

NURS 608 “Policy Design for Success” Instructions, Issue Analyses Worksheets, & Rubric

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In our post Master’s DNP program, this formative assignment guides students through policy analysis in preparation for writing policy analysis papers and briefs. The activity is a formative approach for policy learning whereby students can “try out” their new ways of thinking about policy in a safe, guided way, obtaining critique and multiple perspectives from peers and instructor via discussion boards.

Learning Objectives

Module 02 takes us into policy processes and issue analysis. Weeks 4-6 assignments help you apply policy and issue analysis to an issue you select.

1. Explain the policy process and its relevance for health and nursing issues.
2. Summarize theoretical policy approaches and their application to selected policy issues.
3. Draft a policy issue analysis on a selected policy issue relevant to one’s practice and/or Scholarly Project.
4. Examine the contextual impacts of power, ethics, social, cultural, economic, political, and environmental factors on a selected policy issue.

Policy Design for Success

Policy making is complicated, and often presented as a linear, stepwise process even though in reality, it is rarely straightforward. We have to start somewhere and policy analysis is a good place to start. Analyzing policy issues is a process quite like a lot of problem-solving analysis we do in nursing. It is a deliberate way of seeing and thinking about a problem.

Read the materials and chapters for Week 4. Also during that week, choose a health or nursing policy issue or problem that interests you and/or is related to your DNP Scholarly Project. You are going to use this policy issue or problem to do a process called Issue Analysis. This policy issue or problem should be the same one you’ll use as the topic for your Policy Analysis Paper (due Week 9), and the issue analysis we do for DBs 3 and 4 in Weeks 5 and 6 will help you gather information and begin your analysis for that paper.

This table has Readings and Assignments detailed for each week of the Module.

Week	608 Readings	608 Assignments
Week 4, Sept 10-16	Reading Week (no DB this week) Required readings: Mason et al. (2016) text: Chapter 6, A Primer on Political Philosophy (Cohen & Rodgers, 2016) Chapter 7, The Policy Process (O’Grady, 2016) Chapter 9, Political Analysis and Strategies (White, 2016)	

Week	608 Readings	608 Assignments
		<p>Task: choose a health or nursing policy issue or problem that interests you and/or is related to your DNP Scholarly Project.</p> <p>Find 2-3 journal articles, quality reports, or information about this issue in preparation for DBs the next two weeks.</p> <p>Check the Table of Contents in the Mason et al. (2016) text; there may be additional chapters. Relevant to your issue</p> <p>Read the Policy Analysis Paper Guidelines and Rubric</p> <p>Additional Readings and Resources: See Module 02 Additional Readings and Resources folder to choose additional or “outside” resources (means resource articles, reports, and/or information beyond Required readings) to meet Discussion Board rubric criteria in guidelines.</p> <p>Also go to menu button Course Resources to find many additional policy and politics resource links. Feel free to use NURS 609 resources as well.</p>
<p>Week 5, Sept 17-23</p>	<p>Required: Read materials under Week 4 above.</p> <p>See Module 02 Additional Readings and Resources folder to choose other information to use as “outside resources” for DB weeks (see DB rubric).</p> <p>Also use menu button Course Resources to find many additional policy and politics resource links. Feel free to use NURS 609 resources as well.</p>	<p>Discussion Board 3 assignment this week</p> <p>DB is graded using the Discussion Board Guidelines and Evaluation Rubric.</p> <p>Initial post: Due Sunday , see Schedule/Calendar</p> <p>Response posts: due Friday, see Schedule/Calendar</p> <p>Go to menu button Group Work > Discussion Board > Whole Class Discussion Board for Modules> Discussion Board 3. Post a message to answer the following:</p> <ol style="list-style-type: none"> 1) How is the policy process presented by O’Grady (2016, in Chapter 7) similar/dissimilar from other change and analysis processes you are familiar with? 2) What is the health or policy issue you have selected for your policy issue analysis? Describe briefly for us. 3) For your selected issue, <i>complete Parts 1 and 2</i> of the Issue Analysis Worksheet (Part 3 will be done in week 6). <p>**This does not have to be perfect. Consider it an <u>initial attempt</u> at using this analysis process for your policy issue. Our Bb discussion will help continue your thinking with input and questions from peers and instructor.</p> <ol style="list-style-type: none"> 4) Read peers’ worksheets and ask questions and give input to help each other think about these policy issues. Revise worksheets to include new insights and information. <p>I will participate in our DB and contribute as appropriate.</p>

