

Legislative Initiative Project - 30% of the course grade

This is a scholarly position analysis for developing a piece of legislation in order to address an issue confronting your 3 assigned Counties in SC. Students are expected to read, solicit input from policy makers and key stakeholders, and utilize research findings that support your legislative initiative.

The WIKI presentation must contain the components listed below, including references and a homepage. A minimum of 10 scholarly references are required with additional references for support.

This assignment represents 30% of your grade. **Please see the course schedule for due dates.**

Evaluation Criteria

Required Content/Format	Points
Introduction Including Statement of the need for such Legislation: Include your County Assessments Include your piece of Legislation	20
Background: Review of the EB literature of the issue surrounding the need for the Legislation	17
Change: Forces Driving and Opposing Change - describe persons and groups who may be for or against the legislation. Rationale/need for Change (FACTS) Ethical Issues – analyze issues/questions and identify ethical principles Legal Issues-analyze legal issues surrounding the Legislation	20
Financial Impact of your legislation	13
Relevance of Issue to Doctoral (DNP, PhD, EdD, MD) or Advanced Nursing Practice as it relates to your group members' terminal degree. For example, if you have some members who are MD and some are DNP, what is the relevance? If your group has MSW, MSN, or MPH, or MD, or DNP, what is the relevance? Relevance should relate to everyone in your group.	5
Strategies to pass legislation Strategies to Influence Issue and exert legislative change: Letters, FACT SHEETS, Email Trees, Include strategic map of key stakeholders Develop a webpage for target market to access for the legislative initiative	13
Writing Style and Online Participation Grammar, Spelling, Typing, Clarity and Flow of Information Current, Relevant, Professional References (APA) Creativity, Visual & Persuasive Appeal	12

Peer evaluations for Legislative Initiative:

Note that I take peer evaluations very seriously. Many times, students in the same group will not receive the same grade. Unfortunately, some peers in the same group do not contribute as much or do their assignments as they should. However, I don't know that unless you tell me. So please evaluate each other accordingly but fairly.

Students who rank each other less than a 3 (scale of 1-3, with 3 being the highest), need to justify their ranking of their peers. I need this documentation to justify the grade given. REMEMBER, individual project grades will be adjusted (as many as 4 letter grades) according to peer evaluations.

Mock Legislative Session-5% of Course Grade

You will conduct a mock legislative session on the **Class Discussion Board**. Look at other firm's Legislative Initiative Wikis and take some notes. Your analysis should be guided by the following considerations:

1. Does the proposed legislative initiative advance the interests of the assigned counties? Will it benefit other populations in the state of South Carolina?
2. Is there enough evidence to support the need for the new bill? How well is the evidence presented?
3. How well is the financial impact of the proposed legislation described? How cost-effective is it?
4. Is the presentation of the initiative clear and persuasive enough to convince your fellow legislators to support it?

During this discussion/debate, **you are SC legislators!** Your goal is to convince your fellow legislators to pass your bill. Only one bill can be passed during the current session. These discussions will be fast paced, so you may need to login to the course more often. Address each other and talk to each other as legislators do. Answer all questions about your bill and ask questions about bills proposed by other firms. ASK hard questions of each other. Some of the questions may be difficult to handle, so please at all times remain courteous and professional.

The Mock Legislative Session will lead to a vote on the legislative initiatives. This activity contributes 5% to your course grade. This is an individual grade.

Candidate Campaign Project - 30% of the course grade

This is a scholarly project for developing a campaign. Student groups will run for House and/or Senate Office. Groups will run against each other. I will assign your group, office, and opponent. Students are expected to read, solicit input from policy makers and key stakeholders, and utilize research findings that support your campaign. Use your network of political ties to gather information, ideas, and support. The Campaign Project must contain the following components, including references and Home Page. A minimum of 10 scholarly references are required with additional references for support. Please see the course schedule for due dates.

Evaluation Criteria

Required Content/Format	Points
Person Identified Running for House of Representatives or Senate Office: What is their life story? Meet the Candidate (Select the Candidate from among the group)	5
Campaign Platform 1. Mission 2. Vision 3. Issues (choose at least 4) with position statement and rationale. One of the issues must address health care though Middle Class, Working Class, Low IncomeEconomyEducationEnergyHealthcareJobsWarReproductive IssuesImmigrationDefenseRural and Urban AmericaSafetyPublic Transportation or InfrastructurePersonal RightsEnvironmentFaithForeign policy or Domestic Policy 4. Campaign Slogan	25
Budget 1. Campaign Ownership 2. Locations and Facilities (rent, utilities, phone, etc) 3. Market Analysis Market Segmentation for Campaigning Who is Target Market for campaigning to? Who does the campaigning? 4. Pricing Strategy TV Newspaper Mail-out Door to Door Website Signs Other 5. Management Structure Organization Structure Management Team, including job descriptions and salary. Personnel Plan, include job descriptions and salary.	25
Fundraising1. Events: Where, When, Who, Cost, How much do you expect to raise per event2. Other	25

Milestones1. Key Political Community Players needed to endorse2. Total money needed for campaign and total money raised.	7
Format and Online ParticipationCreativity, Visual and Persuasive Appeal, Use of MultimediaParticipation in Online Discussion	8

Peer evaluations for the Candidate Campaign:

Note that I take peer evaluations very seriously. Many times, students in the same group will not receive the same grade. Unfortunately, some peers in the same group do not contribute as much or do their assignments as they should. However, I don't know that unless you tell me. So please evaluate each other accordingly but fairly.

