Course Co-Facilitators
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Paula J. Webb, DNP, RN, NEA-BC

Spring 2017
# TABLE OF CONTENTS

- **Course Description** ................................................................................................................................. 3
- **Objectives** ................................................................................................................................................. 3
- **Evaluation/Grading** ................................................................................................................................. 3
- **Class Schedule** .......................................................................................................................................... 8
- **Required Resources** .................................................................................................................................. 9
- **Faculty** ...................................................................................................................................................... 11
- **Policies and Expectations** ...................................................................................................................... 12
- **Guidelines for Students - Americans with Disabilities Act** ................................................................. 13
Course Description

The course provides opportunities for nursing leaders to value the political processes that influence policy decisions through analyzing public policies, health policies, and legislation at the organizational, local, state, national, and international level. This course includes opportunities to advocate and participate in political and policy-making processes for a health issue in the student’s area of interest and career trajectory. Prerequisites: Graduate Standing

Objectives

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

1. Evaluate the current and historical tradition of nurse advocacy for health care, social reform and justice, and ethical policies within all healthcare arenas. (E V:7)
2. Advocate for the nursing profession through the education of policy makers at all levels, regarding nursing, health policy and patient care outcomes. (E V:4; 5)
3. Analyze how current public health policies affecting consumers, nursing and other health professions and other stakeholders are formulated through legislation, judicial case law and regulation. (E V:1)
4. Demonstrate leadership in the development and implementation of institutional, local, state, federal and/or international health policy. (E V:2)
5. Provide leadership for development and evaluation of health care policies that shape health care financing, health care delivery and workforce development. (E V:6)
6. Influence policy makers through active participation on committees, boards, or task forces at the professional, institutional, local, state, federal and global level to improve health care delivery, health disparities, and outcomes. (E V:3)

This course is designed as a process course to achieve the course objectives. You will learn the process of how to influence health policy and politics as part of the DNP role as you progress through the following four modules:

Module I: The Evolution of Health Policy in the United States
Module II: Policy Development and Analysis
Module III: The Role of Professional Organizations in Influencing Health Policy
Module IV: The Role of the DNP in Influencing Policy at the Community, State and National Level

Evaluation/Grading

The course grade is composed of the following:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Preparation and Participation</td>
<td>10%</td>
<td>Intensives in Dallas: January Lubbock: March &amp; April</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>15%</td>
<td>• Mod II Forum initial post due 02/20/17; peer response due 02/27/17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Module IV Forum initial post 04/17/17; peer response due 04/27/17</td>
</tr>
<tr>
<td>Policy Identification (not graded)</td>
<td>---</td>
<td>Post to Forum by 02/06/17</td>
</tr>
<tr>
<td>Policy Causal Diagram</td>
<td>5%</td>
<td>Post to Forum by 03/27/17</td>
</tr>
<tr>
<td>Policy Brief</td>
<td>20%</td>
<td>Submit by 02/27/17</td>
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</table>
### Policy Issue Talking Points

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>Submit by <strong>03/13/2017</strong></td>
</tr>
</tbody>
</table>

### Policy Issue Presentation

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15%</td>
<td>Present at April intensive&lt;br&gt;Submit final presentation by <strong>05/04/17</strong></td>
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### Policy Maker Briefing with Narrative Reflection

<table>
<thead>
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<th>Component</th>
<th>Weight</th>
<th>Requirements</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>Identify policy maker and post in Forum by <strong>02/13/17</strong>&lt;br&gt;Complete briefing by <strong>04/10/17</strong>&lt;br&gt;Submit narrative reflection by <strong>04/17/17</strong></td>
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</table>

### Professional Meeting and/or other Field Experience with Narrative Reflection

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>Identify professional meeting and post to forum by <strong>02/06/17</strong>&lt;br&gt;Complete meeting participation by <strong>04/17/17</strong>&lt;br&gt;Submit narrative reflection by <strong>04/27/17</strong></td>
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</table>

### Clinical e-log

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5%</td>
<td>Submit <strong>05/04/17</strong></td>
</tr>
</tbody>
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**Final Course Grades are based on the following scale:**

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 59 and below

**A grade of “B” (80%) or above is required to pass the course.**

Students who submit assignments late will have 5% of possible points deducted for each 24 hour period following the designated due date unless negotiated with faculty prior to the assignment deadline. Incomplete forum assignments will not count toward successful completion of the discussion forum grade.

