

**Syllabus for PUBPL 482-001**  
**Seminar in Health Policy**  
**Fall 2020**  
**TTh 3:05 pm to 4:20 pm, Olmsted E-311 and Remote**

**Professor:** Dr. Daniel J. Mallinson

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Class hashtag	<a href="#">#pubpl482</a>
Course Webpage	<a href="#">Link</a>

## Course Description

The global COVID-19 pandemic has turned everyone's attention to the ramifications of our health policy choices. It is, however, important to recognize the long struggle over health policy in the United States. This course will help students understand how historical political dynamics and policy choices affect the structure and differential outcomes of our health system today. This will be achieved through a combination of learning historical context and exploring present debates. Since this is a capstone policy seminar, I will use a democratic classroom where students are partners in developing the course and its assessments. We will spend time during the first week of the course fleshing out our expectations of each other and the course. In addition to learning this content, students will learn and apply policy analysis techniques to a health policy problem of their choosing. Students will have the option of pursuing publication of their analyses, if they desire.

## Learning Goals and Objectives

- Goal 1: Students will gain an appreciation for the history of health policy reform in the United States
  - Objective 1a: Students will learn the major milestones in health policy (e.g., Medicare, Medicaid, the Affordable Care Act)
  - Objective 1b: Students will learn about how our healthcare system has developed and how it differs from other healthcare systems around the world
- Goal 2: Students will critically examine how contemporary health debates are shaped by past policy choices

- Objective 2a: Students will learn policy feedback theory and how it applies to current policy debates
- Objective 2b: Students will critically evaluate different positions on the major health policy challenges of our time (e.g., pandemics, inequality in access and outcomes, and more).
- Goal 3: Students will develop skills in policy analysis writing, oral presentation, and teamwork
  - Objective 3a: Students will equip themselves with common tools of policy analysis
  - Objective 3b: Students will work on teams to conduct a policy analysis for a pressing health policy problem of their choosing
  - Objective 3c: Students will write a white paper on their analysis that has the potential for publication in an academic journal
  - Objective 3d: Students will present their analysis to their peers

**Methods for Learning and Teaching:** This course will have some lecture, but will be largely discussion-based. It is vital for your own comprehension of the course material that you come to class prepared to discuss the readings and any relevant happenings in the news. We will leverage technology to make sure that discussion can occur between our in-person and remote classmates.

## Reaching Our Goals

**Attendance:** Your attendance in class, either virtually or in-person, is always expected. Attending class will allow you to keep up with the course and provide for meaningful discussion as a class. I will be taking attendance for all in-person attendees due to the potential need for contact tracing. Your active engagement in the course, however, will also be assessed through our grading contract. I will follow the University's attendance policy when it comes to excused absences. See <https://handbook.psu.edu/content/class-attendance>.

**Preparation and Participation:** I expect you to read the assigned material before class and be able to discuss what you read. Contributing to class discussion will make the course more interesting and will enhance your understanding of the material. Furthermore, it is helpful to keep up with current policy debates in the news, since they will be useful for reinforcing the concepts discussed in class.

**Discussion Ground Rule #1 is Respect:** We will be discussing some sensitive topics in this course. There will inevitably be divergent opinions, some of them very strong, amongst the class. It is important that you be respectful of your peers and their opinions, lived experiences, and beliefs.

**Do Not Suffer in Silence:** Please do not suffer in silence throughout the course if you are struggling. Instead, let me know — as soon as possible — what things are not making sense and we can work it out. If you are having a problem of any kind in the course, please talk to me about it as soon as possible.

**Be Flexible:** While the syllabus represents an agreement between us, we both have the right to request revisions to our contract throughout the course in order to better our learning outcomes. If this year has taught us anything, it's that situations beyond either of our control can emerge that require rapid and substantial changes to the course. I will notify you right away when any changes are made.

