New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): NRSG 612

Course Title: Ethics, Law, and Policy for Advocacy in Healthcare
Abbreviated Course Title (≤ 30 chars): Ethics, Law, Policy & Healthcare
First Semester to be Offered: Spring 2015
Submitted by: Kate Hallowell
Submitter's Contact Info: Phone, Email: 994-3500 khallowell@montana.edu
Instructor: Jean Shreffler-Grant
Department: Nursing
College: Nursing

New Graduate Course Review Process

Instructor completes the New Course Packet.

Department Head's signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.

The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.

Provost's Office reviews the new course request.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (X91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qtools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th></th>
<th>NRSG 612</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Ethics, Law, and Policy for Advocacy in Healthcare</td>
</tr>
<tr>
<td>Abbrev. Course Title (≤ 30 char)</td>
<td>Ethics, Law, Policy &amp; Healthcare</td>
</tr>
<tr>
<td>Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>Nursing</td>
</tr>
<tr>
<td>College:</td>
<td>Nursing</td>
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</table>

Is this course “equivalent” to a course in the MUS System?: Yes [ ] No [x]

Learning Outcomes for the Course:

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.

2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.

3. Demonstrate understanding of legal and regulatory issues as they related to APRN practice.

4. Educate others regarding nursing, health policy, and patient care outcomes.

5. Advocate for the nursing profession within the policy and healthcare communities.

6. Develop, evaluate, and provide leadership for health care policy that shapes healthcare financing, regulation, and delivery.

7. Advocate for social justice, equity, and ethical
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): NRSG 612

Course Title (for Catalog): Ethics, Law, and Policy for Advocacy in Healthcare

Course Title (for Schedule of Classes, 30 characters, max.): Ethics, Law & Policy Advoc HC

First Semester to be Offered: Spring 2015

Restricted Entry/Consent of Instructor Required: Yes ☑ No

8468 Instructor’s GID (last 4 digits only):

Department Offering Course: Nursing

College: Nursing

Is the requested course number available? (x4155 to check): Yes ☑ No

Frequency of course offering: Annually ☑ Alternate Years, starting _________

Semester(s) offered (check all that apply): Summer ☐ Fall ☐ Spring ☑

Summer Options (check all that apply): First 6 weeks ☐ Second 6 weeks ☐ 12 weeks

Credits by mode of instruction:

<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
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<tr>
<td>Seminar</td>
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<tr>
<td>Independent Study</td>
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<tr>
<td>Lab/Studio</td>
<td></td>
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<tr>
<td>Recitation/Discussion</td>
<td></td>
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<tr>
<td>TOTAL CREDITS</td>
<td>3</td>
</tr>
</tbody>
</table>

Primary Mode(s) of Delivery:

- Face-to-face ☐
- Web-Enhanced (small on-line comp.) ☑
- On-Line Only ☐
- Blended (significant on-line portion) ☑

Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):

- M ☐
- Tu ☐
- W ☐
- Th ☐
- F ☐
- Sa ☐
- Su ☐

Assigned Time(s):

Assigned Building:

Assigned Room:

Capacity (room capacity, or enrollment “cap”): 30

Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):

Co-Requisite(s):

Graduate Standing

Course Description — Provide a course description of 40 words or less for the MSU Catalog.

The graduate nursing student will integrate knowledge of bioethics, current legal issues, ethical comportment, clinical decision-making, and functions of law and policy analysis as applied to clinical practice.
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

This is a required course in the new DNP curriculum that was approved by the Board of Regents. Additional funding was approved to support this program through the MSU Investment Proposal process in AY 12-13.

Helen Melland, Dean, College of Nursing
NEW GRADUATE COURSE NARRATIVE NRSG 612
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:
   a. What are the special goals or purposes of the course that support a “graduate” level of
      the course?