**Completion of 24 Hours of Clinical Experiences (Pass-Fail; passing grade is required to pass the course)**

**Key points:** Only 4 hours can be counted toward policy issue research and no more than 2 hours can be counted for web based policy activities.

The Doctor of Nursing Practice is a clinical practice doctorate and requires students to engage in advanced clinical experiences as part of their educational program. Successful completion of N6340 requires the student to participate in a minimum of 24 hours of clinical experiences, or approximately 1.6 hours per week over 15 weeks of the semester. The purpose of the clinical experience is to build expertise in health policy in the student’s area of interest, potentially develop his/her capstone topic, develop professional relationships with experts in the area of interest and or health policy, and advance the student’s leadership growth. Clinical experiences may include:

- Observational experiences or interviews with policy makers to advanced your expertise in integrating health in all policies.
- Direct or indirect experiences to advanced your expertise in the development of health policy and the political process; meetings, professional conferences, and advocacy activities.
• Participation in community events or local, state or national meetings relevant to the learning objectives and deliverables for the course.
• Other unique learning opportunities from which the student can achieve defined learning objectives.

I. Clinical Log; e-log (5% of final grade)
DNP students will document their clinical experiences & learning objectives/goals in a clinical e-log. The link to the clinical e-log is located under the “Assignment” Tab. Assignment:
• E-log can be accessed at: http://nursing.ttuhsc.edu/dnpclinical/
• Complete the clinical e-log by 5/01/17. Instructions are posted to the Assignment Section of the course.
• DNP students will document their clinical experiences in an electronic clinical log (DNP Clinical e-Log). The DNP Clinical e-Log can be accessed at the following link: http://nursing.ttuhsc.edu/dnpclinical. Instructions are provided in the Course Documents folder located under the Learning Modules tab. The e-Log will be demonstrated to the class during the first intensive in January. The following information is required for each clinical experience entered into the e-Log:
  • Date
  • Course
  • Professional mentor or faculty name
  • Learning objective
  • Brief summary of experience/activity
  • Evaluation/reflection of the experience
  • Related DNP Essential
  • Time spent on activity*
  *If you are attending the same type of activity you can summarize the hours using one entry.

COURSE ASSIGNMENTS

Course assignments are designed for the student to achieve the course objectives. Assignments are briefly described here with more specific assignment descriptions and grading rubrics provided in each course module. Please note that all due dates are in the Course Schedule.

i. Class Preparation and Participation
   a. Participation in three on-site classes (intensives) during the semester is required. The dates, times and topics are listed in the course schedule. Specific class preparation assignments and class participation are described in each module. Refer to the 40.402 Participation in Doctor of Nursing Practice Intensives Policy (see Graduate Operating Policy & Procedure section).
      i. Students who miss 1 intensive will be required to completed an assignment & if the absence is unexcused will have 5 points deducted from their final grade.
      ii. Students who miss 2 intensives will be required to complete an assignment & if the absence is unexcused will have a total of 15 points deducted from their final grade.
   b. Prior to the scheduled Course Orientation, students should review the syllabus, course modules and assignment criteria.
   c. Students should review assigned readings and be prepared to contribute to face-to-face class meetings and discussion forums.

ii. Discussion Forums
   a. Participation in Discussion Forums is required for Modules II and IV.
b. Specific timeframes for participation in the Discussion Forums are noted in the Course Schedule.
c. Specific instructions and grading rubrics for the Forums are included in the Modules.
d. Students should check Forums regularly during the progress of the module and participate actively in discussions.
e. Forum discussions include an initial response (50% of the grade) and peer response (50% of the grade). A peer response posted after the due date will not count toward the Discussion Forum grade and maximum of 50 points can be earned. If you are unable to meet the posting deadline, you must notify the faculty before the posting deadline to make other arrangements.

iii. Policy Identification (Group or Individual**)
   a. Working individually or in self-selected groups of no more than 4 students, identify a policy issue or policy change that will then be used for the remainder of the course work for the policy brief, talking points, policy maker briefing and presentation focused on a health or professional policy issue (local, state, or national).
   b. The policy identification will be posted to the Policy Identification Forum by the due date noted in the course schedule.