**Technology:** We will be using (at least) five technological tools this semester to support our learning and collaboration: [Zoom](#), [Microsoft Teams](#), [a course website](#), [Nearpod](#), and [Canvas](#). Each serves a different purpose. If you have any issues with any of the technology, please let me know so I can help you work through them. I am also open to additional tools that may aid in our learning.

**Recording:** Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recording is for educational use/purposes and only may be made available to all students presently enrolled in the class. For purposes where the recordings will be used in future class session/lectures, any type of identifying information will be adequately removed.

**Current Events:** Politics happens in real time and the material we cover in class relates to these events. This is a great opportunity to become informed about national, state, and local policy developments. We will regularly discuss current events that are related to the class. I will also regularly tweet news stories relevant to our class using the hashtag [#pubpl482](#).

**E-mail Policy:** I will work to respond to e-mails by the next business day. This means that e-mails sent on the weekends will be responded to by Monday.

## Readings

The following book is required for the course:

Weimer, David and Aidan R. Vining. 2016. *Policy Analysis: Concepts and Practice*. New York, NY: Routledge. Note that you do not have to buy the current (and expensive) Sixth Edition. A [used copy of the Fifth Edition](#) will work just fine.

Additional required readings will be made available on Canvas.

# Lecture Slides

I will be using lecture slides throughout the course. These will be uploaded to the course website (<https://sites.psu.edu/djmallinson/pubpl-482/>) and Canvas prior to each class period.

## Assessing Your Progress Towards Our Goals

The following types of assessment will be used to track your progress towards meeting our course goals: class engagement, reaction essays, peer reviews, and a final team policy analysis.

Using the democratic classroom model, grading will be a little different than you are probably used to. We will be establishing a grading contract that will specify what level of work is required for each. I will now briefly describe each of the types of assessment we will be using in the course. We will use the first week of class to negotiate our final grading contract. When finalized, that grading contract will be come Appendix A of this syllabus.

**Class Engagement:** This is intended to be a discussion-oriented capstone seminar experience, thus your active engagement in class is vital for achieving our learning outcomes. Since we will have students both in the classroom and on Zoom, we will need to use both modalities for discussion. This means that there will be in-class auditory and digital discussion in each class. We will maintain a chatroom during class for the folks that are on Zoom to chime in. We will also use that chat for small group discussions that include everyone. Finally, additional chat will be expected to occur outside of our class meeting time. In this way we will allow everyone to engage across our modalities.

**Reaction Essays:** Reaction essays are thought pieces written in response to course readings. The intent is to critically evaluate the article and integrate it with the other things that we are learning in the course. The grading contract will establish how many must be written. For advice on how to write a good reaction essay, see these resources: ([Link 1](#)), ([Link 2](#)). Note that reaction essays are NOT summaries of the articles. They are supposed to be critical reflections on what you read. **Essays are due by the class where we discuss the article.** Essays should only be written about journal articles or research reports that we read, not websites.

**Peer Review:** Peer review is a standard practice in the scientific process. It involves other experts reviewing your work and providing their feedback, hopefully in a constructive manner. You will provide two short peer reviews for other teams during the course. Each will provide constructive feedback on their papers. We will talk in class about what makes for a quality peer review.

**Team Analysis Project:** We will not only learn about health policy history and contemporary policy debates in this course, but you will also learn tools for conducting your own policy analysis. Working in teams of 2-3, you will conduct a policy analysis on a pressing policy problem of your choice. We will use guidelines and templates from major health policy journals that publish policy analysis research. You are not required to, but there will be the option to prepare your paper for submission to your chosen journal after the semester ends.

**Make-Up Grades:** Details on how to approach missed assignments will be included in our grading contract. I will be as flexible as I can be with accepting late work, though do not let yourself get too far behind and overwhelmed.

**Illness:** If you are not feeling well or if you have been in contact with someone who has tested positive for COVID-19, DO NOT COME TO CLASS. I cannot stress this strongly enough. We are counting on you to help contain the spread of the virus (and other illnesses) on campus by self-isolating if you have a fever, feel unwell, or have been in contact with someone who has tested positive or is showing symptoms. You may participate remotely or watch the recorded class. If you are not in class, you may be contacted by me check up on you. Again, this is important in the event that we need to follow up on a potential infection.

