an analysis of HB 3123 considered in the 2008 Washington State legislative session. HB 3123 is an act relating to establishing evidence based nurse staffing in hospitals.

1. Go to <http://apps.leg.wa.gov/billinfo/>. Select the tab in the middle that says 2007-2008. Enter the number of the bill in the box under 'Search by Bill Number'. Review the bill history and the available documents such as the bill reports about the original, substitute and final bill, the text of the original and substitute bill and amendments.
2. Listen to the audio file or view the video of the House Health Care and Wellness Committee hearing for the bill which is available in the archives of TV Washington. The committee heard the bill on January 30, 2008. Listen to the hearing which begins at about minute 35. Here is a direct link.
<http://www.tvw.org/media/mediaplayer.cfm?evid=2008011214&TYPE=A&CFID=4641642&CFTOKEN=20937963&bhcp=1>
3. Go to wsna.org and review the materials on safe nurse staffing at:
<http://wsna.org/Topics/SafeNurseStaffing/> .
4. Write a 3-4 page double spaced report analyzing the bill. This should be written as a paper and not a series of bullet points answering the questions below. Address the following points in your analysis.
 - a. List the key sponsors of the bill and discuss the purpose of the bill. This should be a summary of the bill *in your own words*. Explain the different requirements set forth by the bill. Include how the bill will change the way hospitals and nurses interact to assure safe staffing.
 - b. After the bill was introduced in the House, to what committee was it referred?
 - c. Who are some of the people who testified for and against the bill as supporters and opponents of it? Their names are listed on the House or Senate bill report and noted in the testimony you listen to on TVW. **Include a summary of the comments made by one of the people who testified based on the TVW file.** What is the rationale for her position in support or opposition to the bill?
 - d. Who might be perceived as the beneficiaries of the bill? Explain why. Who might be perceived as being adversely affected? Explain why.
 - e. Did the committee take action on the bill? Did the bill pass or fail in the House, the Senate or both? What changed from the original bill to the substitute or final version? If it passed both the House and the Senate, did the Governor sign the bill?
 - f. What is YOUR position on the bill and why?
5. **Write a letter to your legislator or a House Health Care and Wellness Committee member about your position on the bill.** Determine from the bill web site how the legislator voted. If you agree with the legislator's position, thank her or him and state why. If you disagree, explain why. **Do not send this letter.**

Submit the assignment through Angel

Grade: This assignment must be completed satisfactorily.

Due Date: Monday September 21, 2009.

REQUIRED ASSIGNMENT 2: Health Care System Redesign

Purpose: Apply knowledge of the U.S. health care system and health policy to the development of a reformed system of care.

This is a group assignment to be presented during the third in-person class. Each presentation will be no more than 25 minutes in length. Submit a copy of Power Point slides or an outline of the presentation addressing each of the activities below and a list of references or personal communications such as interviews or telephone conversations.

After the group meets for the first time one person will need to send me via e-mail a list of who is responsible for what section(s) of the project. This should happen no later than September 18, 2009. Send a second message no later than October 16, 2009 summarizing the progress of the group. These messages provide you with deadlines to assure there are no last minute problems and verifies that everyone is participating. If anyone fails to participate fully, the course faculty will contact the individual.

Activities

Imagine that you are empowered to design your ideal version of what, how, where and by who health care should be delivered in the United States. At a minimum your redesign must respond to the questions below but other factors may also be addressed. Your proposal needs to be **financially sustainable** and based on a rationale that provides for internal cohesion and consistency. **This is NOT to be a summary of another country's system although your design may be based on another country's.**

1. What is the philosophy of health that frames your decisions? Will the system be public, private or a blend of the two?
 - a. Determine if you want a system that is modeled on another country's such as Canada, Britain or Taiwan, if you want to continue the current system, or if you want a system that is entirely based on private insurance and/or self-pay.
Explain the rationale for your choice.
2. What types of health care services should be provided?
 - a. Define primary care and decide if it will be covered. Will routine, preventive care and acute/chronic illness care be included and if so what type of coverage will there be? Is dental care included and if so, what type of coverage will there be?
 - b. Define specialty care and decide if it will be covered. If it is not covered, how will specialty care be accessed?
 - c. Will long-term care be included and if so for how long and under what circumstances? Will long-term care be considered skilled, unskilled or both? If long-term care is NOT covered under your system, what will happen to people who need long-term care but cannot afford it?
 - d. Will public health services be included and if so, what types of services will be provided?