Week	608 Readings	608 Assignments
Week 6 Sept 24-30	<p>Required: Read materials under Week 4 above.</p> <p>See Module 02 Additional Readings and Resources folder to choose other information to use as “outside resources” for DB weeks (see DB rubric).</p> <p>Also use menu button Course Resources to find many additional policy and politics resource links. Feel free to use NURS 608 resources as well.</p>	<p>Discussion Board 4 assignment this week</p> <p>DB is graded using the Discussion Board Guidelines and Evaluation rubric.</p> <p>Initial post: due Sunday, see Schedule/Calendar Response posts: due Friday, see Schedule/Calendar</p> <p>Go to menu button Group Work > Discussion Board > Whole Class Discussion Board for Modules > Discussion Board 4. Post a message there to answer the following questions. Remember to support your answers with evidence.</p> <ol style="list-style-type: none"> 1) Complete Part 3 of the Issue Analysis Worksheet for your selected policy issue. 2) Add new insights and information to Parts 1 and 2 (put new info in a different colored font perhaps). 3) How might Cohen & Rodgers’ (2016) ideas in Chapter 6 about political philosophy apply to your selected issue? Give one example and briefly explain. 4) What insights do you have about your policy and Issue Analysis and how does this exercise relate to your Policy Analysis Paper you’ll write? <p>Again, read peers’ worksheets and ask questions and give input to help each other think about these policy issues.</p> <p>Initial post: Sunday, see Schedule/Calendar Response posts: Friday, see Schedule/Calendar</p> <p>I will participate in DBs but will hold back until your initial posts are made.</p>

P. Gehrke 8/22/16

Cohen, S.S. & Rodgers, B.L. (2016). A primer on political philosophy. In D.J. Mason, D.B Gardner, F. Hopkins Outlaw, & E.T. O’Grady (Eds.), *Policy and politics in nursing and health care* (p. 52-60). St. Louis, MO: Elsevier.

O’Grady, E.T. (2016). The policy process. In D.J. Mason, D.B Gardner, F. Hopkins Outlaw, & E.T. O’Grady (Eds.), *Policy and politics in nursing and health care* (p. 61-72). St. Louis, MO: Elsevier.

Mason, D.J., Gardner, D.B., Hopkins Outlaw, F., & O’Grady, E.T. (2016). *Policy and politics in nursing and health care*, 7th Ed. St. Louis, MO: Elsevier.

White, K.M. (2016). Political analysis and strategies. In D.J. Mason, D.B Gardner, F. Hopkins Outlaw, & E.T. O’Grady (Eds.), *Policy and politics in nursing and health care* (p. 80-90). St. Louis, MO: Elsevier.

Issue Analysis Part 1

Who is doing this Issue Analysis?
What is their potential bias?
What is the <u>problem</u> that requires a policy solution? Try to state as clearly as possible:
<p>Context Give Background which includes information from these perspectives: It's fine to use incomplete sentences and bullets here. I'd suggest you also add your evidence with brief, in text citation because it will help you keep your evidence close to your ideas. If you find gaps and need to look for evidence, write yourself a note here as well.</p> <p>Social Economic Ethical Political Legal Spiritual Environmental Historical Cultural</p>

Issue Analysis, Part Two

Who are the Stakeholders in this policy issue? What is their "stake"? What is their value orientation?
What are the health risk(s) addressed by the policy issue?
How would the policy impact these risks? Use evidence.
What are the policy goal(s) or objective(s) ?
Specify the policy consequences, both intended and unintended , to the best of your ability.

Issue Analysis, Part Three

Specify Policy Options which include "Do Nothing" options (in other words, what happens if things continue as currently happening). Identify at least 4 policy options.
Identify criteria to evaluate policy options . Some criteria are suggested below. You can add criteria you think are appropriate to your issue.
Put each Policy Option in the Scorecard (below) to rate your policy and its alternatives.

Policy Alternatives Scorecard

Use this scorecard to rate your policy and its alternatives. You can add criteria that you think are appropriate to your particular issue. Code your responses by using pluses and minuses. **Code:** ++ strongly positive, + positive, -- strongly negative, - negative

	Alternatives--Identify your policy and reasonable alternatives including a "Do Nothing" alternative				
Criteria Evaluate your policy on each of these criteria	#1	#2	#3	#4	#5
Effectiveness					
Protection of rights					
Costs					
Administrative feasibility					
Political feasibility					
Fairness					
Evidence-based practice					
Environmental effects					
Power					

Final Policy Problem Statement:
Recommended Policy Solution --Identify which of the policy alternatives is the best solution--give rationale.

References

Worksheets adapted from Berkowitz, B. (2014). The policy process. In D.J. Mason, J.K. Leavitt & M.W. Chaffee (Eds.), *Policy and politics in nursing and health care*, (6th ed. revised reprint, pp. 49-64). St. Louis, MO: Elsevier Saunders.