## Academic Integrity

Academic dishonesty is not limited to simply cheating on an exam or assignment. The following is quoted directly from the *PSU Faculty Senate Policies for Students* regarding academic integrity and academic dishonesty: “Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.”

All University and Penn State Harrisburg policies regarding academic integrity/academic dishonesty apply to this course and the students enrolled in this course. Refer to the following URL for further details on the academic integrity policy of Penn State Harrisburg: <http://harrisburg.psu.edu/academics/academic-guidelines-and-policies>. Each student in this course is expected to work entirely on her/his own while taking any exam, to complete assignments on her/his own effort without the assistance of others unless directed otherwise by the instructor, and to abide by University and Penn State Harrisburg policies about academic integrity and academic dishonesty. Academic dishonesty can result in an assignment of “F” or “XF” as the final grade for the student.

## Disability Access

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has a Student DisAbility Resources office. Student DisAbility Resources at Penn State Harrisburg is located in SEC 205. The Disability Services Coordinator, Alan Babcock, can be reached via email at [aub15@psu.edu](mailto:aub15@psu.edu) or phone 717-948-6025.

To receive consideration for accommodations, you must contact Student DisAbility Resources (SDR), participate in an intake interview, provide documentation of your disability, and complete a Self-Assessment. Additional information is available on the Disability Services website (<http://harrisburg.psu.edu/disability-services>). If the documentation supports requests for reasonable accommodations, SDR will provide you with an accommodations letter, which you will give to your professors. You will receive accommodations after you give your accommodations letters to your professors. You should share your accommodations letters with your professors as early in the semester as possible. Professors do not provide accommodations retroactively.

## Counseling Services

Students may face a variety of concerns over the course of their time at PSH- depressed mood, anxiety, stress, family concerns, body image, substance use, sexuality and many others- that may interfere with their ability to focus on their studies. Counseling Services provides FREE mental health and social support for all currently enrolled students. Staff follow strict legal and ethical guidelines concerning the confidentiality of counseling. Counseling services is located in SEC 205 and can be reached by phone at (717) 948-6025. You can find more information at the Counseling Services webpage, <http://harrisburg.psu.edu/counseling-services>.

## Educational Equity

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the Report Bias site: <http://equity.psu.edu/reportbias/statement>. Direct all inquiries regarding the nondiscrimination policy to our Penn State Harrisburg Office of Student Affairs at the following link <https://harrisburg.psu.edu/webform/office-student-conduct-incident-report-form>.

## Writing Tutoring and Other Academic Support

The [Russell E. Horn Sr. Learning Center](#) provides tutoring for writing assignments as well as for other aspects of the academic experience. You can make an appointment in one of the four ways listed below. An appointment is recommended, though not required.

Website	Online Scheduler	Phone	In Person
<a href="http://harrisburg.psu.edu/learning-center">harrisburg.psu.edu/learning-center</a>	<a href="http://psuh.mywconline.com">psuh.mywconline.com</a>	717-948-6475	SEC 201

### Writing

The Learning Center provides tutoring support for writing assignments in this class. Do you need help developing your thesis and ideas? Do you need objective feedback when you're drafting or revising your papers? Do you have questions about MLA, APA, or Chicago styles? Do you want to improve your academic writing skills? The writing tutors at the Learning Center are experts at helping students improve their writing. Writing handouts are available at [psu.box.com/v/WritingResources](http://psu.box.com/v/WritingResources) and in print in SEC 201.

