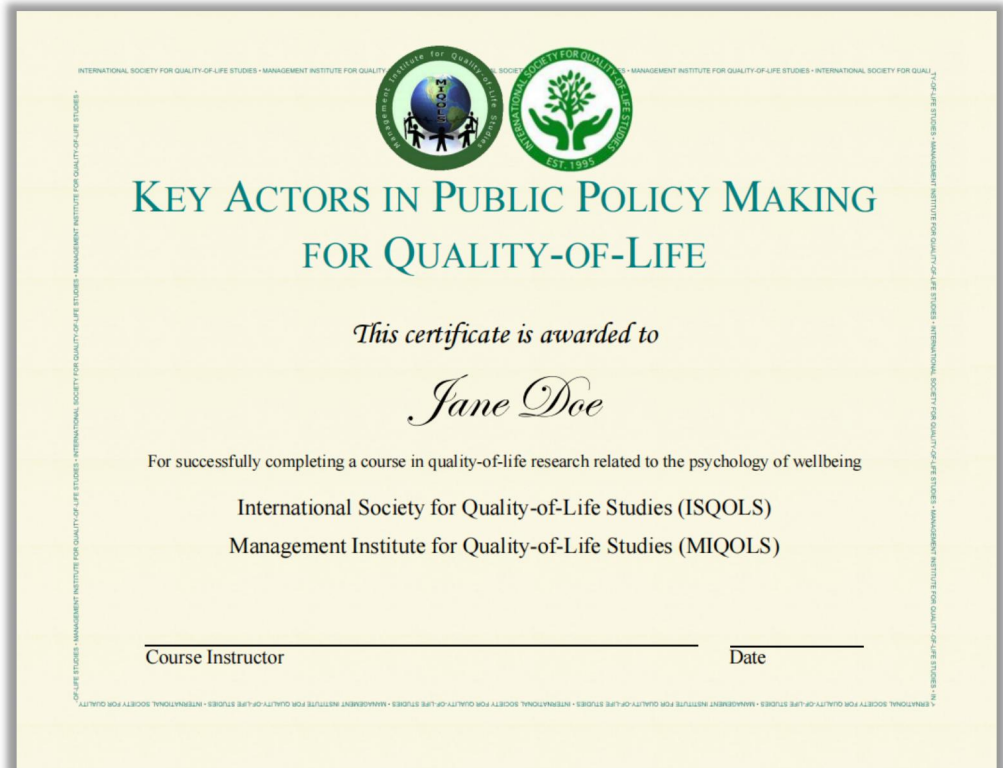




KEY ACTORS IN PUBLIC POLICY MAKING FOR QUALITY OF LIFE CERTIFICATION

Learn how to transfer principles from quality-of-life research into the field of policy making to improve citizens' quality of life and receive certification from the [International Society for Quality-of-Life Studies \(ISQOLS\)](#), a globally-recognized academic and professional association, with its own publications, journals, conferences and identity. Analyze the role of the actors in the process of using quality-of-life research for policymaking, identify the strengths and weaknesses, and propose various opportunities and solutions to enhance policymaking decisions.

8 learning modules





OVERVIEW

Who Are We?

Why Get Certified?

Who Is the Program for?

What Will You Learn?

How Will the Course be Administered?

Who Is the Course Instructor?

What Is the Cost?

How about CEUs?

Do You Qualify?

Are You Ready?





WHO WE ARE



International Society for Quality-of-Life Studies

"exploring wellbeing and happiness"

Established, in 1995, the International Society for Quality-of-Life Studies (ISQOLS) is a global organization with a mission to promote and encourage research in the field of quality-of-life (QOL), happiness, and wellbeing studies. ISQOLS mission focuses on creating a paradigm shift within traditional academic disciplines and to transform "Quality-of-Life" studies into an academic discipline in its own right. The ultimate goal is to help with the creation, dissemination, and utilization of knowledge of the science of wellbeing across all walks of life.