   - Critically analyze health policy proposals, health policies, and related issues
     from the perspective of consumers, nursing, other health professions, and
     other stakeholders in policy and public forums.
   - Demonstrate leadership in the development and implementation of
     institutional, local, state, federal, and/or international health policy.
   - Demonstrate understanding of legal and regulatory issues as they related to
     APRN practice.
   - Educate others regarding nursing, health policy, and patient care outcomes.
   - Advocate for the nursing profession within the policy and healthcare
     communities.
   - Develop, evaluate, and provide leadership for health care policy that shapes
     healthcare financing, regulation, and delivery.
   - Advocate for social justice, equity, and ethical policies within all healthcare
     arenas.
   - Examine philosophical and moral bases of issues related to APRN practice.
   - Analyze past, current, and proposed issues related to the law and healthcare
     practices.

   b. Is this course intended to be a required part of a new degree curriculum option, major,
      or minor? Yes, this required course is part of the new DNP curriculum.
   c. Provide a course syllabus containing all major topics to be covered. Syllabus attached.
   d. List required texts or other required references.


   Grace, P. J. (Ed.) (2014). Nursing ethics and professional responsibility in

   A selection of additional readings will be posted with each course Module on
   D2L and made available through library reserves.

2. Level of Offering:
   a. Has the course been offered previously as a 591? No
      i. If so, when?
ii. What was the enrollment?
iii. What level of students took the course?
iv. What were the evaluations?
b. Does the course represent an upgraded version of an undergraduate level course? No
   i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent) Graduate Standing
d. What performance requirements are placed on students which make this a graduate course? See Course Policies on Syllabus attached.
   i. Specifically state the written requirements or products of this course.
      Case study analysis (2), health Care Policy Project paper, Executive summary, Advocacy letter, postings See attached syllabus under Learning Activities/Assignments.
   ii. How will the student=s learning be assessed and graded?

<table>
<thead>
<tr>
<th>Learning Activities/Assignments</th>
<th>Points</th>
<th>Due</th>
</tr>
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<tbody>
<tr>
<td>Dates (by 12 m)</td>
<td></td>
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<tr>
<td>Please see separate guidelines for each assignment posted on D2L.</td>
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<tr>
<td>-Ethics case study analysis</td>
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<td>10</td>
<td>Monday 3-23-15</td>
</tr>
<tr>
<td>-Health Care Policy Project paper</td>
<td>50</td>
<td>Monday 4-13-15</td>
</tr>
<tr>
<td>-Participation in weekly Discussion Forums</td>
<td>30</td>
<td>weekly, by Monday 12 m</td>
</tr>
<tr>
<td>(online presentation of Policy Projects included)</td>
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Grade Range: 100-90 pts = A  
89-80 pts = B  
79-70 pts = C  
69-60 pts = D  
< 60 pts = F

3. Relationship to other courses, curricula, and Departments:
   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? This DNP course builds on prior DNP coursework as required in the DNP F/I curriculum.
   b. Does this course replace one or more courses that will not be offered? If so, which one(s)? No
c. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? N/A

d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? N/A

e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? State reactions, both favorable and unfavorable. N/A

4. Students Served:
   a. Does the proposed course serve:
      i. Majors only? Yes
      ii. Non-majors only? State area(s) or discipline(s) to be served. No
      iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment? 30

6. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course? Yes
   b. Does the instructor have the requisite academic training to offer this course?
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). Jean Shreffler-Grant is tenured.
   c. Are the library holdings adequate to support this course? Yes

7. Course Evaluation:
   a. How will the students evaluate the course and instructor? Online professor evaluations and new course evaluation forms for students and instructor.
   b. How will the department evaluate the course and instructor? Same as above.

8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
NRSG 612 Ethics, Law, and Policy for Advocacy in Healthcare

Semester Offered: Spring 2015

Credits: 3 (lecture)

Faculty: Jean Shreffler-Grant, PhD, RN, Professor
Montana State University College of Nursing, Missoula Campus
32 Campus Drive #77416, Missoula, Montana 59812-7416
Email: jeansh@montana.edu
Telephone 406-243-2540
Office location #126 N. Corbin Hall, UM Campus

Office Hours: Weekly virtual/phone office hours [add day/time later]. Students can also schedule appointments and/or contact me at other times as needed. I will generally be available for immediate response during office hours and will make every effort to respond within 48 hours to messages at times other than office hours.