Worksheets adapted from Hanley B. & Falk, N.L. (2007). Policy development and analysis: Understanding the process. In D.J. Mason, J.K. Leavitt, & M.W. Chaffee (Eds.). *Policy and politics in nursing and health care* (pp. 75-93). St. Louis, MO: Saunders Elsevier.

(please continue for rubric)

Discussion Board Evaluation Rubric—NURS 608-“Policy Design for Success” Assignment, Pamela Gehrke, pgehrke@boisestate.edu

The following is the rubric used to evaluate DB participation in class. **Respectful, sensitive communication is expected at all times** in all communications. If at any time this does not occur, there will be conversation between parties &/or faculty to identify the issues and behaviors needed. If communication continues that is less than respectful and civil, a failing grade may be given for Discussion Board participation for the class or course. If 3 or more weeks of non-posting occurs, a student will be given 0% for Discussion Board participation in the course. Evidence of plagiarism may result in a failing grade in either the assignment or the course.

Criteria	Proficient A (90-100%)	Competent B (80-89.9%)	Needs Improvement C (70-79.9%)	D (60-69.9%)	F(< 60%)	Points
Submits DB Assignment on time 10 points	9-10 points DB Assignment is submitted by deadline Posted before or no later than Sunday, midnight	8-8.9 points DB Assignment is up to 24 hours late	0 points (0%) No DB Assignment is submitted or is > 24 hours late	0 points	0 points	
Participates on DB at least 3 times during the week (initial post plus 2 follow up posts) 10 points	9-10 points 3 or more posts distributed on different dates throughout the allotted time (initial post plus 2 follow-up posts).	8-8.9 points 2 posts distributed on different dates throughout the allotted time (initial post plus 1 follow-up post).	7-7.9 points 1 post OR multiple posts NOT distributed on different dates throughout the allotted time (initial post plus follow-up posts).	6-6.9 points 1 very brief post.	0 points --Fails to post. --If 3 or > weeks of non-posting occurs, a 0% will be given for DB participation.	
Critical Thinking in DB assignment 15 points	13.5-15 points --Very thoroughly answers the DB assignment(s); goes well beyond what is required. --Very strong evidence of thinking: Integrates ideas from readings; examines other perspectives; compares and contrasts different points of view; and/or asks questions.	12-13.4 points --Good homework post that answers the online assignment; goes beyond what is required. --Good evidence of thinking: Integrates ideas from readings; examines other perspectives; compares and contrasts different points of view; and/or asks questions. --Requires strengthening in 1-2 minor areas.	10.5-11.9 points --Homework post (s) answers online assignment. -- Assignment may be partial, superficial, incorrect, and/or require strengthening.	9-10.4 points -Very brief post(s) that does not answer online assignment. -- Assignment is incomplete, superficial, incorrect, and requires strengthening.	0-8.9 points --Fails to post assignment --Evidence of plagiarism.	
Identifies sources in DB Assignment and DB follow up	9-10 points -- DB Assignment clearly, directly references required reading(s) AND at least 1 outside resource. --At least 1 or more DB follow	8-8.9 points -- DB Assignment references required reading OR outside resources but not both. --At least 1 DB follow up post connects back to required OR outside readings but not both.	7-7.9 points --May or may not use text, required reading, or outside resources for DB Assignment and/or DB follow up posts. --Needs stronger, more	6-6.9 points --Does not use text, required reading, or outside resources. --Little or no use of readings, evidence &/or resources.	0 points --Fails to post assignment --Evidence of plagiarism.	

posts 10 points	up posts connect to required or outside readings.	--Could strengthen connection to readings or outside sources.	obvious connection to readings and/or outside sources.			
Critical thinking in DB follow up responses to others 15 points	13.5-15 points --Follow up responses show very relevant, thoughtful consideration of others' and own ideas. --Very strong evidence of thinking; Integrates ideas from readings; examines other perspectives; compares and contrasts different points of view; and/or asks questions.	12-13.4 points --Follow up responses show good consideration of others' and own ideas. --Good evidence of thinking: Integrates ideas from readings; examines other perspectives; compares and contrasts different points of view; and/or asks questions. --Requires strengthening in 1-2 minor areas.	10.5-11.9 points --Follow up responses show some evidence of thinking. --Overreliance on own opinion without adding new evidence or resources. --Tends not to consider or compare other points of view or perspectives. --Responses may be partial, superficial, incorrect, and/or require strengthening.	9-10.4 points --Very brief &/or superficial follow up response; reflects "last minute" contribution. --Very limited consideration of other perspectives or points of view.	0-8.9 points --Fails to post assignments and/or activities. --Evidence of plagiarism.	
Discussion Total = 60 points possible (8 DBs x 60 = 480 total)						

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For further information:

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