MANAGEMENT INSTITUTE FOR QUALITY-OF-LIFE STUDIES

fostering the science and application of well-being research

MIQOLS

Management Institute for Quality-of-Life Studies (MIQOLS) is a non-profit organization made up of mostly professors at various academic institutions and other management consultants whose mission is to facilitate the diffusion and utilization of the science of quality-of-life/wellbeing research in industry and government. The general objective of MIQOLS is to propagate the science of quality-of-life and wellbeing research by assisting organizations (business, government, and other institutions).



WHY GET CERTIFIED

This program is designed to help QOL researchers who want to transfer their research findings to key actors within the public policy making domain obtain additional training and become officially certified in the field. This certificate program is facilitated by the International Society for Quality-of-Life Studies (ISQOLS), a globally-recognized academic and professional association, with its own publications, journals, conferences, and identity, and the Management Institute for Quality-of-Life Studies (MIQOLS).

Upon completion of this course, participants will be able to:

- Identify elements that make up the process of transmitting research findings to policymaking.
- Deepen one's knowledge about the concepts of quality of life and public policy.
- Analyze the roles of the actors involved in the process of transmission of research findings to actors involved in policymaking.
- Identify the facilitators and obstacles involved in the process of using research findings for policymaking.
- Develop practical skills for implementing professional interventions.
- Write a technical report (theoretical-methodological) that shows how quality-of-life research findings can be used in policymaking.



WHO THE PROGRAM IS FOR

- Policy makers and their assistants/associates interested in learning more about quality-of-life research and how to use this research to guide their decision-making.
- Scholars engaged in quality-of-life research and interested in disseminating their research findings to policy makers.
- Professional teams from public organizations and NGOs





WHAT YOU WILL LEARN

- ✓ how to identify elements that make up the process of transmitting research findings to policymaking
- ✓ knowledge about the concepts of quality of life and public policy
- ✓ how to analyze the roles of the actors involved in the process of transmission of research findings to actors involved in policymaking
- ✓ how to identify the facilitators and obstacles involved in the process of using research findings for policymaking
- ✓ practical skills for implementing professional interventions
- ✓ how to write a technical report (theoretical-methodological) that shows how quality-of-life research findings can be used in policymaking





EIGHT MAJOR LEARNING MODULES

The course covers different topics, methods, and techniques. It involves eight learning modules. First, the course instructor will review the genealogy of the concept of quality of life and how quality of life is conditioned by the social structure in terms of demographic characteristics, cultural traits, psycho-social characteristics of the community and its institutions. The instructor will explain how policymaking has veered away from its traditional role as an external activity provided by government toward a more modern role focusing on human rights and including other actors (besides government) involved in identifying problems and formulating solutions. The instructor will also recognize that knowledge production has traditionally been generated at universities, and that the university structure has been historically based on scientific knowledge. Additionally, the instructor will address how scientific research is used in public policy and will underscore the need for both researchers and policy makers to collaborate to ensure that research findings are incorporated in the policymaking process. Then, the instructor will discuss how ordinary citizens play the role as actors or as passive receivers of public policies (i.e., the relationship between policymaking and citizenship and the importance of citizens' participation in policymaking). The instructor will then identify obstacles and facilitators in the process of transmission of research findings to the policymaking apparatus while addressing the impact of this transmission on quality of life. Furthermore, the instructor will describe various methods and approaches used in research, availability of data in using research findings in policymaking, and critical issues related to research funding. Finally, the instructor will propose strategies to enhance the use of quality-of-life research findings in policymaking by describing the role of oral communication and the importance of dialogue between researchers and policy makers. The instructor will also provide course participants with a set of recommendations for communicating quality-of-life findings in ways that can be easily used in policymaking. Last but not least, the instructor will describe a step-by-step approach to achieve effective communication between researchers and policy makers to bridge the communication gap.