Course Delivery Methods:
Synchronous Class/Discussion sessions via video or teleconference during “Intensives” [Dates and times to be added later]
Asynchronous Class/Discussion sessions via D2L – weekly beginning Jan. 14, 2015
Note – if you wish to attend a Videoconference class using your home computer or another location besides a College of Nursing campus, please contact the College’s IT Coordinator in advance of the class day to help you set this up.

NRSG 612 Course Description:
The graduate nursing student will integrate knowledge of bioethics, current legal issues, ethical comportment, clinical decision-making, and functions of law and policy analysis as applied to clinical practice. Principles of accountability, responsibility, autonomy, and interdisciplinary collaboration within a dynamic healthcare environment will be integrated throughout the course.

Course Objectives:
1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Demonstrate understanding of legal and regulatory issues as they related to APRN practice.
4. Educate others regarding nursing, health policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare communities.
6. Develop, evaluate, and provide leadership for health care policy that shapes healthcare financing, regulation, and delivery.
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.
8. Examine philosophical and moral bases of issues related to APRN practice.
9. Analyze past, current, and proposed issues related to the law and healthcare practices.

**Course Readings:**

**Required Textbooks:**


**Recommended:**


A selection of additional readings will be posted with each course Module on D2L and made available through library reserves.

Readings are meant to broaden your perspectives and enhance your learning. You should plan to read the **assigned textbook readings each week** and also select 2-4 articles from the **additional reading list** included in the course Modules based on the topic for the week and your graduate focus. Decide the most relevant readings for you, your work, your focus, and the credits for this course. Some readings may be helpful for your professional or scholarly project. Readings are the basis for weekly Online Discussion Forums (see separate guidelines on Discussion Forums on D2L). It will be necessary for you to complete and reflect on the readings in order to make thoughtful contributions to the Discussion Forums.

**Course Evaluation Criteria:**

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<tr>
<td>- Analyze issue, relevant policies</td>
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-Executive Summary
-Advocacy Letter

-Participation in weekly Discussion Forums (online presentation of Policy Projects included)

**Grade Range:**
- 100-90 pts = A
- 89-80 pts = B
- 79-70 pts = C
- 69-60 pts = D
- < 60 pts = F

**Course Policies:**

**Changes to Syllabus**
If changes to the syllabus are necessary, they will be highlighted in advance in Announcements in Desire2Learn. Students are responsible for staying informed of all course Announcements.

**Assignment Submission** - All written assignments are due by 12 midnight on the due date and are to be submitted via the drop box in D2L. Please make certain your assignments can be read in Microsoft Word software.

**Late Assignments** - Late written assignments are subject to a deduction of 2 points/day for each day beyond due date unless you have negotiated a later due date. Negotiation for later submission must occur in advance of the date due.

**Collaboration** - Students may not collaborate with others on individual written assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

**Plagiarism** – Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification. If plagiarism is found to occur in a written course assignment, the paper will be assigned 0 points.

**Students with Disabilities** - If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact the instructor and MSU Disability Services at (406)994-2824 as soon as possible.

**Calendar, Course Module Outline, and Textbook Readings:**

See NRSG 612 D2L website for details about Modules, Assignments, and additional readings. Only the readings from the textbooks are listed below.

-Add Synchronous classes
Week 1  1-14-15 – 1-16-15  
Course Module #1 - Course Overview  
- Introductions  
- Course Expectations – yours, mine  
- Why study ethics, law, and policy?  

Textbook Readings:  No readings from textbooks this week

Week 2  1-19-15 – 1-23-15  
Course Module #2 – Advocacy  
- what is it?  
- Advocacy for self, clients (individuals, groups, communities), colleagues, subordinates, profession  
- Advocacy role of DNP and CNL  

Textbook Readings:  

Week 3  1-26-15 – 1-30-15  
Course Module #3 – Ethics in Health Care/Bioethics  
- Philosophical Foundations of Applied and Professional Ethics  
- Ethical Principles, Ethical decision-making, Moral Reasoning  

Textbook Readings:  

Week 4  2-2-15 – 2-6-15  
Course Module #3 (Ethics, continued)  
- Ethical Guidelines for Nursing Practice and Leadership - as APRN, CNL  
- Code of Ethics  
- Common ethics issues with vulnerable populations, rural health care and rural communities  

