

**MEMORANDUM**

DATE: May 2, 2003

TO: Dr. James Holsinger, Jr.  
Chair, Academic Council for the Medical Center  
Deans, Department Chairs, Members of the University Senate

FROM: Dr. Carolyn A. Williams  
Dean, College of Nursing

SUBJECT: Application for course teaching methodology changes

The faculty of the College of Nursing have approved and submit for your approval an application for a change in the teaching strategies used for NUR 778 Proseminar in Contemporary Health and Nursing Policy Issues (3 CH).

Effective Dates:

Fall, 2003

Rationale for proposed change:

This course is a requirement for both the PhD in Nursing and the Doctor of Nursing Practice Programs. The course has been taught as part of the PhD Program since its inception 16 years ago, but not using a distributed learning format. Presently, it is only offered on Wednesdays in a 3-hour block to meet the scheduling needs of our PhD students. In order to accommodate the needs of our DNP students' schedule, we plan to offer the course alternating the teaching approach (either distributed learning format combined with face-to-face seminar/lecture or face-to-face seminar/lecture instruction only) on a yearly basis (i.e., one year seminar lecture only as it has been taught, the next year in distributed learning format plus seminar/lecture). DNP and PhD students will have the option of registering for the course when it is offered via either method. The learning strategies will include a combination of in-class seminars, technologically-enhanced learning activities, self-directed reading and analysis, and experiential learning activities. We would like to highlight that the pedagogy is technologically-enhanced, and is not solely Web-based. Hence, the syllabus includes a variety of learning strategies.

## APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Nursing Date 5/2/03  
Department/Division offering course College of Nursing
2. Changes proposed:
  - (a) Present prefix and number NUR 778 Proposed prefix and number No change
  - (b) Present Title Proseminar in Contemporary Health and Nursing Policy Issues
  - (c) New Title No Change
  - (d) Present credits: 3 Proposed credits: no change
  - (e) Current lecture:laboratory ratio lecture only Proposed: no change
  - (f) Effective Date of Change: (Semester & Year) Fall, 2003
3. To be Cross-listed as N/A
4. Proposed change in Bulletin description:
  - (a) Present description (including prerequisite(s):

A critical analysis of the development of policy related to health and nursing is emphasized. Attention is focused on the formation of a policy strategy to address a major policy issue affecting health care and the discipline of nursing

Prerequisite: None

(b) New description: No change in course description.

(c) Prerequisite(s) for course as changed: No changes in prerequisites.

5. What has prompted this proposal?

This course is a requirement for both the PhD in Nursing and the Doctor of Nursing Practice Programs. The course has been taught as part of the PhD Program since its inception 16 years ago, but not using a distributed learning format. Presently, it is only offered on Wednesdays in a 3-hour block to meet the scheduling needs of our PhD students. In order to accommodate the needs of our DNP students' schedule, we plan to offer the course alternating the teaching approach (either distributed learning format combined with face-to-face seminar/lecture or face-to-face seminar/lecture instruction only) on a yearly basis (i.e., one year seminar/lecture only as it has been taught, the next year in distributed learning format plus seminar/lecture). DNP and PhD students will have the option of registering for the course when it is offered via either method.

We believe that a distributed learning format will equally well meet the learning needs of students in both programs. Dean Carolyn Williams has taught this course for many years and will be teaching the course via the new format. The learning strategies will include a combination of seminar, lecture, and technologically-enhanced as well as experiential learning activities. This will bring the pedagogy in line with a distributed learning approach. Such an approach is similar to distance-learning, but differs in that multiple teaching strategies are used (including in-class time) and this methodology is unrelated to distance issues. Another

difference is that distributed learning is not related to where the student is physically located. Instead, students learn when and where they are ready to do so.

Contact hours in a course with more traditional pedagogy are based on in-class time. In distributed learning courses, contact hours are accounted for by a wider range of learning strategies, including in-class time and time students spend in organized learning activities delivered electronically and experientially. This includes discussions with faculty that occur electronically and face-to-face during individual conferences. Just as with more traditional pedagogies, students have additional assignments (homework) that supplement and expand what they are learning.

College of Nursing students are oriented to this pedagogy in three ways: (1) they receive printed information in their Back To School packets; (2) all students receive in-depth, hands-on orientations during the first class of each course provided by the College of Nursing's Manager of Instructional Technology; and (3) syllabi for each distributed learning course contain printed information on distributed learning and how to participate for maximal effectiveness.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

No changes in content or teaching objectives.