### Other Academic Support

Is English an additional language for you and your home language is "getting in the way?" Are you spending excessive amounts of time trying to finish your assigned readings? Are you nervous about participating in class and presenting speeches? American & Academic Literacy (AAL) appointments support international and other multilingual students with their transition to the U.S., and can help all students with their speeches. Our Academic Skills Consultants can also help with time management, organization, and study skills. Like us at [facebook.com/PSHLearningCenter](https://facebook.com/PSHLearningCenter) and follow us on Twitter [@PSUHLC](https://twitter.com/PSUHLC).

**Masks:** We know from existing scientific data that wearing a mask in public can help prevent the spread of COVID-19 in the community (Lyu and Wehby, 2020; CDC, 2020; Johns Hopkins Medicine, 2020).<sup>1</sup> Just as you're expected to wear a shirt and shoes to class every day, everyone – including the instructor and TAs – are required to wear a face mask in University buildings, including classrooms and labs. You **MUST** wear a mask appropriately (i.e., covering both your mouth and nose) in the building if you are attending class in person. Masks have been provided for students, faculty, and staff, and everyone is expected to wear one while on campus or out in the community.

All students, faculty and staff are expected to maintain social distancing (i.e., maintain at least six feet of space between individuals) when possible. Seating patterns and attendance patterns, including assigned seating and closed-off desks/chairs/room sections, have been established to help allow for this distance for your safety. It is also important to follow related guidance communicated by the University and via public postings/signage related to directional traffic flow and maximum occupancy of spaces.

You are not permitted to consume food or drink in classrooms, except for water. If you must drink water, please be especially conscious of maintaining social distancing and mini-

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<sup>1</sup>Centers for Disease Control and Prevention. (2020). *Recommendation Regarding the Use of Cloth Face Coverings, Especially in Areas of Significant Community-Based Transmission* Lyu, W. and Wehby, G.L. (2020). "Community Use Of Face Masks And COVID-19: Evidence From A Natural Experiment Of State Mandates In The US." *Health Affairs* 39(8).



mizing the time your mask is moved aside. Or, better yet, use a straw. Cooperation from EVERYONE will help control the spread of the virus and help us get back to the previous version of campus life as quickly as possible. Students with conditions that make it difficult to wear a mask or who choose not to wear a mask [may participate in class remotely but]\* may not attend class in person.

This is to protect your health and safety as well as the health and safety of your classmates, instructor and the University community. Anyone attending class in person without a mask will be asked to put one on or leave. Refusal to comply with University policies is a violation of the Student Code of Conduct. Students who refuse to wear masks appropriately may face disciplinary action for Code of Conduct violations. See details here: <https://studentaffairs.psu.edu/support-safety-conduct/student-conduct/code-conduct>.

**Webcams:** This course may require you to have a webcam for class sessions. Classes may be conducted using Zoom or other technology selected by your instructor which may use your computer's webcam or other technologies to communicate, monitor, and/or record classes, class activities, and assessments. Assessments may also be conducted using proctoring software, which may listen to you, monitor your computer screen, view you and your surroundings, and record (including visual and audio recordings- (link to highlighted green statement below)) all activity during the proctoring process. Please contact your instructor if you are unable to comply or have any questions or concerns. The webcam guidance can be found at [www.keepteaching.psu.edu](http://www.keepteaching.psu.edu) and [www.keeplearning.psu.edu](http://www.keeplearning.psu.edu)

## Course Schedule

We will attempt to follow this schedule as closely as possible, but we may take more time on some concepts and less time on others. For this reason, a digital version of this syllabus can be found on [our course website](#). Slides used in class will also be posted on the online syllabus and Canvas before class. All changes to the schedule will be announced in class or via e-mail and the online syllabus will be constantly up-to-date. Required course readings are listed and due dates for assignments are in bold. Links to some additional readings are included in the syllabus on my website, others will be uploaded to Canvas. If you have trouble, please do not hesitate to [e-mail](#) me.

### Week 1: Introductions

- August 25: Introduction to the class and each other
- August 27: Grading Contract and Course Topics Negotiation
  - Please contribute to a list of potential topics and read the draft grading contract before class. Both are on Teams.