(continues)

REQUIRED ASSIGNMENT 2: Health Care System Redesign (continued)

- e. Will mental health and substance abuse services be provided? If they will be, what will be the **amount and duration of services** and how does this **compare** to what you offer for primary and specialist care? If they are not included in your system, provide a rationale for the exclusion.
 - f. If prescription drugs are covered, what type of benefit will be offered? Will all drugs be covered or only select drugs? What will be the cost to the individual and how will drug costs be controlled?
3. What providers will be included in the system? Why are others excluded?
 4. Where will care be delivered, e.g. private offices, community clinics or school and why?
 5. How will your system promote administrative simplicity so that information and financial transactions are simple, efficient and standardized? How will confidentiality be addressed?
 6. How will this system measure and improve quality of care? Give a specific example of a model of health care quality assessment you will use for your system.
 7. How does this system fund, finance and reimburse health care and how sustainable is this financial model? Do the math! If you use taxes that are currently in use, such as alcohol and tobacco taxes, will you be increasing them or will you stop funding something else in the budget? If you use private insurance, will it be linked to employment?
 8. Finish the presentation by persuading the class that YOUR model is the BEST based on the following criteria:
 - a. Reduces fragmentation
 - b. Improves efficiency
 - c. Contributes to a cost effective healthcare system
 - d. Improves the health status of individuals
 - e. Reduces health disparities
 - f. Improves access to health care services
 - g. Stabilizes or increases provider revenue
 - h. Decreases administrative burden

Grading: This assignment must be completed satisfactorily.

Evaluation will be based on the American Nurses Association document:

Questions Nurses Should Ask About Any Health Reform Proposal. It is posted with the assignment and in the class materials folder.

Due date: Presentation Monday October 26, 2009 in class.

REQUIRED ASSIGNMENT 3: Political Process Paper

Attend a meeting of a local, state or federal governmental body such as the City Council, County Council, Board of Health or School Board. Please check with the course instructor if you have questions. Write a 3-5 page report of the meeting using the following outline. The report should **NOT** to be a summary of everything that happened at the meeting. It should be written as a paper and not a set of answers to questions.

1. Meeting Description
 - a. Describe the board's/committee's purpose. Who are the members of the committee? How many citizens attended the meeting? Who provides leadership to the committee? Is this person elected or appointed by the members of the committee or by citizens?
2. Issues:
 - a. Describe a major issue being considered?
 - b. Why was this an issue NOW - how did it get on the agenda?
 - c. Who are the stakeholders, i.e., people with an interest in this issue, and WHY are they stakeholders?
 - d. What was the response of the committee? Was there discussion only or was any action taken?
 - e. Was there a difference of opinion between the committee's members and the public or within the committee and within the public? If a difference of opinion existed, explain the different views expressed.
 - f. What was your primary learning or benefit from attending this meeting? What would you have done differently than the board did?

Submit this assignment through Angel.

Grading: This assignment must be completed satisfactorily.

Due Date: Monday November 2, 2009

**N507 HEALTH CARE POLICY ANALYSIS
OPTIONAL ASSIGNMENT 1
ANALYSIS OF THE MOVIE SICKO**

View the movie Sicko, produced by Michael Moore. Write a 4-5 page analysis of the movie. Respond to the following questions in your analysis.

1. Why does the movie focus on people who have insurance rather than those who do not?
2. Give some examples of why people with insurance are experiencing financial stress or bankruptcy related to health care problems and/or are unable to access health care.
3. Discuss the issue of health plans denial of care.
4. Describe the role of Hillary Rodham Clinton in health care reform.
5. The movie presents information about health care in other countries including Canada, England, France and Cuba. How does health care in the US compare to health care in these countries? Did this make you think differently about health care in other countries? What did you think about the French house call doctor?
6. Do you think there are aspects of the movie that are exaggerated or unsubstantiated?
7. How did you feel about health care in the US after viewing the movie?

You may want to review information on the following web site where a 'check up' of the facts used in Sicko is conducted. <http://www.michaelmoore.com/sicko/checkup/>

Submit this assignment through Angel.

Grading: This assignment must be completed satisfactorily.