7. What other departments could be affected by the proposed change? None

8. Will changing this course change the degree requirements in one or more programs? No  
If yes, attach an explanation of the change.\*

9. Is this course currently included in the University Studies Program? No If yes, please attach correspondence indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g. correspondence) that the community College System has been consulted.

11. Is this a minor change? No (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the department, who should be consulted for further information on the proposed course change?

Name: Dean Carolyn Williams Phone Extension: 3-6533  
Name: Lynne A. Hall Phone Extension: 3-8076

\*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

\*\*If applicable, as provided by the Rules of the University Senate.

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The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. crosslisting of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. (University Senate Rules, Section III – 3.1)

3301C-19&21  
Revised: April 30 2003

Questions to be Answered for the Medical Center Academic Council Regarding Multi-Media or Distance Learning Courses

*College of Nursing  
Proposal for Converting NUR 778 to Distributed Learning Format So That It Can Be Offered Via a Second Format  
May 2, 2003*

The following plan outlines the procedures to be followed for this course:

<p>1. Describe the plan for administering and monitoring examinations for the multi-media course.</p>	<p>Plan:</p> <p>There are no examinations in this course. Students will be evaluated based on participation in both in-class and on-line discussions, presentations, projects and written papers.</p>
<p>2. Describe the availability of related services such as laboratories, library service, research, and supplemental information.</p>	<p>Availability:</p> <p>Students will be provided with instruction on how to access course information on the web during the first in-class session of the course. They will also receive printed information in syllabus that will be mailed to them in hard copy format prior to the beginning of the course. Finally, the course web page will include supplemental instructional and trouble-shooting information.</p> <p>The College employs a Manager of Instructional Technology, who has been a team member in the development of the course. She also will work with the course group once the course is initiated to provide ongoing problem-solving assistance. The College has many distributed learning courses underway in the Masters of Science in Nursing degree and Doctor of Nursing Practice Program at this time. The MIT has successfully fielded questions and solved problems with students and faculty. Students have extensive access to electronic journals and participate in an orientation to these resources by the Director of the Medical Center Library.</p> <p>Students who do not have access to the computer equipment necessary to support the course may use computers located on-site.</p> <p>The course group will have access to a Teaching Assistant to help with problem solving and course management.</p>
<p>3. Describe the technical requirements for remote sites (ITV, computer hardware/software, special equipment).</p>	<p>Technical Requirements:</p>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Ready computer access with high speed modem or network connection</li><li>• Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)</li><li>• Active e-mail account with attachment capabilities</li><li>• Microsoft Office or MS PowerPoint Viewer</li></ul> |
|--|---|

All students in each of the College of Nursing distributed learning courses receive standard information in their printed syllabi, and on the course homepage, regarding the technical requirements for the course. In this way, the College can ensure that the requirements are similar across courses, making it easier for students to acquire and maintain the equipment needed during their programs of study. This also helps students become accustomed to one set of requirements and procedures.

4. If the course is or has been offered in a standard delivery mode, provide a brief statement that provides supporting evidence that the multi-media or off-campus course is enhanced or equivalent when compared to the standard delivery version of the course in the following four areas: 1) delivery time/schedule; 2) interaction (faculty-to-faculty; student-to-student); 3) evaluation; 4) other (explain). Please provide this information in table format (example below).

The course has been offered in the standard delivery mode, but the proposed distributed learning version is equivalent.

	Standard Format	Multi-Media Format
Delivery Time/Schedule	One day per week in a 3-hour block offered via a traditional seminar/lecture format	One day per month for four hours per day, supplemented by web-enhanced and experiential learning activities.
Interaction (faculty-to-faculty; student-to-student)	Weekly face-to-face contact and electronic mail interaction.	Seminar and group work during the monthly class meetings.  Threaded discussions and electronic mail interaction.
Content	As described in the originally approved course description and objectives – no change in course content, course description, or course objectives.	As described by the originally approved course description and objectives – no change in course content, course description, or course objectives. The only change is one of pedagogy.
Evaluation	Class participation(, web-based discussion group, papers, presentations	Class participation (both face-to-face and synchronous and asynchronous discussion groups), papers, projects, presentations
Other (explain):	N/A	N/A

5. Provide an electronic syllabus for the course using multi-media or off-campus mode (syllabus should include: a. a statement of learning objectives and, b. a description of evaluation methods).