**Please Note**: If you select to work individually or in a group for the policy identification, then you will continue individually or with the same group for the Policy Issue Background Paper, Talking Points, Policy Maker Briefing and Presentation.

iv. Policy Brief (Individual or Group established in the Policy Identification assignment)
   a. The policy brief paper will provide the background information for developing the policy or policy issue change and the talking points paper.
   b. The paper will be submitted to the Assignment Drop Box by the date noted in the course schedule.
   c. The Grading Rubric for the Policy Issue Background Paper is included in Module II.

v. Policy Issue Talking Points (Individual or Group established in the Policy Identification assignment)
   a. The “Talking Points” is a single page handout composed of salient points from the background paper. It will be used as a guide during the policy maker briefing.
   b. The “Talking Points” will be submitted to the Assignment Drop Box by the date noted in the course schedule.
   c. The Grading Rubric for the “Talking Points” is included in Module II.

vi. Policy Maker Briefing (Individual or Group established in the Policy Identification assignment)
   a. Using the one to two page “Talking Points”, students will brief a policy maker and/or legislative aide in their district or community regarding their chosen issue.
   b. Use the following steps to carry out this assignment (see course schedule for due dates):
      • Identify Policy Maker and post to the Policy Maker Briefing Forum.
      • Schedule a meeting with the Policy Maker or legislative aide.
      • Meet with Policy Maker and /or legislative aide.
      • Submit a one-page narrative reflection of the Policy Maker and/or legislative aide briefing (Guidelines for the narrative reflection are included in the Module).

**Please Note**: The “Talking Points” must be approved by the course faculty prior to the policy maker briefing.
vii. **Policy Issue Presentation (Individual or Group established in the Policy Identification assignment)**

   a. The power point is a brief visual summation of salient points from the background paper and talking points suitable to present to a policy maker or group.
   b. This presentation will be made to the class during the last intensive of the semester.
   c. Presentations will be posted to the Policy Presentation Forum by the due date noted in the course schedule.
   d. The Grading Rubric for the Presentation is included in Module IV.

**Professional Meeting and/or other Field Experience**

   e. Identify a professional organization meeting or a field experience with an organization related to your policy issue to occur prior to the end of the course. This meeting, conference or field experience can be on the local, regional, state, or national level.
   f. Post the name of the meeting or conference you will attend in the **Professional Meeting/Field Experience Forum** by the due date noted in the course schedule.
   g. Complete a narrative reflection of the meeting/experience and post to the **Professional Meeting/Field Experience Forum** by the due date noted in the course schedule. Include how you used etiquette principles outlined in Dr. Pagan’s book *The nurse’s etiquette advantage: How professional etiquette can advance your nursing career.* (Guidelines for the narrative reflection are included in the Module)
   h. Examples of professional meetings and field experiences:
      - **American Organization of Nurse Executives** [http://www.aone.org/](http://www.aone.org/)
      - **Texas Organization of Nurse Executives** [http://www.texasnurse.org/](http://www.texasnurse.org/)
      - **The Coalition of Nurses in Advanced Practice - CNAP** Access website for information: [http://www.cnaptexas.org](http://www.cnaptexas.org)
      - **Texas Nurse Day at the Capital** [www.texasnurses.org](http://www.texasnurses.org)
      - **The Nursing Organizations Alliance** [http://www.nursing-alliance.org/content.cfm/id/niwi](http://www.nursing-alliance.org/content.cfm/id/niwi)
      - **Board of Nursing for the State of Texas** [www.bne.state.tx.us](http://www.bne.state.tx.us)
      - **Texas Team Advancing Health Through Nursing events:** [https://www.facebook.com/TXTeamNursing?sk=wall&filter=3](https://www.facebook.com/TXTeamNursing?sk=wall&filter=3)
      - **Local or Regional Advanced Practice Meetings** - in cities around the state.
      - Working with a non-profit organization with a direct tie to the student’s policy issue (e.g., Local homeless coalition if the policy issue is related to homelessness)
      - Local or regional events in students home communities (school board, health department, community coalitions, etc....)

**Communication**

Students are expected to check messages posted in the course and email frequently for announcements and new information. Students may communicate with the whole class about general topics or to ask questions of their peers in the designated “Student” Forum. Any Forum posting is public information for all in the course to read. The expectation is that communication and conduct will be professional at all times.

Students and faculty will use email for private communication. Faculty will respond to email within 48 hours during regular “office hours” of M-F, 8am-5pm CST. If you do not receive a response within the timeline, call us. Faculty will notify the class if they expect to be out of communication for more than 48 hours.