Due Date: Monday October 12, 2009

**N507 HEALTH CARE POLICY ANALYSIS
OPTIONAL ASSIGNMENT 2
THE WASHINGTON DEATH WITH DIGNITY ACT**

On November 4, 2008 the voters in Washington State passed Initiative 1000, The Washington Death with Dignity Act. This initiative was modeled after an Oregon law that has been the only one of this nature since passage in 1994. The Washington initiative allows people who are terminally ill as determined by an attending physician and consulting physician to make a written request for medication that can be self administered to end his or her life in a humane and dignified manner. This was a highly controversial initiative however it ended up passing with 57.8% of the vote. The following link can be used to access the full text of the initiative which is also posted in the assignment folder as a pdf document.
<http://wei.secstate.wa.gov/osos/en/Documents/I1000-Text%20for%20web.pdf>

1. Read the following article.
Hendin, H, & Foley, K. (2008). Physician assisted suicide in Oregon. *Michigan Law Review* 106: 1613-1639. It is on electronic reserve and in the assignment folder.
2. Do a search for two additional research articles to read on this topic.
3. Oregon's law was passed as an initiative in 1994 with 51% of the voters in favor of the law and after legal appeals failed to block implementation, it was enacted in October 1997. An initiative in November 1997 to repeal the act failed by a margin of 40% in favor to 60% in opposition. The following link is for a website that the State of Oregon has established for its Death with Dignity Act. Review the 2007 Annual Report about the utilization of the act and review other materials available on the web site.
http://www.oregon.gov/DHS/ph/pas/about_us.shtml
<http://www.oregon.gov/DHS/ph/pas/index.shtml>
4. Write a 3-4 page position paper in support of or opposition to the Washington Death with Dignity Act. Explain why you take this position and incorporate the research articles and information from Oregon into your position statement. Address both policy issues and ethical issues as well as other factors that you feel are important in the analysis of this policy. Use the research articles you identified to support your position.

Submit this assignment through Angel.

Grade: This assignment must be completed satisfactorily.

Due Date: Monday October 19, 2009

OPTIONAL ASSIGNMENT 3 60-DAY RULE FOR MEDICAL MARIJUANA

In 1998 Washington voters passed an initiative to allow the use of marijuana for medical purposes. The law allows for patients whose physician has recommended medical marijuana use to have a sixty day supply. The Legislature required that rules be written defining a 60 day supply of medical marijuana and to report on safe and effective methods of distributing medical marijuana. The rules were written, adopted, and became effective November 2, 2008.

1. Read the following articles that are on electronic reserve.
 - a. Cohen, P.J. (2006). Medical Marijuana, Compassionate Use, and Public Policy: Expert Opinion or Vox Populi? Hastings Center Report 36 (3): 19-22.
 - b. Comeau, P. (2007). New Dosage Limits for Medical Marijuana: But Where's the Science? Canadian Medical Association Journal. 177(6): 556-557.
2. Conduct a literature review to identify two research articles on medical marijuana that you read and incorporate into the assignment.
3. Read the state law on medical marijuana.
<http://apps.leg.wa.gov/RCW/default.aspx?cite=69.51A&full=true>
4. Go to the Department of Health web site to read the medical marijuana rule. It is also posted in the assignment folder. <http://www.doh.wa.gov/hsga/medical-marijuana/FinalRule.pdf>
5. Prepare a 3-4 page position statement on the rule to define a 60 day supply of medical marijuana. Include in your position statement whether you think medical marijuana should be approved for the problems stated in the law and related ethical issues. Refer to the research articles that you identify in the position statement.

Submit this assignment through Angel.

Grade: This assignment must be completed satisfactorily.

Due Date: November 9, 2009

OPTIONAL ASSIGNMENT 4
ANALYSIS OF THE SPIRIT CATCHES YOU AND YOU FALL DOWN by Ann Fadiman
This assignment will count as 3 optional assignments.

This optional assignment requires that a policy perspective be used to analyze the book. In a 6-8 page paper, please respond to the following questions.