Syllabus attached

6. Provide an electronic copy of the syllabus, if the course is being or was taught using traditional delivery formats.

Syllabus attached

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**UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING**

**COURSE:** NUR 778 – Proseminar in Contemporary Health and Nursing Policy Issues

**CREDITS:** 3 hours, Spring 2001

**COURSE DESCRIPTION:** A critical analysis of policy related to health and nursing is emphasized. Attention is focused on the formation of a policy strategy to address a major policy issue affecting health care and the discipline of nursing.

**OBJECTIVES:** At the end of this course students will be able to:

1. Critically evaluate past, current and emerging trends affecting health policy development.
2. Evaluate health policy efforts and identify processes and actions that influence the direction of health and nursing policy.
3. Analyze and evaluate the differences between policy analysis, the use of research in policy development, and policy research.
4. Analyze and evaluate the role and responsibility of the nursing discipline in shaping and implementing health policy.

**TIME/PLACE:** Wednesday 3:00-6:00 pm, Room 313 CON/HSLC

**FACULTY:** Carolyn A. Williams, RN, PhD, FAAN  
Dean and Professor  
Room 315 CON/HSLC  
859/323-6533  
859/323-1057 FAX  
[cawill00@pop.uky.edu](mailto:cawill00@pop.uky.edu)

<http://www.uky.edu/~cawill00> Website Address for Class

**OFFICE HOURS:** By appointment. Please make appointment with Ms. Lisa Galvin.

**TEACHING/LEARNING METHODS:**

Seminar/Discussion  
Self-Study  
Written Assignments

**GRADING SCALE:**

A = 91 – 100%  
B = 81 – 90%  
C = 71 – 80%  
E = 70 or below

**EVALUATION:**

- |  |     |
|--|-----|
| 1. Seminar Participation including work on Policy Team | 20% |
| 2. Web-based Discussion Group Participation            | 5%  |
| 3. Article Critiques                                   | 15% |
| 4. Policy Analysis Paper                               | 20% |

5. Policy Development/Strategies Paper and Presentation 40%

**REQUIRED TEXTS:**

Milstead, Jeri A. (Ed) (1999). Health Policy and Politics. Gaithersburg, MD: Aspen Publishers.

**CONTENT AREAS:**

1. The Nature of Public Policy.
2. Public Policy for Health – in a national and state context
3. Approaches to Policy Analysis
4. Conceptualization of the Policy Process
5. Approaches to Policy-Making—Methods and Strategies
6. Relationships Between Public Policy for Health and Nursing Policy
7. Policy Analysis vs. Policy Research
8. Policy Formation in Nursing-The Policy Process in a Professional Discipline
9. The Use of Internet Technology/Resources in Policy Analysis and Policy Development

**GUIDELINES FOR ARTICLE CRITIQUES:**

1. Citation – use APA format
2. What is the basic theme of the article?
3. Type paper—
  - Research-- Primary Data or Secondary?
  - Opinion
4. What are the key points or arguments?
5. What are the key “findings” or “conclusions”?
6. How can this article be used?
  - a. In the policy process
  - b. In other ways, clinical practice, self-development, in teaching, in management or administration.

**GUIDELINES FOR PAPER PREPARATION:**

The overall expectation is that you would choose an issue and work with that issue/problem throughout the semester. Thus, both the Policy Analysis Paper and the Policy/Development Strategy Paper would deal with the same general issue.

POLICY ANALYSIS PAPER

This paper should address the following:

- A. Background of the issue/problem.

- Description of the situation
- Results of prior efforts to deal with the problem
- Significance of the problem
- B. Development of the problem
  - Statement of the problem
  - Conceptual approach to analysis of the problem
  - Identification of key actors/players/stakeholders
- C. Potential Solutions
  - The intention here is to provide an initial and brief discussion of the possible policy alternatives to address the problem.
- D. How you used the Internet in Developing the paper.

### POLICY STRATEGY PAPER

The focus of this paper will be on an in-depth analysis of the policy alternatives and a presentation of the policy recommendations. You will be expected to use the same conceptual approach that was used in the policy analysis paper unless your efforts have led you to believe an alternative approach would be desirable.

