**Title:** Using the CoI Model to Create a Health Care Policy and Politics Course for DNP Students

**Purpose:** The purpose of this presentation is to show how the Community of Inquiry Model (CoI) was used to develop an online Health Care Policy and Politics course for DNP students giving the students tools to impact policy.

**Objective 1:** The learner will discover how the Community of Inquiry Model was used to develop a Health Care Policy and Politics course for DNP Students.

**Objective 2:** The learner will be able to name the three presences in the Community of Inquiry Model and name 2 ways the model helps students understand health policy

**Objective 3:** The learner will be able to articulate how the course developed using the Community of Inquiry Model uses modeling, scaffolding and coaching to help students impact health care policy.

**Abstract:**

The purpose of this presentation is to show how the Community of Inquiry Model (CoI) was used to develop an online Health Care Policy and Politics course for DNP students. The three presences (teaching, social, and cognitive) described in the model were used to help the students engage in the policy process, learn strategies to impact health policy and to become leaders in the health policy arena. Elements of the social presence are used to develop groups for policy decisions at the local, state and federal levels. Teaching presence works with the students to understand overall policy development, funding and refunding. The cognitive presences utilize the elements of the teaching and social presences to give the students tools to impact health policy. The students follow a health care related law or program and engage in discovering how the policy was developed, funded, impacted by society and the overall implications of the policy and if the policy has an impact at the federal, state and/or local level. The CoI model provides a constructive method for course design particularly in a Health Care Policy and Politics course.

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**Question 1:** What are the three presences described in the Community of Inquiry Model?

**Question 2:** How was the social presence used to help students understand the various levels of policy?

**Question 3:** How are the students engaged in the teaching presence?

**Question 4:** What presence occurs when the students begin to understand the policy process and apply that knowledge to a policy issue?

**Question 5:** How can the CoI model help students understand the policy process so that they can impact policy at the local, state and federal level?