- August 29: **Regular Drop Deadline**

## **Week 2: History and Analysis**

- September 1: Reform History
  - Tunsall, Lee. 2015. “[Backgrounder: Making Sense of the U.S. Health Care System: A Primer](#).” Evidence Network.
  - Kaiser Family Foundation. 2011. “[Timeline: History of Health Reform in the U.S.](#)”
- September 3: Policy Feedback
  - Mettler, Suzanne and Mallory SoRelle. 2018. “Policy Feedback Theory.” In *Theories of the Policy Process*, Christopher M. Weible and Paul A. Sabatier (eds.). Fourth Edition. New York: Westview Press.

## **Week 3: Policy Analysis Tools**

- September 8: Policy Analysis and Ethics
  - Weimer and Vining. Chapters 2 and 3
- September 10: Getting Started
  - Weimer and Vining. Chapters 14-16
  - **Analysis Teams and Topic Due**

## **Week 4: Policy Analysis Tools**

- September 15: Cost-Benefit Analysis
  - Weimer and Vining. Chapter 17
- September 17: Public Agency Strategic Analysis
  - Weimer and Vining. Chapter 18

## Week 5: Healthcare Around the World and Health Administration

- September 22: Healthcare Around the World

- Wendt, Claus, Lorraine Frisina, and Heinz Rothgang. 2009. “[Healthcare System Types: A Conceptual Framework for Comparison.](#)” *Social Policy & Administration* 43(1): 70-90.
- Papanicolas, Irene, Liana R. Woskie, and Anish K. Jah. 2018. “[Health Care Spending in the United States and Other High-Income Countries.](#)” *JAMA* 319(10): 1024-1039.
- Listen to Knotts, Brittany and Maghna Chakrabarti. 2020. “[‘Our Malady’: Historian Timothy Snyder on America’s Health Care Problem.](#)” *On Point*. WBUR.
- Slaybaugh, Chris. 2017. “[International Healthcare Systems: The US vs. the World.](#)”

- September 24: Healthcare Administration

- Adler-Milstein, Julia and David W. Bates. 2010. “[Paperless Healthcare: Progress and Challenges of an IT-Enabled Healthcare System.](#)” *Business Horizons* 53(2): 119-130.
- Casola, Valentina, Aniello Castiglione, Kim-Kwang Raymond Choo, and Christian Esposito. 2016. “[Healthcare-Related Data in the Cloud: Challenges and Opportunities.](#)” *IEEE Cloud Computing* 3(6): 10-14.
- **Analysis Outline and Sources Due**

## Week 6: Costs and Market Failure

- September 29: Costs of Healthcare

- Tolbert, Jennifer, Maria Diaz, Cornelia Hall, and Salem Mengistu. 2019. “[State Actions to Improve the Affordability of Health Insurance in the Individual Market.](#)” Kaiser Family Foundation.
- Harrington, Scott E. 2010. “[The Health Insurance Reform Debate.](#)” *Journal of Risk and Insurance* 77(1): 5-38.
- Squires, David and Chloe Anderson. 2015. “[U.S. Health Care from a Global Perspective: Spending, Use of Services, Prices, and Health in 13 Countries.](#)” *Issues in International Health Policy*. The Commonwealth Fund.
- NAIC. [State Insurance Regulation](#).
- Rovner, Julie. 2020. “[A Guide to Following the Health Debate in the 2020 Elections.](#)” Kaiser Health News. January 30.