### GUIDELINES FOR POLICY DEVELOPMENT/STRATEGY PAPER

- A. Background of the issue/problem (10)
  - Description of the situation
    - Results of prior efforts to deal with the problem
    - Significance
- B. Problem development (15)
  - Clear statement of problem
  - Conceptual framework, including identification of key (10) actors/players/stake holders and their importance/priority
  - Statement of objectives (5)
- C. Policy alternatives (20)
  - Brief description of alternatives (10)
  - Discussion of each alternative not selected in terms of: your conceptual framework, including key actors (Here, attention should be given to key facilitating and inhibiting factors/feasibility.) (10)
- D. Policy recommendations (45)
  - Description of the preferred option/alternative (5)
    - Rationale for selection of preferred alternative (10)
  - Description of strategy for moving forward (Here, attention should be given to how you will influence the malleable variables in your conceptual framework.) (25)
  - Brief comment on limitations you see and possible unintended consequences (5)
- E. Brief discussion of Key Sources used in developing paper and how the Internet was used in Developing the paper (10)

## CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC</u>
1/10	Introduction and Course Review
1/17	The Nature of Public Policy and Public Policy for Health in a National and State Context
1/24	Independent Study
1/31*	Approaches to Policy Analysis
2/7*	The Role of Regulation in Influencing Change
2/14*	Approaches to Policy Making--Strategies
2/21*	Policy Analysis, Policy Research and the Use of Data in the Policy Process
2/28*	Policy Research—Dr. Ellen Hahn, Associate Professor, College of Nursing
3/7	Development of the National Institute for Nursing
1st Paper Due	Research—A Case Study of the Policy Process
3/14	Spring Break
3/21	Independent Study
3/28*	Review of the Conceptual Approaches to the Policy Process
4/4*	The Use of Research in the Policy Process—Dr. Deborah Reed, Assistant Professor, College of Nursing Begin Class Presentations
4/11	Class Presentations
4/18	Independent Study
4/25	Independent Study
4/28	Second Paper Due
2 <sup>nd</sup> Paper Due	

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\*Article Critiques Due

**UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING**

**A DISTRIBUTED-LEARNING COURSE**

**TITLE:** NUR 778 – Proseminar in Contemporary Health and Nursing Policy Issues

**CREDIT HOURS:** 3 credits

**Pre or Co-Requisites:**

**COURSE DESCRIPTION:**

A critical analysis of policy related to health and nursing is emphasized. Attention is focused on the formation of a policy strategy to address a major policy issue affecting health care and the discipline of nursing.

**COURSE OBJECTIVES:** At the end of this course students will be able to:

5. Critically evaluate past, current and emerging trends affecting health policy development.
6. Evaluate health policy efforts and identify processes and actions that influence the direction of health and nursing policy.
7. Analyze and evaluate the differences between policy analysis, the use of research in policy development, and policy research.
8. Analyze and evaluate the role and responsibility of the nursing discipline in shaping and implementing health policy.

**FACULTY:** Carolyn A. Williams, RN, PhD, FAAN  
Dean and Professor  
Room 315 CON/HSLC  
859/323-6533  
859/323-1057 FAX  
[cawill00@pop.uky.edu](mailto:cawill00@pop.uky.edu)

**OFFICE HOURS:** By appointment. Please make appointment with Ms. Lisa Galvin—859/323-6533 or [lgalv@uky.edu](mailto:lgalv@uky.edu).

**CONTENT AREAS:**

1. The Nature of Public Policy
2. Public Policy for Health – in a national and state context
3. Approaches to Policy Analysis
4. Conceptualization of the Policy Process
5. Approaches to Policy-Making—Methods and Strategies
6. Relationships Between Public Policy for Health and Nursing Policy
7. Policy Analysis vs. Policy Research
8. Policy Formation in Nursing—The Policy Process in a Professional Discipline

## 9. The Use of Internet Technology/Resources in Policy Analysis and Policy Development

### **LEARNING METHODS:**

Seminar/Discussion and Electronic Discussions  
Self-Study  
Written Assignments  
    Policy Portfolio  
    Policy Analysis Paper  
    Policy Strategy Paper  
    Policy Position Statement

### **GRADING SCALE:**

A = 90 – 100%  
B = 80 – 89%  
C = 70 – 79%  
E = 69 or less

### **EVALUATION:**

Seminar Participation and Electronic Discussion	20%
Policy Portfolio	15%
Policy Analysis Paper	20%
Policy Development/Strategies Paper	25%
Policy Position Statement	20%

### **REQUIRED TEXTS:**

Birkland, T.A. (2001). An Introduction to the Policy Process. Armonk, New York: ME Sharpe.

Kingdon, J.W. (1995). Agendas, Alternatives, and Public Policies. New York: Addison Wesley.

Sabatier, P.A. (Ed.) (1999) Theories of the Policy Process. Boulder, Colorado: Westview Press.

### **Additional Helpful Books:**

Bryson, J.W., Crosby, B.C. (1992). Leadership for the Common Good. San Francisco, California: Jossey-Bass.

Buresh, B., Gordon, S. (2000). From Silence to Voice: What Nurses Know and Must Communicate to the Public.