Students who rank each other less than a 3 (scale of 1-3, with 3 being the highest), need to justify their ranking of their peers. I need this documentation to justify the grade given. REMEMBER, individual project grades will be adjusted (as many as 4 letter grades) according to peer evaluations.

Mock Campaign Debate/Election - 5% of course grade

This activity will provide another opportunity to engage in a very intense political discussion. **At the beginning of the "Grill the Candidate" session**, each candidate should deliver a short but persuasive "stump speech." Start a thread on the **Class Discussion Board** in the "Grill the Candidate" forum to introduce yourself and explain why you are running for office. In the Subject Line put your name and the office you are running for.

2. All class members should review all Candidate Campaign Wikis and take some notes. Your analysis should be guided by the following considerations:

- a. How well is the campaign platform articulated? How timely and relevant are the candidate's issues? How compelling is the candidate's story?
- b. Is the campaign budget realistic and detailed? Are the sources of funding clearly identified?
- c. How well did the candidate and the campaign staff articulate the strategies to win the election? How effective are these strategies?
- d. How well did the candidate and the campaign staff use technology to present the content (introduction of the candidate, campaign platform, budget, and the winning strategies)?

3. These discussions will be fast paced and lively, and at times they may feel like a cross fire. Please plan to login to the course and contribute several times. By now you have had several opportunities to experience controversy and "difficult discussions," so remaining calm under fire is expected. Campaign staff should stand by their candidates and take questions and make comments on the candidate's behalf when the candidate is not available.

4. This debate/discussion will lead to the **Election of candidates**.

This activity contributes 5% to the course grade. Each student's performance will be evaluated individually.

Lessons Learned from the Political Internship - 10% (5% each) of the course grade

We will also use blogs to share what you have learned through the political internship. Each of you will have a unique experience and derive different lessons from what you have been exposed to. This assignment gives you an opportunity to reflect on "lessons learned" through the internship, share them with your classmates, and learn from their experiences, too. "Lessons learned" blog entries are **due February 22 and April 19**. Please limit your postings to 200 words. Read other students' entries and respond to at least two of them.

Internship Logs - 15% of the course grade

This Internship represents 15% of your grade

As part of your activities for this course, you will be required to do a Health Policy Internship consisting of 40 hours. This is to be arranged with a politician or policy maker. Suggestions include a state or federal legislator, School Board Member, County Council, Town Council, Board or Commission Appointee.

The purpose of the internship is to hang out with these folks, learn the political process, and get ACTIVE. MOVE OUT OF YOUR COMFORT ZONE AND GET POLITICAL.

Activities can include

Developing legislation or regulations
Developing a position paper for a policy change
Campaigning
Participating in a Public Hearing
Developing media blitzes/ad/TV or Radio for a campaign or political function

If you have any questions, please call me at 803-530-9899 cell. Please leave a message if I am unavailable. I see patients in outpatient and inpatient settings, so I am not always available to answer your call.

[NURS 779 Policy/Political Internship](#) . The Internship Preceptor Agreement is due before you begin your internship. See the Welcome Letter posted

[NURS 779 Policy/Political Internship Weekly Attendance Report](#) .

NOTE: Political Mentors: Political Mentors are integral to student's learning. In collaboration with the student, all mentors devise the goals, objectives, and outcomes of the internship (see attached POLICY/POLITICAL INTERNSHIP FORM in the syllabus on line learning section). All mentors receive a copy of the course syllabus and faculty contact information. All mentors and political internship experiences must be approved by the Faculty Member before the experience can begin for this course.

Policy Development - 5% of the course grade

DNP (Doctor of Nursing Practice) students: Complete the Policy Development section. Write 3 - 4 paragraphs describing your interest and experience in policy development and working with policy makers, politicians, professional organizations to effect change in local, regional or national health care policies and health care related legislation. If you have no experience in this area, write about your position on health care policies, your aspirations, and formulate strategies to accomplish your goals. Add an appropriate image if available.

Share your statement with NURSJ799 by **midnight on Apr. 2.**

Non-nursing students and non-DNP nursing students: Develop a one-page Word document containing 3 - 4 paragraphs describing your interest and experience in policy development and working with policy makers, politicians, professional organizations to effect change in local, regional or national health care policies and health care related legislation. If you have no experience in this area, write about your position on health care policies, your aspirations, and formulate strategies to accomplish your goals. Add an appropriate image if available.

Post your Word document on the **Policy Development** Wiki in the **Blogs and Portfolios** section of the course. Due by **midnight on Apr. 2.**