

## **GS/NURS 5190A 3.0 Enhancing Nursing Praxis Through Health Policy Brief Course Outline – Winter 2017**

**Course Director:** Janet Jeffrey RN, PhD

Welcome to NURS 5190. No need to be formal, so please call me Janet when you contact me. My various contact information is below in case you need it. More information will be provided in the full course outline; documents to be posted on Moodle course site.

- Room: 313 HNES (Health, Nursing, Environmental Studies) Building, Keele Campus, York University
- Tel: (416) 736-2100, ext. 66696; Fax: (416) 736-5714; Email: [jjeffrey@yorku.ca](mailto:jjeffrey@yorku.ca)

### **A. Calendar Course Description**

This course examines nursing's role in shaping, developing, implementing and evaluating policy from historical, theoretical, ethical, and developmental perspectives. Contemporary factors influencing policy processes are explored. Emphasis is on preparing nurses to provide leadership through engaging in all stages of health-enhancing policy development and advocacy.

Prerequisites: Nursing 5100 6.0 Theoretical/philosophical foundations of nursing science

### **B. Expanded Course Description**

This course examines nursing's role in shaping, developing, implementing, and evaluating health-enhancing policy across four levels: government, workplaces, professional organizations, and communities. Processes, such as use of evidence, advocacy, and communication that can be used to influence each of these stages are examined. Policy work as an expression of caring praxis is reviewed in the context of nursing's history and development in the last 150 years and nursing theoretical and ethical perspectives. Socio-economic-political factors that influence policy processes, including gender, race, class, and ethnicity, are explored.

The emphasis of the course is on preparing nurses to provide leadership through engaging in health-enhancing policy. Students participate in the identification and definition of problems and issues for potential policy initiatives, the critical analysis of existing health policies, and the identification and analysis of various approaches for effectively influencing policy processes.

#### **Learning Outcomes:**

By the end of this course, the student will be able:

1. To examine nursing's involvement in policy processes within a historical, developmental, ethical, and theoretical context;
2. To analyze the social, economic, and political factors influencing policy development and advocacy at government, workplace, professional/health organizations, and community levels;
3. To analyze the process of framing and defining problems and issues for potential policy initiatives;
4. To analyze approaches to shaping, developing, implementing, and evaluating policy; and
5. To analyze the types of evidence, advocacy, and communications that will effectively influence health-enhancing policies.

This is an Internet (online) course and students are required to regularly access Moodle and their

yorku.ca email account. Note that email communication about the course should be via your yorku.ca email or the private a forum in the course Moodle site. We can also schedule synchronous meetings if this is the desire of the class.

### C. Resources

#### Required Texts

McIntyre, M., & McDonald, C. (2013). *Realities of Canadian Nursing: Professional, Practice, and Power Issues*. (4<sup>th</sup> ed). Philadelphia, PA: Lippincott, Williams, & Wilkins.

Note 3<sup>rd</sup> edition is available online (pdf; pages for both editions will be provided) at

<http://www.rhc.ac.ir/Files/Download/pdf/nursingbooks/Realities%20of%20Canadian%20Nursing%20Professional,%20Practice,%20and%20Power%20Issues.2010%20-%20Cd.pdf>

Bryant, T., Raphael, D., & Rioux, M. (Eds) (2010). *Staying alive: Critical perspectives on health, illness, and health care*. (2<sup>nd</sup> ed). Toronto, ON: Canadian Scholars Press.

Additional readings from web sites of journals (electronic links to be provided).

#### Recommended text (required for the MScN program).

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Also available in pdf at

<http://el.iauq.ac.ir/assets/subdomains/rahbar/file/APA%206th%5B1%5D.pdf>

### D. Evaluation

There are two aspects to evaluation in this course: online discussions and written, individual assignments. Each week there will be readings from course texts, web sites, and/or journal articles that provide basis for on-line discussion. Detailed information about each aspect of evaluation to be provided in documents on Moodle course site.

Evaluation Strategy	Due Date	Percentage of Grade
<b>1. Online</b>		
(A) Online Participation (self-evaluation and by professor)	During weeks 2-12	<b>20% (total)</b>
(B) On-line Presentation of analysis of topic of interest that may be related to a weekly topic and leadership of discussion (on own or in group of 2-3)	Weeks 6 to 7 (by June 11, 2013)	<b>20%</b>
<b>2. Individual Written Work</b>		
(A) Policy brief OR Problem/Issue Identification and Analysis Paper (usually related to topic of presentation)	up to 1 week after presentation if related topic or to be negotiated (usually midterm or July 6) On or before August 7, 2013	<b>25%</b>
(B) Policy Advocacy Paper		<b>35%</b>