Doty, P. (1980). Guided Change of the American Health System. New York: Human Sciences Press.

- Gladwell, M. (2000). The Tipping Point: How Little Things Can Make a Big Difference. Boston: Little, Broom, and Company.
- Lee, P.R., Estes, C.L. (2001). The Nation's Health (6<sup>th</sup> edition). Boston: Jones and Bartlett Publishers.
- Lindblom, C.E. Woodhouse, E.S. (1993). The Policy-Making Process (3<sup>rd</sup> Edition). Englewood Cliffs, New Jersey: Prentice-Hall.
- Mivola, P.S., Rosenbloom, D.H. (1999). Classic Readings in American Politics (3<sup>rd</sup> Edition). New York: St. Martins/Worth.
- Patel, K., Rushefsky, M.E. (1999). Health Care Politics and Policy in America. Armonk, New York: M.E. Sharpe, Inc.
- Spasoff, R.A. (1999). Epidemiologic Methods for Health Policy. Oxford: Oxford University Press.

### **Journal Papers and Other Selected Materials:**

**Some of these papers or other readings are required for specific modules (noted in the modules) while others are supplementary and intended to guide you as you explore specific topics in more depth.**

- American Nurses' Association (1981). Research Priorities for the 1980's: Generating a Scientific Basis for Nursing Practice, Kansas City, MO.
- American Nurses' Association (1983, November 23). Memo from President in Reference to National Institute of Nursing. Attachment Congressional Record, November 17, 1983, H10312-10315, Kansas City, MO.
- American Nurses' Association (1985). Directions for Nursing Research: Toward the Twenty-First Century. Kansas City, MO.
- Angell, M. (1999). The American Health Care System Revisited—A New Series (Eds.). NEJM, January 7, 1999, pg. 48.
- Bradham, D.D. Health Policy Formulation and Analysis. (1985) Nursing Economics, 167-172.
- Cabinet for Health Services, Department for Public Health, Commonwealth of Kentucky. (1998) Kentucky Public Health Improvement Plan, Frankfort, KY.
- Congressional Record (1985, November 20), S. 15925-15931. (Override of Presidential Veto on National Center for Nursing Research).
- Culliton, B.J. (1983, December 23). A Nursing Institute for NIH? Science, 222, 1310-1312.
- Davis, G.C., (1988). Nursing Values and Health Care Policy. Nursing Outlook, 36(6), 289-292.

- Declercq, E. (1998). "Changing Childbirth" in the United Kingdom: Lessons for U.S. Health Policy. Journal of Health Politics, Policy and Law, October 1998, 23(5), 832-859.
- Diers, D. (1998). Research as Policy/Political Tool. Chapter 11, pp. 191-207, in Policy and Politics in Nursing and Health Care. 3rd ed. Ed. by D.S. Mason & J.K. Leavitt. Philadelphia: W.B. Saunders Company.
- Dumas, R.G., Felton, G. (1984). Should there be a National Institute for Nursing? Nursing Outlook, 32, 1, 16-22.
- Etzopmo. A/ (1967) Mixed-Scanning: A "Third" Approach to Decision. Making Public Administration Review 27, 385-392.
- Fox, D.M. (1990). Health Policy and the Politics of Research in the United States. Journal of Health Politics, Policy and Law. 15(3), pp. 481-499.
- Hadley, E.H. (1996). Nursing in the Political Marketplace: Challenges for the 21st Century. Nursing Outlook 44(1): 6-10.
- Hahn, E., Rayens, M.K. (2000). Public Opinion and Legislators' Views on Tobacco Policy. Kentucky Medicine. Feb, 67-73.
- Hahn, E, Toumey, C.P., Rayens, M.K., McCoy, C.A. (1999). Kentucky Legislators' Views on Tobacco Policy. American Journal of Preventive Medicine. 16(2), pp. 81-88.
- Iglehart, J.K. (1996). Politics and Public Health. New England Journal of Medicine 334(3): 203-207.
- Inglehart, J.K., (1999). The American Health Care System (Health Policy Report). NEJM, January 7, 1999, 340 (1), 70-76.
- Jacox, A.K. (1983). Significant questions about IOM's study of nursing. Nursing Outlook, 31(1), 28-33.
- Jacox, A.K. (1985). Science and politics: The background and issues surrounding the controversial proposal for a National Institute of Nursing. Nursing Outlook, 33(2), 78-84.
- Jossens, M.O., (1997). Strategies for the Development of Contemporary Nursing Policy. Journal of Professional Nursing, July-August 1997, 13(4), 222-227
- Klein, R. (1990). Research, Policy, and the National Health Service. Journal of Health Politics, Policy and Law. 15(3), 501-523.
- Last, J.M. Ethics and Public Health Policy. In Wallace, R.B., Doebbeling, B.N., Last, J.M. (Eds). Public Health and Preventive Medicine 14th Ed. (1159-1168). Stamford, Conn. Appleton and Lange.
- Lindblom, C.E. (1959). The Science of "Muddling Through". Public Administration Review, 19, 79-88.