**Withdrawing from the Course**

Students are responsible for knowing the dates for dropping or withdrawing from the class. If students develop academic problems or changes in life circumstances that interfere with their ability to successfully complete the course, they should contact the instructor to discuss their situation. **The student must contact the Department Chair for Leadership Studies in order to drop or withdraw from a course or to take a leave of absence, complete the appropriate documentation, and**
change their program plan. A grade of F will be recorded at the end of the semester for a student who does not complete the course work and does not complete the documentation required to withdraw from the course. For additional information, review the School of Nursing Student handbook:
http://www.ttuhsc.edu/son/documents/handbook08-09.pdf

Required Student Satisfaction Assessment Tool Completion

Accrediting agencies are requiring institutions of higher education to provide more and more assessment evidence as documentation of institutional implementation of the Culture of Assessment and the Culture of Evidence. Because of the accrediting requirements, the School of Nursing has made the difficult decision to join Schools of Nursing at other State of Texas Universities in requiring each student to complete each Student Satisfaction Assessment tool provided by the School. Thus, completion of the following tools is mandatory, effective January 1, 2008.

1. Orientation Satisfaction Assessment (completed once only for attendance of your Orientation session);
2. Course Satisfaction Assessment (available in each WebCT site and completed for each course each semester); and
3. Satisfaction at Graduation Assessment (completed once during the final semester of your degree completion).

Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>6340 Topics and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/06/17</td>
<td>Module I</td>
<td>• Intensive 1 in Dallas&lt;br&gt;• Course orientation</td>
</tr>
<tr>
<td>Week 1</td>
<td>01/17-01/23</td>
<td>Module I&lt;br&gt;• Course opens Jan 17, 2017&lt;br&gt;• Review readings and syllabus&lt;br&gt;• Begin Module I assignments</td>
</tr>
<tr>
<td>Week 2</td>
<td>01/24-01/30</td>
<td>Module I&lt;br&gt;Continue working on Module I</td>
</tr>
<tr>
<td>Week 3</td>
<td>01/31-02/06</td>
<td>Module I&lt;br&gt;• Post Health Policy Identification (Individual or Group) to the Health Policy Issue Forum by <strong>02/06/2017</strong>&lt;br&gt;• Identify Professional Organization Meeting or Field Experience and post to Professional Meeting/Field Experience Forum by <strong>02/06/2017</strong></td>
</tr>
<tr>
<td>Week 4</td>
<td>02/07-02/13</td>
<td>Module II&lt;br&gt;• Begin Module II assignments&lt;br&gt;• Begin development of Policy Brief&lt;br&gt;• Identify Policy Maker and post in the Policy Maker Forum by <strong>02/13/2017</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td>02/14-02/20</td>
<td>Module II&lt;br&gt;• Continue Module II assignments and Forum – Initial Forum postings due <strong>02/20/2017</strong>&lt;br&gt;• Continue development of Policy Brief</td>
</tr>
<tr>
<td>Week 6</td>
<td>02/21-02/27</td>
<td>Module II&lt;br&gt;• Finalize Module II Forum – peer responses due <strong>02/27/2017</strong>&lt;br&gt;• Finalize Policy Brief and submit to assignment drop box by <strong>02/27/2017</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td>02/28-03/06</td>
<td>Module II&lt;br&gt;• Begin development of Talking Points</td>
</tr>
<tr>
<td>Week 8</td>
<td>03/07-03/13</td>
<td>Module II&lt;br&gt;• Intensive 2 in Lubbock&lt;br&gt;• Finalize Talking Points and be prepared for review and discussion during intensive&lt;br&gt;• Submit Talking Points to the assignment drop box by <strong>03/13/2017 10am CST</strong></td>
</tr>
</tbody>
</table>
### Week 9
03/14-03/20
- Spring Break

#### Spring Break
No Assignments Due
Take a Break

### Week 10
03/21-03/27
- Module III

- Begin Module III Assignments
- Schedule meeting for Policy Maker briefing
- Plan for completion of the professional meeting/field experience prior to the end of the semester
- Causal Diagram Due 03/27/2017 @ 10am CST

### Week 11
03/28-04/03
- Module III

- Continue plan for policy maker briefing and professional meeting/field experience (policy maker briefing should be completed by 04/10/2017; professional meeting/field experience should be completed by 04/17/2017)