- October 1: Market Failure
  - Weimer and Vining. Chapters 4-6

## Week 7: Peer Review and Other Policy Goals

- October 6: Conducting a Peer Review
  - [A Step-by-Step Guide to Writing a Peer Review](#)
- October 8: Other Policy Goals
  - Weimer and Vining. Chapter 7
  - **Analysis Rough Draft Due**

## Week 8: Caregiver Burnout and Governmental Failure

- October 13: Caregiver Burnout
  - White, Elizabeth M., Linda H. Aiken, and Matthew D. McHugh. 2019. “[Registered Nurse Burnout, Job Dissatisfaction, and Missed Care in Nursing Homes.](#)” *Journal of American Geriatrics Society* 67(10): 2065-2071.
  - Lemaire, Jane B. and Jean E. Wallace. 2017. “[Burnout Among Doctors.](#)” *BMJ* 358: j3360.
  - Weng, Hui-Ching, Chao-Ming Hung, T-Tien Liu, Yu-Jen Cheng, Cheng-Yo Yen, Chi-Chang Chang, Chih-Kun Huang. 2011. “[Associations Between Emotional Intelligence and Doctor Burnout, Job Satisfaction and Patient Satisfaction.](#)” *Medical Education* 45: 835-842.
- October 15: Governmental Failure
  - Weimer and Vining. Chapters 8 and 9
  - **Peer Review 1 Due**

## Week 9: Economic Inequality

- October 20: Social Determinants of Health, Disparity in Access
  - Haeder, Simon F. 2020. “[Inadequate in the Best of Times: Reevaluating Provider Networks in Light of the Coronavirus Pandemic.](#)” *World Medical and Health Policy*. Forthcoming.
  - Melton-Fant, Courtnee. 2020. “[Relationship Between State Preemption of Inclusionary Zoning Policies and Health Outcomes: Is There Disparate Impact Among People of Color?](#)” *Housing Policy Debate*. Forthcoming.
- October 22: Public Programs: Medicare, Medicaid, SNAP
  - Herd, Pamela and Donald Moynihan. 2020. “[Administrative Burdens in Health Policy.](#)” *Journal of Health and Human Services Administration* 43(1): 3-16.
  - Ward, Bryce. 2020. “[The Impact of Medicaid Expansion on States’ Budgets.](#)” Issue Brief. The Commonwealth Fund. May.
  - Cubanski, Juliette, Tricia Neuman, and Meredith Freed. 2019. “[The Facts on Medicare Spending and Financing.](#)” The Kaiser Family Foundation. August.

## Week 10: Project Week

- October 27: Meet with Me
  - TBD
- October 29: Meet with Me
  - TBD

## Week 11: Race and Mental Health

- November 3: Racism in Healthcare

- Christiani, Leah, Christopher Clark, Steven Greene, Marc Hetherington, and Emily Wager. Working Paper. “[Masks and Racial Stereotypes in a Pandemic: The Case for Surgical Masks](#).” (June 29, 2020).
- Woo Kim, Jin, Evan Morgan, and Brendan Nyhan. 2020. “[Treatment versus Punishment: Understanding Racial Inequalities in Drug Policy](#).” *Journal of Health Politics, Policy and Law* 45(2): 177-209.
- Washington, Harriet A. “Introduction.” *Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to Present*. Knopf Doubleday Publishing Group. (See Canvas)
- VOTE!

- November 5: Mental Health Parity

- Syme, Kristen L. and Edward H. Hagen. 2020. “[Mental Health is Biological Health: Why Tackling ‘Diseases of the Mind’ is an Imperative for Biological Anthropology in the 21st Century](#).” *Yearbook of Physical Anthropology* 171(Suppl. 70): 87-117.
- Bor, Jacob, Atheendar S. Venkataramani, David R. Williams, and Alexander C. Tsai. 2018. “[Police Killings and Their Spillover Effects on the Mental Health of Black Americans: A Population-Based, Quasi-Experimental Study](#).” *The Lancet* 392(10144): 302-310.
- Barry, Colleen L., Howard H. Goldman, and Haiden A. Huskamp. 2016. “[Federal Parity in the Evolving Mental Health and Addiction Care Landscape](#).” *Health Affairs* 35(6): 1009-1016.
- **Rough Draft 2 Due**