- Lindblom, C.E. (1979). Still Muddling, Not Yet Through. Public Administration Review, 39, 517-525.
- Marmor, T.R., (1998). Forecasting American Health Care: How We Got Here and Where We Might be Going. Journal of Health Politics, Policy, and Law, June 1998, 23(3) , 550-571.
- McKinley, J.B. (1993). The Promotion of Health through Planned Sociopolitical Change: Challenges for Research and Policy. Social Science and Medicine 36, 109-117.
- McKusick, D. (1999). Demographic Issues In Medicare Reform. Health Affairs, January/February 1999, 18(1), 194-207.
- Melhado, E.M. (1998). Economists, Public Provision, and the Market: Changing Values in Policy Debate. Journal of Health Politics, Policy, and Law, April 1998, 23(2), 215-262.
- Milio, N. (1984) The Realities of Policy Making Can Nurses have an Impact? Journal of Nursing Administration, 18-23.
- Milstead, J.A. (1999). Advanced Practice Nurses and Public Policy, Naturally. In Health Policy and Politics: A Nurses Guide, edited by Milstead, J.A. pp. 1-39. Gaithersburg, MD: Aspen Publication.
- National Association of County Health Officials (1993). Core Public Health Functions.
- Office of Public Health and Science. (1998) Healthy People 2010 Objectives. Draft for Public Comment. U.S. Department of Health and Human Services. Available on the Web @: <http://Web.health.gov/healthypeople/2010draft/object.htm>
- Parsons, W. (1995). Public Policy, An Introduction to the Theory and Practice of Policy Analysis. Cambridge: Edward Elgar. Part One, pp. 1-82' Part Two, 85-183.
- Peterson, M.A., (1997). The Limits of Social Learning: Translating Analysis into Action. Journal of Health Politics, Policy and Law, August 1997, 22(4), 1076-1114.
- Rains, J.W., Hahn, E.J. Policy Research: Lessons from the Field. Public Health Nursing. 12(2), pp. 72-77.
- Schmid, T.L., Pra H.M, Hauze, E. (1995). American Journal of Public Health, 85, 1207-1211.
- Schauffler, H.H. (1998). Policy Development. In Wallace, R.B., Doebbeling, B.N., Last, J.M. (Eds) Public Health and Preventive Medicine 14th Ed. (1159-1168). Stamford, Comm. Appleton and Lange.
- Sharp, N.J. (1997). Politics, Power, and Vested Interests: Washington at Work. In Health Policy and Nursing, edited by Harrington, C. and Estes, C.L. 2nd ed. Boston: Jones and Bartlett, 453 - 461.
- Smart, P. (1999). Policy Design. Chapter 5 in Milstead, J.A. Health Policy and Politics. Aspen.

Solomon, L.S., (1998). Rules of The Game: How Public Policy Affects Local Health Care Markets, Health Affairs, July/August 1999, 17(4), 140-148.

Stanley, S.R., (1994). Crafting Mental Health Policy. Mental Health Nursing, March 1994, 29 (1), 19-26.

Syme, S.L., (1998). Social and Economic Disparities in Health: Thoughts about Intervention. The Milbank Quarterly, 1998, 76(3), 493-504.

Williams, C.A. (1983) Making Things Happen: Community Health Nursing and The Policy Arena. Nursing Outlook, 31, 226-228.

Williams-Crowe, S.M., Aultman, T.V., (1994). State Health Agencies and the Legislative Policy Process, Public Health Reports, May/June 1994, 109(3), 361-367.

### **GUIDELINES FOR POLICY PORTFOLIO:**

Select a public health or health care policy issue that is being debated at the state or national level. The portfolio is designed to be a tool for organizing relevant data from multiple sources related to the policy issue. The portfolio might include, but not be limited to: (1) copies of legislative bills and amendments; data related to the issue; (2) information on interest groups/stake holders and their positions on the issue; notes from meetings or phone conversations with people involved/working with the issue, e.g. supporters and opponents of a bill; (3) newspaper clippings or other media related to the issue (editorials, news reports, articles, etc); and (4) other information you may find useful depending on the policy theory/framework that you choose to use. The portfolio might be organized in accordance with the constructs of the model.