- I. Quality of Life**
- II. Policymaking**
- III. The production of quality-of-life knowledge**
- IV. The actors in the process: Researchers and policy makers**
- V. Citizens and policymaking**
- VI. The impact of research results in policymaking**
- VII. Overcoming the obstacles to enhance the use of quality-of-life research findings in policymaking**
- VIII. When researchers write to policy makers**



QUALITY-OF-LIFE

MODULE

1

Topics:

- **The genealogy of the concept of quality of life**
- **Quality of life dimensions**
- **Quality of life and social structure: cultural traits, psycho-social characteristics of the community and its institutions**



POLICYMAKING

MODULE 2

Topics:

- **Revisiting the concept of public policy**
- **The actors involved in policymaking**
- **The policymaking process**



THE PRODUCTION OF QUALITY-OF-LIFE KNOWLEDGE

MODULE 3

Topics:

- **The production of knowledge**
- **The academic culture and scientific knowledge**
- **The process of transmission of quality-of-life research findings to policy makers**



THE ACTORS IN THE PROCESS: RESEARCHERS AND POLICY MAKERS

MODULE 4

Topics:

- **The freedom of researchers to decide which topics to research**
- **Various approaches used by policy makers in formulating public policies**
- **The relation between researchers and policy makers**



CITIZENS AND POLICYMAKING

MODULE 5

Topics:

- **The role of citizens in the policymaking**
- **Citizenship and social citizenship**
- **Citizens' participation**
- **The citizen as a protagonist in public policy**



THE IMPACT OF RESEARCH RESULTS IN POLICYMAKING

MODULE 6

Topics:

- **The obstacles and facilitators involved in the process of transmission of research findings to policy makers**
- **Methods and approaches used in research and the availability of data when transmitting research findings in policymaking**
- **The funding processes**



OVERCOMING THE OBSTACLES TO ENHANCE THE USE OF QUALITY-OF-LIFE RESEARCH FINDINGS IN POLICYMAKING

MODULE 7

Topics:

- **Strategies to improve the use of quality-of-life research findings in policymaking**
- **Communication issues related to researchers and policy makers**
- **The importance of the dialogue between researchers and policy makers**



WHEN RESEARCHERS WRITE TO POLICY MAKERS

MODULE 8

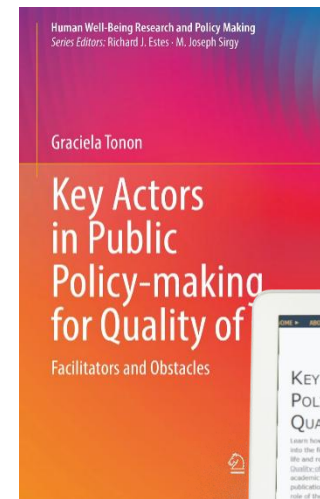
Topics:

- **How to write quality-of-life research findings to ensure input in policymaking**
- **A step-by-step process to achieve effective communication between researchers and policy makers and bridge the communication gap**



COURSE ADMINISTRATION

The program is self-paced and facilitated mostly one-on-one through personal communication with the instructor. The learning modules will be posted online with PowerPoint slides, videos, and reading assignments. Once the coursework is successfully completed, the instructor then certifies the participant.





THE COURSE INSTRUCTOR

GRACIELA H. TONON

Graciela H. Tonon has a Ph.D. in Political Science (USAL, Argentina) and a master's in political sciences. She did a Postdoctoral studies at the University of Firenze, Italy. She is also a social worker. She is Professor of Quality-of-Life: theory and methodology and Social Research Methodology and Director of the Research Center in Social Sciences of the University of Palermo, Argentina. She is also Professor of Community Social Work and Children at Risk and Director of the Social Institute of Social Sciences UNI-COM of the National University of Lomas de Zamora. She received the ISQOLS *Distinguished Service Award for Contributing Substantially to a Better Understanding of Quality-of-Life Studies* in 2016. She has published extensively in English and Spanish: 30 books, 98 book chapters and 66 scientific articles. She has directed 42 research projects, 83 researchers, 10 doctoral theses, 9 master's theses and 6 post-doctoral fellows. He has participated as a speaker and panelist in 383 Conferences: 222 internationally and 161 nationally. Her editorial responsibilities include Editor of the *International Quality of Life Handbook Series*, Springer-ISQOLS; Associate Editor of *Applied Research in Quality of Life*, Springer-ISQOLS. She is also the Director of the *Journal of Social Sciences*, of the University of Palermo, Argentina. She joined ISQOLS in 2000 and since then she has held different positions, currently being a member of the board of directors. She is a member of the National Olympic Committee of Argentina. Her fields of interest are Quality of Life, Research Methodology, Public Policy, Children and Community.