1. Lack of trained interpreters created many problems for Lia Lee and her family. Discuss the problems that developed from the lack of interpreters in relationship to the National Standards for Culturally and Linguistically Appropriate Services (NSCLAS) studied in web based class 6. When were these guidelines adopted? Would they have prevented some of the problems that developed among Lia's family and the health care providers? What type of systems changes would have prevented some of the clash of cultures that occurred? It is not recommended by the NSCLAS to use family members for interpreters yet Foua and Nao Koa's children often served in this role. What do you think about this?
2. The author discusses an oncologist who reported a child's family to Child Protective Services (CPS)(page 52) as well as the report Neil Philips made about Lia's family to CPS. Do you think the physicians appropriately used the law? How does the use of this policy in this book reflect on the biomedical definition of "compliance"? Is compliance an appropriate term for a health care professional to use especially when there is a cultural chasm between the provider and the patient/family? Compare the term compliance to the term concordance which is discussed in the article on reserve: **"Doing prescribing": how doctors can be more effective.**
3. Define the ethical concepts of autonomy, nonmaleficence, beneficence and justice. Analyze the actions of the health professionals towards Lia's family using each of these concepts. Are there health policies in place that you think assure ethical treatment of Lia's family? Are there other policies you think should be enacted to assure ethical treatment occurs?
4. When the Lee family immigrated to the US they enrolled in the Refugee Cash Assistance (RCA) program (page 191). The Lee family stayed on public assistance for many years. Do you think the RCA is a good policy? Review the information at: <http://www.dshs.wa.gov/MANUALS/EAZ/SECTIONS/Ref-C-Cash.shtml>. Do you think immigrants should be limited to a specific number of months on the RCA program as they now are or be allowed to receive assistance long term if they are unable to adapt to life in the US? Explain how the concepts of assimilation, Americanization and biculturalism might apply to the Lee family. What do you think of the Ford company's program in the early 1900s (page 182)?

Continues on next page.

ANALYSIS OF THE SPIRIT CATCHES YOU AND YOU FALL DOWN (continued)

5. Review the medical examination policy of the U.S. Citizenship and Immigration Services
<http://www.uscis.gov/portal/site/uscis/menuitem.5af9bb95919f35e66f614176543f6d1a/?vgnextoid=eb1f3591ec04d010VgnVCM10000048f3d6a1RCRD&vgnnextchannel=db029c7755cb9010VgnVCM10000045f3d6a1RCRD>. Open the form and instructions at the bottom of the page. Do you think this is adequate; why or why not? How do you think the policy is actually implemented? Do you have any experience with people who have immigrated to the U.S. having significant health problems? How easy do you think it is for an immigrant to comply with this policy?
6. What health policies would you propose to prevent the clash of cultures represented in this book? What would the policies be and how would you implement them? Do you think they would be generally accepted or even welcomed?
7. You may want to read the update on this web site.
<http://www.spiritcatchesyou.com/>

Submit this assignment through Angel.

Grading: This assignment must be completed satisfactorily.

Due Date: Monday November 9, 2009

OPTIONAL ASSIGNMENT 5
ANALYSIS OF "CRAZY: A FATHER'S SEARCH THROUGH
AMERICA'S MENTAL HEALTH MADNESS" by Peter Earley

This assignment counts as 3 optional assignments.

This optional assignment requires that a policy perspective be used to analyze the book. In a 6-8 page paper, please respond to the following questions.

1. The author takes his son to a hospital Emergency Department (ED) and Mike refuses treatment. The ED doctor says Mike has the right to refuse. Review the mental health laws in Washington or Oregon (select the state in which you reside). They can be accessed at these web sites. What would have happened to Mike if this incident had occurred in Washington State or Oregon?

Washington

<http://www1.dshs.wa.gov/mentalhealth/regulations.shtml>

Oregon

http://arcweb.sos.state.or.us/rules/OARs_300/OAR_309/309_032.html

For Oregon you will need to scroll down quite a ways to find this section that is most relevant to the question: Standards for Adult Mental Health Services 309-032-0525

Do you think Mike should have had the right to refuse treatment? Do you think his father should have lied about whether Mike was a threat to self or others?

2. Describe the Criminal Mental Health Project. Does a program like this exist in your area? If so, describe it. If not, do a search for the mental health court in Vancouver WA and compare it to the Criminal Mental Health Project.

3. Deinstitutionalization led to trans-institutionalization. Summarize in 2-3 paragraphs the findings of Renee Turolla's investigation of the relationship between the jails and the state's mental health hospitals. What do you think about the standard to make a patient "competent" to stand trial but not actually be treated?

4. Did the Crisis Intervention Team in Miami make a difference? Is this something you think should be used in other communities? Why or why not?

5. Dr. Poitier is followed by the author throughout the book. Give an example of how Dr. Poitier made a positive difference and what he did that you think may have contributed to perpetuating the provision of inadequate mental health care to jail inmates.