### **GUIDELINES FOR PAPER PREPARATION:**

The overall expectation is that you would choose an issue and work with that issue/problem throughout the semester. Thus, both the Policy Analysis Paper and the Policy/Development Strategy Paper would deal with the same general issue.

### **POLICY ANALYSIS PAPER**

This paper should address the following:

- A. Statement of the Issue
- B. Background of the issue/problem.
  - Description of the situation
  - Results of prior efforts to deal with the problem
  - Significance of the problem in the selected geographical are—state, group of states, country
- C. Conceptual framework or theory used to analyze the issue
  - Identification of key actors/players/stakeholders (allies and opponents)
- D. Potential Policy Alternatives
  - scientific evidence that alternatives will lead to desired outcomes; the intention here is to provide an initial and brief discussion of the possible policy alternatives to address the problem

## **POLICY STRATEGY PAPER**

The focus of this paper will be on an **in-depth** analysis of the policy alternatives and a presentation of the policy recommendations. You will be expected to use the same conceptual approach that was used in the policy analysis paper unless your efforts have led you to believe an alternative approach would be desirable.

## **GUIDELINES FOR POLICY DEVELOPMENT/STRATEGY PAPER**

- A. Statement of the Issue
- B. Background of the issue/problem
  - Description of the situation
  - Results of prior efforts to deal with the problem
  - Significance of the problem/issue in the selected geographical area
- C. Conceptual framework or theory used
  - Identification of key actors/players/stake holders and their importance/priority
  - Statement of objectives
- D. Policy alternatives
  - Brief description of alternatives
  - Discussion of each alternative not selected in terms of: your conceptual framework, including key actors (Here, attention should be given to key facilitating and inhibiting factors/feasibility.)
- E. Policy recommendations
  - Description of the preferred option/alternative
  - Scientific and Other Rationale for selection of preferred alternative
  - Description of strategy for moving forward (Here, attention should be given to how you would influence the malleable variables in your conceptual framework.)
  - Fiscal impact of recommended policy
  - Brief comment on limitations you see and possible unintended consequences

## **Guidelines for Policy Position Statement**

While the policy analysis paper focuses on analysis of the policy issue and the policy strategy paper addresses the various policy alternatives, the policy position statement is a specific policy option recommended by a particular organization. Within the health field policy position statements are prepared to provide direction for organizations and members/supporters to change health or health care policies. The policy statement should be written in accordance with the guidelines of a specific organization (e.g., American Public Health Association, American Association of Retired Persons, American Nurses Association). Depending on the specific organization, a policy position statement is usually up to 3,000 words and contains a full explanation of the policy issue and the recommended policy action. A policy position statement should be written for “public and policymaker consumption.” Avoid professional jargon. Be sure the policy position statement is well-referenced, clearly written, and well-organized. Specialty organizations typically have a process for adopting policy position statements. Add a brief description of how the process of adoption occurs in the organization you select.

It is suggested that you read several examples of recently adopted position statements by the organization you select to provide a guide for format and content. Often, policy statements take the form of resolutions, shorter versions of a policy position statement. The policy position statement will be evaluated using the following criteria: (1) Significance of the policy issue is clearly described and referenced; (2) Data/evidence to support the recommended policy provide the foundation for the position statement; (3) The recommended policy is specific and clearly articulated; (4) The statement is written clearly and in lay terminology and clearly written (use style format recommended by specialty organization or other selected known format, i.e., APA or AMA).

### **Class Participation**

Students are required to participate in class discussions both during class and through the threaded discussions on the course web page. Thorough preparation for class, as well as active participation through sharing what one has read in preparation for class and asking thoughtful questions that contribute to the class discussion are critical components of class participation. Discussions on the threaded discussion groups scheduled during the class will be included in the participation grade. These discussions will focus on questions and issues for analysis that extend the topics introduced in the class sessions. You are expected to make meaningful contributions to the discussions and to provide your colleagues with thoughtful comments about their ideas. Class participation is a key aspect of building a community of scholars. Participation will be evaluated based on the logic and depth of your analysis of the issues, the extent to which your comments reflect an engagement with the assigned readings, and the extent to which you generate fresh insight.