COURSE TUITION

Certification

- **ISQOLS members** can take the course for certification for **\$700**.
- **Non-ISQOLS members** can take the course for certification for **\$900**.
- Benefits include:
 - Access to the lecture slides
 - Access to the lecture videos
 - Discount from Springer to purchase the textbook that supports the course
 - Direct communication with the instructor by e-mail and/or video conferencing
 - Certification upon demonstrated learning (evaluated through successful completion of several exams)

Audit

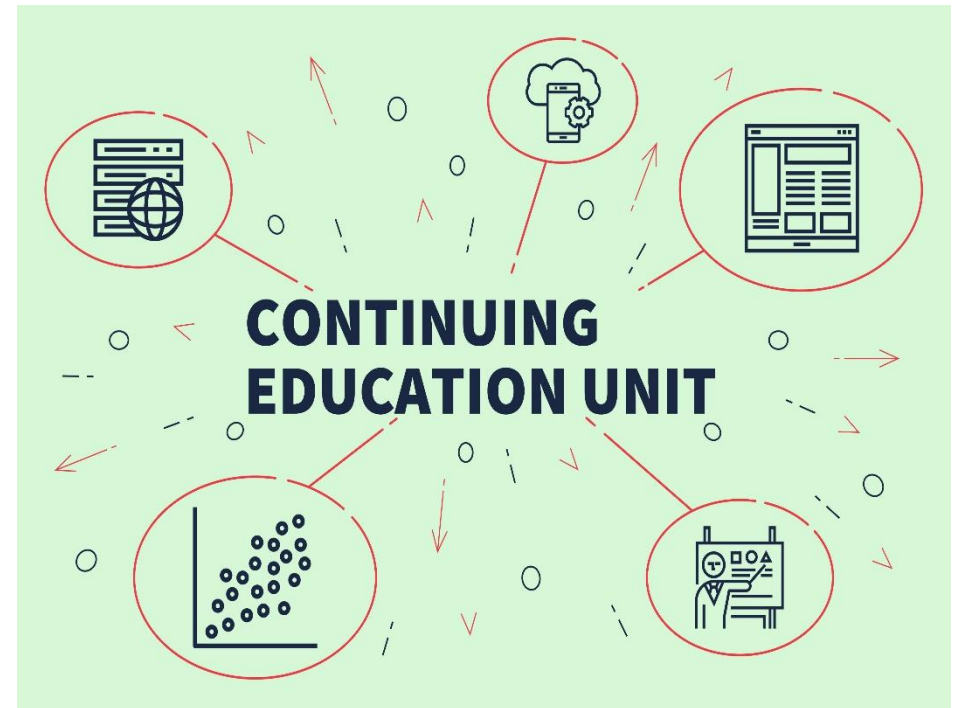
- **ISQOLS members** can audit the course for **\$50**.
- **Non-ISQOLS members** can audit the course for **\$200**.
- Benefits include:
 - Access to the lecture slides
 - Access to the lecture videos
- Discount from Springer to purchase the textbook that supports the course completed the course.





CONTINUING EDUCATION UNITS (CEUs)

- ISQOLS can provide educational credit in terms of Continuing Education Units (CEUs) for the course. **1 CEU is equivalent to 10 contact hours.** The course involves an estimated 15 contact hours in total. This translates into 1.5 CEU. As such, the program provides 1.5 CEU.
- Those interested in receiving the CEUs should provide enough information to their own educational institution about the ISQOLS certification program and their own institution would determine if they would accept these CEUs.
- Many occupations require CEUs to stay licensed in their profession (social workers, teachers, child psychologists, health officials, etc.). Those who wish to use the certification program for CEUs in meet continuing education requirements of their profession should contact their state/country licensing board and submit information about the course.





Are you ready to sign up?

Sign Up Now