Textbook Readings:  

Week 5  2-9-15 – 2-13-15  
Course Module #4 – Professional Responsibilities and Ethics  
- The nurse-client relationship  
- Social justice, equity in health care, distributive justice  
- Social determinants of health
Textbook Readings:  

Week 6  2-16-15 – 2-20-15  
Course Module #5 – Health Care Policy  
- Introduction to health care policy from a nursing perspective  
- Policy implications for health care, CNL and APRN practice  
- Creating change through policy

2-16-15 12 midnight - Ethics case study analysis due in D2L Drop Box

Textbook Readings:  

Week 7  2-23-15 – 2-27-15  
Course Module #5 (Policy, continued)  
- The policy process – policy development, policy analysis, policy implementation, policy evaluation  
- Sources of health policy – legislation, regulation  
- Origination of laws and regulations – grassroots, special interests, financial/political/legal issues, court rulings, reaction to events/tragedies/controversies  
- How bills become law

Textbook Readings:  

Week 8  3-2-15 – 3-6-15  
Module #5 (Policy, continued)  
- Roles for nurse leaders in policy – proposals, adoption, implementation, evaluation  
- Discuss Health Care Policy Project, Executive Summary, Advocacy Letter assignment

Textbook Readings:  
Chapters 13 (Effective State-Level Advanced Practice Registered Nursing Leadership in Health Policy), Chapter 20 (Policy Implications for Advanced Practice Registered Nurses: Quality and Safety), Chapter 21 (Moving Toward Accountable Care: A Policy Framework to Transform Health Care Delivery and Reimbursement) & Chapter 29 (The Future for Nursing Practitioners)

**Week 9**  
Spring Break! 3-9-15–3-13-15  
Relax!

**Week 10**  
3-16-15–3-20-15  
Course Module #6 **Legal principles pertaining to health care**  
-Legal issues relevant to APRN, CNL practice

**Textbook Readings:** No readings from textbooks this week

**Week 11**  
3-23-15–3-27-15  
Course Module #6 – *(Legal Issues, continued)*  
-Regulation of nursing practice – APRN and CNL

3-23-15 12 midnight - Legal case study analysis due in D2L Drop Box

**Textbook Readings:**  

**Week 12**  
3-30-15–4-3-15  
Course Module #7 - **Balancing Legal, Regulatory, and Ethical Principles in Your Practice**

**Textbook Readings:** No readings from textbooks this week

**Week 13**  
4-6-15–4-10-15  
Independent work on Health Care Policy Project, Presentation, etc.  
No online Module, readings or Discussion Forum this week

**Week 14**  
4-13-15–4-17-15  
Student online presentation/discussion of Health Care Policy Projects

4-13-15 12 midnight – Health Care Policy Project due in D2L Drop Box

**Week 15**  
4-20-15–4-24-15  
Student online presentation/discussion of Health Care Policy Projects

**Week 16**  
4-27-15 – 4-28-15 – Finals Week – no class
NRSG 612 Ethics, Law, and Policy for Advocacy in Healthcare

Credits: 3 (lecture)
Semester Offered: Spring
Prerequisites: none
Degree: MN, DNP core course

Course Description: The graduate nursing student will integrate knowledge of bioethics, current legal issues, ethical comportment, clinical decision-making, and functions of law and policy analysis as applied to clinical practice. Principles of accountability, responsibility, autonomy, and interdisciplinary collaboration within a dynamic healthcare environment will be integrated throughout the course.

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5. Advocate for the nursing profession within the policy and healthcare communities.

6. Develop, evaluate, and provide leadership for health care policy that shapes healthcare financing, regulation, and delivery.

7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

8. Examine philosophical and moral bases of issues related to APRN practice.

9. Analyze past, current and proposed issues related to the law and healthcare practices.

Approved by GAAC: 1/30/12
Approved by Faculty: 4/9/12

DNP Essential #5: Health care policy for advocacy in health care.
DNP Essential #6: Inter-professional collaboration for improving patient and population health outcomes.