### Week 12
04/04-04/10
- Module III

- Continue work to complete policy maker briefing and professional meeting/field experience (policy maker briefing should be completed by 04/10/2017; professional meeting/field experience should be completed by 04/17/2017)
- Complete Policy Maker Briefing by 04/10/2017

### Week 13
04/11-04/17
- Module IV

- Begin Module IV Assignments
- Module IV Forum: Role of the DNP in Influencing Policy at the Community, State, and National Levels – initial postings due by 04/17/2017
- Complete professional meeting/field experience by 04/17/2017
- Submit Narrative Reflection – Policy Maker Briefing by 04/17/2017
- Begin development of final presentation

### Week 14
04/18-04/24
- Module IV

- Final Intensive in Lubbock
- Policy PowerPoint to be presented during the Intensive 04/19/2017 (8:00-11:30)

### Week 15
04/25-05/01
- Module IV

- Complete Module IV Forum – peer responses due by 04/27/2017
- Submit Narrative Reflection for Professional Meeting/Field Experience to the Forum by 04/27/2017

### Week 16
05/02-05/07
- The End

- Submit Final PowerPoint to Assignment Drop Box by 05/04/2017 @ 10am
- Complete clinical e-log [24 hours required] 05/04/2017@10am
- Final Grades Submitted 05/15/2017

**Note:** unless otherwise noted, all assignments are due by 10am on the date noted.

### REQUIRED TEXT:


Student Resources
http://evolve.elsevier.com/mason/policypolitics

Recommended Text:


This text provides an excellent interpretation of the Texas Nursing Practice Act and should be in every nurse’s library.

Students are encouraged to use a variety of journals, texts and online resources to meet their needs and the course objectives.

**USEFUL WEB SITES**

The following web sites are provided to assist students with their policy issue web search but are not exhaustive.