6. In chapter 15 Ann Collyer is discussed. Dr. Renoso states: "There was a time when a patient like this would have spent her entire life locked in a state mental hospital, because she is such a sick woman. I worked in a state hospital and I know how horrible the conditions in them were. But is her life any better today? Have we really helped her? At least there she would have had access to some programs or some art therapy. Now she is in a cell all day." Summarize in 1-2 paragraphs how Ann's life was affected by deinstitutionalization. Do the

same for Deidra Sanbourne who is described in chapter 18. Do you think these women were better off as a result deinstitutionalization or as the author states “better hidden” and “more invisible”? Is there a role for state mental health hospitals? Would the problems Collyer and Sanbourne experienced have been solved if they were more Assisted Living Facilities and if they were held to higher standards?

7. What do you think of Judy Robinson’s approach to her support group? Was there any advice you think was not helpful? Do some research on NAMI. Is there a local chapter where you live and if not, where is the closest chapter? What are some of the services NAMI provides? How does it work on mental health policy?

8. In Washington State minors give consent for mental health treatment.

<http://apps.leg.wa.gov/rcw/default.aspx?cite=71.34>

Refer to the section on minor-initiated treatment 71.34.500

Do you agree with this policy? Why or why not? Propose a change in the policy that you think might improve it.

9. View the video “The Forgotten Floor” Parts 1 and 2. The links are also on the assignment page of Angel.

<http://cbs4.com/topstories/Forgotten.Floor.Miami.2.395542.html>

<http://cbs4.com/topstories/Forgotten.Floor.Miami.2.395545.html>

What was your reaction to this news story?

The following article is from April 5, 2008 and updates you on information about the jail.

Justice Department Investigating Miami-Dade Jails

CBS4 I-Team: "The Forgotten Floor" Prompted Congress To Look At Conditions For Mental Health Inmates In Prisons

MIAMI (CBS4) — The U.S. Department of Justice launched a civil rights investigation into Miami-Dade County's jail system. The investigation focuses on alleged excessive force against inmates and a pattern of suicides at the two main jail facilities in the county.

The Justice Department letter comes just one year after Congress saw a CBS4 I-Team report called "The Forgotten Floor," showing the deplorable conditions mental health patients in county jails received.

Word of the investigation reached Miami-Dade Mayor Carlos Alvarez on Wednesday. Acting Assistant Attorney General Grace Becker signed the three-page letter about the probe.

"Our investigation will focus on protection of inmates from harm, including providing adequate suicide prevention measures, medical care, mental health care, protection from inmate violence and sanitation conditions, as well as the use of excessive force against inmates," the letter stated.

The letter says that though federal authorities have not reached any conclusions, if the county cooperates and no problems are discovered, the Justice Department will close the investigation. But, if violations are found, Justice will identify the minimum measures necessary to remedy all problems.

Submit this assignment through Angel.

Grading: This assignment must be completed satisfactorily.

Due Date: Monday November 9, 2009

THIRD CREDIT ASSIGNMENT HEALTH POLICY PRACTICUM

To earn this third credit you must complete a health policy practicum. This requires 45 practice hours in health policy related activities. The practicum includes meeting with a practicum preceptor, developing a plan for your practicum, participating in the designated activities and writing a final report submitted to your preceptor and course instructor. This practicum should be in an area of health policy that interests you. Approval of the practicum preceptor and plan by the instructor is required.

You may work with a group or agency such as a professional nursing organization; city, county or state agency; health care system/organization; your workplace if there is no conflict of interest with your employment; or a consumer health advocacy group. You may participate in this practicum at a distance from your preceptor if the activities allow you to do so. For example, if your practicum involves research into an area requiring legislative change and background documentation is needed, your preceptor may be a staff person for the Washington State Nurses Association in Seattle while you may be located in Spokane. Examples of groups you may wish to consider working with include the following.

Washington State Nurses Association
Oregon Nurses Association
Washington Center for Nursing
Oregon Center for Nursing
ARNP United of Washington State
Nurse Practitioners of Oregon
Association of Advanced Practice Psychiatric Nurses (WA)
Archimedes Group (Oregon)
Rainier Group (Washington)
Board of Health –local of state level
Washington State Department of Health – any division
Nursing Care Quality Assurance Commission
Washington Citizen Action
Association for the Advancement of Retired Persons
American Lung Association
A health care organization such as Providence, Kaiser, Legacy, or Sacred Heart
Any local, state or federal elected official, especially Washington's 8 nurse legislators
Your county's mental health Regional Support Network or local mental health agency

You will need to complete Appendix A at the beginning of the practicum. You will need to complete the practicum and submit a final report no later than December 7, 2007. The report can either be a document you produce for the practicum or a summary report submitted on Appendix B.

Grading: This assignment must be completed satisfactorily.
Due date: Friday December 4, 2009