## NUR 778 CLASS SCHEDULE

### Fall, 2003

<i>Date</i>	<i>Class Meeting</i>	<i>Focus on Learning Activities</i>
Week One	<b>Course Meeting in Lexington</b>	<b>Course Overview</b>  <b>Group Negotiation of ground rules for Class Discussion in person and on the web</b>  <b>Introduction to Module 1: The Nature of Public Policy and Public Policy for Health in a National and State Context</b>
Week Two		<b>Module 1: The Nature of Public Policy and Public Policy for Health in a National and State Context</b> <ul style="list-style-type: none"> <li>• The identification of Policy Issues and</li> <li>• Players in Public Policy Development</li> </ul>
Week Three		<b>Module 2: Policy Processes</b> <ul style="list-style-type: none"> <li>• The Variety of Policy Processes</li> </ul>
Week Four	<b>Course Meeting in Lexington</b>	<b>Module 3: Theories of the Policy Process</b> <ul style="list-style-type: none"> <li>• The Role of Rationality in the Policy Process</li> <li>• Frameworks that focus on Policy Change over long periods of time</li> </ul>
Week Five		<b>Module 3: Theories of the Policy Process</b> <ul style="list-style-type: none"> <li>• Innovation and Diffusion Models</li> </ul>
Week 6		<b>Module 3: Theories of the Policy Process</b> <ul style="list-style-type: none"> <li>• Comparison of Frameworks and theories of the Policy Process</li> </ul>
Week 7		<b>Module 4: Policy Making Strategies</b>
Week 8	<b>Course Meeting in Lexington</b>	<b>Module 5: Policy Analysis, Policy Research and the Use of Data in the Policy Process</b> <ul style="list-style-type: none"> <li>• Panel of Researchers</li> <li>• Structured Discussion of Ongoing Papers</li> </ul>
Week 9		<b>Module 6: Policy Formation in Nursing</b>
Week 10		<b>Module 6: Policy Formation in Nursing</b>

<i>Date</i>	<i>Class Meeting</i>	<i>Focus of Learning Activities</i>
Week 11		<b>Module 7: Options and Strategies for Personal and Organization Involvement in Health Policy-Making</b>
Week 12	<b>Course Meeting in Lexington</b>	<b>Module 6 &amp; 7:</b> <ul style="list-style-type: none"> <li>• <b>Presentation and Discussion on the Development of the National Institute for Nursing Research: A Case Study</b></li> </ul>
Week 13  Week 14		<b>Module 8: Synthesis on Work in Progress</b>  <b>The Use of Theoretical Approach in Guiding the selection of Strategies for Implementing your Policy Recommendation in the Policy Strategy Paper</b>  *Note: During these two weeks each student will be asked to post (on-web) a draft of a portion of their Policy Strategy Paper (sections C and E) and all students will be asked to provide constructive critique/suggestions
Week 15	<b>Course Meeting in Lexington</b>	<b>Class Presentations and Discussion of Position Statements</b>

## WHAT DOES IT MEAN TO BE A “DISTRIBUTED LEARNING” COURSE?

### First:

- This means that some of the course materials are available to you on the web. In-class meetings are scheduled once each month. This does not mean, however, that the course is not interactive. For example, you will participate in several threaded discussions with other class members outside class meetings.
- **Computer Requirements:** This web-enhanced course requires the following computer hard- and software:
  - Ready computer access with high speed modem or network connection
  - Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)
  - Active e-mail account with attachment capabilities
  - Microsoft Office or MS PowerPoint Viewer

### Second:

- It is important to have a basic understanding of how to use the World Wide Web. If you are not comfortable with using the web, please complete the [Internet Tutorial](#) by clicking the "hot link".

### Third:

- You will need to have MS PowerPoint Viewer available. This can be downloaded for free at Microsoft's [PowerPoint Viewer](#) Download site. Just Click on the hot link and follow the directions. You will need to save it to your hard drive and then activate it once it is downloaded. Be certain to write down the name of the file being downloaded and where it is being saved. Once it has been fully downloaded, to activate the program you will need to go to the file and click on its icon (picture). Then just follow the directions. If you have any problems or questions, please contact the College of Nursing's Manager of Instructional Technology, [Brenda Ghaelian](#) by e-mail (brenda@uky.edu).

You will also need Acrobat Reader. It can be downloaded for free at [Adobe's Acrobat Reader](#) download site. Be certain to write down the name of the file being saved and where it is being saved. This program allows you to read .pdf files. You will not be able to access the files without having Acrobat Reader. Follow the same directions as described in PowerPoint Viewer instructions. If you have any problems or questions, please contact [Brenda Ghaelian](#) by e-mail (brenda@uky.edu).