<table>
<thead>
<tr>
<th>NAME OF WEB SITE</th>
<th>LINK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State of Texas:</strong></td>
<td></td>
</tr>
<tr>
<td>Board of Nurse Examiners</td>
<td><a href="http://www.bne.state.tx.us">www.bne.state.tx.us</a></td>
</tr>
<tr>
<td>Texas Department of Health</td>
<td><a href="http://www.tdh.state.tx.us">www.tdh.state.tx.us</a></td>
</tr>
<tr>
<td>Texas State Board of Medical Examiners</td>
<td><a href="http://www.tsbme.state.tx.us">www.tsbme.state.tx.us</a></td>
</tr>
<tr>
<td>Texas State Legislature Online</td>
<td><a href="http://www.capitol.state.tx.us">www.capitol.state.tx.us</a></td>
</tr>
<tr>
<td><strong>United States Government:</strong></td>
<td></td>
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<tr>
<td>Agency for Healthcare Research and Quality</td>
<td><a href="http://www.ahrq.gov">http://www.ahrq.gov</a></td>
</tr>
<tr>
<td>Center for Disease Control and Prevention</td>
<td><a href="http://www.cdc.gov">www.cdc.gov</a></td>
</tr>
<tr>
<td>Dept. of Health and Human Services</td>
<td><a href="http://www.dhhs.gov">www.dhhs.gov</a></td>
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<tr>
<td>Food and Drug Administration</td>
<td><a href="http://www.fda.gov">www.fda.gov</a></td>
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<tr>
<td>Healthy People 2010</td>
<td><a href="http://www.odphp.dhhs.gov/">www.odphp.dhhs.gov/</a></td>
</tr>
<tr>
<td>Health Resources and Services Administration</td>
<td><a href="http://www.hrsa.dhhs.gov">www.hrsa.dhhs.gov</a></td>
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<td>National Institute of Nursing Research</td>
<td><a href="http://www.nih.gov/ninr">www.nih.gov/ninr</a></td>
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<tr>
<td>National Institutes of Health</td>
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<td>National Quality Forum</td>
<td><a href="http://www.qualityforum.org">http://www.qualityforum.org</a></td>
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<tr>
<td>Occupational Safety and Health Administration</td>
<td><a href="http://www.osha.gov">www.osha.gov</a></td>
</tr>
<tr>
<td>Office of Health Policy/Rural Health Policy</td>
<td><a href="http://www.dhhs.gov">www.dhhs.gov</a></td>
</tr>
<tr>
<td>President’s Advisory Commission on Consumer Protection and Quality in the Health Care Industry</td>
<td><a href="http://www.hcqualitycommission.gov">http://www.hcqualitycommission.gov</a></td>
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<tr>
<td>Senate Committee on Appropriations</td>
<td><a href="http://www.senate.gov">www.senate.gov</a></td>
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<td><strong>Policy Centers</strong></td>
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<td>Bipartisan Policy Center</td>
<td><a href="http://www.bipartisanpolicy.org/projects/health-project/showcase-participants">http://www.bipartisanpolicy.org/projects/health-project/showcase-participants</a></td>
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<td><a href="http://www.bipartisanpolicy.org/projects/health-project">http://www.bipartisanpolicy.org/projects/health-project</a> - videos</td>
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<td><strong>Texas e-Health Alliance</strong></td>
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<td><a href="http://www.txeha.org/">http://www.txeha.org/</a></td>
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<tr>
<td><strong>Educational Institutions:</strong></td>
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<tr>
<td>Baylor, Center for Med. Ethics &amp; Health Policy</td>
<td><a href="http://www.bcm.tmc.edu/ethics">www.bcm.tmc.edu/ethics</a></td>
</tr>
<tr>
<td>Calif. Univ. of Irvine, Martindale’s Health Science Guide</td>
<td><a href="http://www-sci.lib.uci.edu/HSG/HSGuide.html">http://www-sci.lib.uci.edu/HSG/HSGuide.html</a></td>
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<tr>
<td>George Washington Univ., Center for Health Services Research and Policy</td>
<td><a href="http://www.hfni.gsehd.gwu.edu/chsrp/hpcnh">www.hfni.gsehd.gwu.edu/chsrp/hpcnh</a></td>
</tr>
<tr>
<td>Johns Hopkins Univ. School of Medicine &amp; Public Health</td>
<td><a href="http://www.hopkinsmedicine.org/">http://www.hopkinsmedicine.org/</a></td>
</tr>
<tr>
<td>Select nursing websites</td>
<td><a href="http://ublib.buffalo.edu/libraries/units/hsl/internet/nsgsites.html">http://ublib.buffalo.edu/libraries/units/hsl/internet/nsgsites.html</a></td>
</tr>
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<td><strong>Penn., Univ. of, Center for Bioethics</strong></td>
<td><a href="http://www.med.upenn.edu/bioethic">www.med.upenn.edu/bioethic</a></td>
</tr>
<tr>
<td><strong>Penn., Univ. of, Center for Health Outcomes and Policy research</strong></td>
<td><a href="http://www.nursing.upenn.edu/chopr">www.nursing.upenn.edu/chopr</a></td>
</tr>
<tr>
<td><strong>W. Virginia Univ. Center for Medical Ethics &amp; Law</strong></td>
<td><a href="http://www.hsc.wvu.edu/chel">www.hsc.wvu.edu/chel</a></td>
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<tr>
<td><strong>Wisc., Univ. of, Coop. Ext. Ser. Health Policy</strong></td>
<td><a href="http://www.uwex.edu/ces/fip/health">www.uwex.edu/ces/fip/health</a></td>
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<tr>
<td><strong>Yale University, Law School</strong></td>
<td><a href="http://www.law.yale.edu">www.law.yale.edu</a>  Publications</td>
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</tbody>
</table>

**Nursing Professional Organizations:**

- American Association of Colleges of Nursing  
  www.aacn.nche.edu/
- American Association of Critical Care Nurses  
  www.aacn.org
- American Association of Nurse Practitioners  
  www.aanp.org
- American College of Nurse Practitioners  
  www.nurse.org/acnp
- American Holistic Nurses Assoc.  
  www.alina.org
- American Nurses Association  
  www.nursingworld.org
- Interagency Conference on Nursing Statistics  
  www.ncsbn.org/icons
- International Council of Nurses  
  www.icn.ch/
- National Council for State Boards of Nursing  
  www.ncsbn.org
- National League for Nursing  
  www.nln.org
- Sigma Theta Tau Int’l Honor Society  
  http://www.nursingsociety.org
- Texas Nurses Association  
  www.texasnurses.org

**Other Professional Assoc. & Special Interest Org.**

- American Academy of Hospice and Palliative Medicine  
  www.aaahpm.org
- American Medical Assoc. – Policy  
  www.ama-assn.org/ama/pub/category/2982.html
- American Association of Occupational Health Nurses  
  www.aaohn.org/
- American Public Health Association  
  www.apha.org
- Center for the Health Professions – PEW  
  www.futurehealth.ucsf.edu
- Center to Improve Care of Dying  
  www.jwu.edu/cicd
- Council of State Governments  
  www.csg.org
- Institute of Medicine  
  www.iom.edu/
- National Academy of Sciences  
  www.nasonline.org/
- National Quality Forum  
  http://www.qualityforum.org/
- Physicians for a National Health Program  
  www.pnhp.org
- World Health Organization  
  www.who.int/

**Commercial Websites**

- Biotech resource information  
  http://ocw.mit.edu/index.html
- Cover the Uninsured Week  
  http://covertheuninsuredweek.com
- Commonwealth Fund – see podcasts  
  http://www.commonwealthfund.org/
- Finding legal information  
  www.findlaw.com
- Gerontological Society of America  
  www.geron.org
- Hospice Web  
  www.teleport.com/hospice
- Joint Commission on Accreditation of Healthcare Organizations  
  www.jcaho.org
- Kellogg, W.K. Foundation  
  www.wkkf.org
- Nat’l Assoc. for Homecare  
  www.nahc.org
- National Health Policy Forum  
  www.nih.gov
- Nonpartisan information on healthcare  
  www.codebluenow.org
- Nurse Week/Health Week  
  www.nurseweek.com
- Nurse’s PDR Resource Center  
  www.nursespdr.com
- Policy Action Network – Moving Ideas  
  www.movingideas.org
- Robert Wood Johnson  
  www.rwjf.org
- Robert Wood Johnson – Health Policy  
  http://www.rwjf.org/healthpolicy/
- Society of Critical Care Medicine  
  www.sccm.org/publicaffairs/publicaffairs.html

**Online Journals**

- AJN Network  
  http://www.ajn.org
Course Faculty

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Home Office: 210-971-7779
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Office Hours: by appointment

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Policies and Expectations

The School of Nursing Student Handbook contains information about policies and expectations that apply throughout a student’s academic life. Attention is specifically required for the following policies and expectations:

- Academic Integrity
- Attendance
- Communicable Diseases
- Computer Requirements
- Confidentiality
- Disabilities - Students

“Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. Students should be prepared to present a disability verification form from the TTUHSC Director of Students Services.”

- First Aid/BCLS (certifications)
- Immunization Requirements
- Sexual Harassment
- Standard Precautions
- Unsafe Practice

The TTUHSC Student Handbook and Code of Professional and Academic Conduct contains information about policies and expectations that apply throughout a student’s academic life. Attention is specifically required for the following policies and expectations:

- Code of Professional and Academic Conduct
- Reporting and Responding to Possible Violations of Code of Professional and Academic Conduct: School of Nursing

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
SCHOOL OF NURSING

Essential Eligibility Requirements for Participation in the School of Nursing
ADA Guidelines apply to all qualified disabled persons. A qualified disabled person is a person with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services, or the participation in programs or activities provided by a public entity and who can perform the “essential functions” of the position. The following essential eligibility requirements for participation in the School of Nursing (Standards/Factions) and examples of necessary activities (NOT all inclusive) should be used to assist each applicant/student in determining whether accommodation or modification is necessary.

### Standard

- Critical thinking abilities sufficient for clinical judgment
- Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds
- Communication abilities sufficient for interaction with others in verbal and written form
- Abilities sufficient to move from room to room and maneuver in small spaces
- Abilities sufficient to provide safe and effective nursing care
- Abilities sufficient to monitor and assess health needs
- Abilities sufficient for observation and assessment necessary in nursing care
- Abilities sufficient for physical assessment

### Some Examples of Necessary Activities (not all inclusive)

- Identify cause-effect relationships in clinical situations, develop nursing care plans.
- Establish rapport with patients/clients and colleagues.
- Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.
- Moves around in patient’s rooms, work spaces, and treatment areas, administer cardio-pulmonary procedures.
- Calibrate and use equipment; position patients/clients.
- Hears monitor alarm, emergency signals, auscultatory sounds, cries for help.
- Observes patient/client responses.
- Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of a catheter.

[ADA - Guidelines for Students – Americans with Disabilities Act](#)