## Week 12: Gender Bias

- November 10: Contraception and Abortion
  - Power to Decide. “[Birth Control Access](#)” and “Understanding Contraceptive Deserts” (See Canvas)
  - Sawhill, Isabel V. and Katherine Guyot. 2019. “[Preventing Unplanned Pregnancy: Lessons from the States](#).” Brookings Institution.
  - Secura, Gina M., Tessa Madden, Colleen McNicholas, Jennifer Mullersman, Christina M. Buckel, Quihong Zhao, and Jeffrey F. Peipert. 2014. “[Provision of No-Cost, Long-Acting Contraception and Teenage Pregnancy](#).” *New England Journal of Medicine* 371: 1316-1323.
  - Reingold, Rebecca B. and Lawrence O. Gostin. 2019. “[State Abortion Restrictions and the New Supreme Court](#).” *JAMA* 322(1): 21-22.
- November 12: Transgender Health
  - McNeil, Jay, Sonja J. Ellis, and Fiona R. Eccles. 2017. “[Suicide in Trans Populations: A Systematic Review of Prevalence and Correlates](#).” *Psychology of Sexual Orientation and Gender Diversity* 4(3): 341-353.
  - Safer, Joshua D., Eli Coleman, Jamie Feldman, Robert Garofalo, Wylie Hembree, Asa Radix, and Jae Sevelius. 2016. “[Barriers to Health Care for Transgender Individuals](#).” *Current Opinion in Endocrinology, Diabetes and Obesity* 23(2): 168-171.
  - Stroumsa, Daphna, Deirdre A. Shires, Caroline R. Richardson, Kim D. Jaffee, and Michael R. Woodford. 2019. “[Transphobia Rather Than Education Predicts Provider Knowledge of Transgender Health Care](#).” *Medical Education* 53: 398-407.
  - **Peer Review 2 Due**

## Week 13: Federalism

- November 17: Marijuana

- Mallinson, Daniel J. and A. Lee Hannah. 2020. “[Policy and Political Learning: The Development of Medical Marijuana Policies in the States.](#)” *Publius: The Journal of Federalism* 50(3): 344-369.
- Katrin Schlag, Anne. 2020. “[An Evaluation of Regulatory Regimes of Medical Cannabis: What Lessons Can Be Learned from the UK?](#)” *Medical Cannabis and Cannabinoids* 3(1): 76-83.
- Khan, Rabia, Sadiq Naveed, Nadeem Mian, Ania Fida, Muhammad Abdur Raafey, and Kapil Kiran Aedma. 2020. “[The Therapeutic Role of Cannabidiol in Mental Health: A Systematic Review.](#)” *Journal of Cannabis Research* 2: 1-21.

- November 19: Pandemic Preparation

- Mallinson, Daniel J. 2020. “[Cooperation and Conflict in State and Local Innovation During COVID-19.](#)” *American Review of Public Administration* 50(6-7): 543-550.
- Tulenko, Kate and Dominique Vervoort. 2020. “[Cracks in the System: The Effects of the Coronavirus Pandemic on Public Health Systems.](#)” *American Review of Public Administration* 50(6-7): 455-466.
- Kirlin, John. 2020. “[COVID-19 Upends Pandemic Plan.](#)” *American Review of Public Administration* 50(6-7): 467-479.
- Wolf-Fordham, Susan. 2020. “[Integrating Government Silos: Local Emergency Management and Public Health Department Collaboration for Emergency Planning and Response.](#)” *American Review of Public Administration* 50(6-7): 560-567.

## Week 14: Thanksgiving Break

- November 24 and 26: No Class

## Week 15: Circuit Breaker and Presentation Prep

- December 1: Circuit Breaker
  - TBD



- December 3: Presentation Preparation
  - No class meeting
  - **Final Rough Draft Due**

**Week 16:**

- December 7: Team Presentations
  - TBD
- December 9: Team Presentations
  - TBD

**Week 17: Finals Week**

- **Final Policy Analysis Paper Due May 15 by midnight**

# Appendices

## A Grading Contract

I want you to stop for a moment and think about a new skill that you want to learn. Perhaps its fly fishing, dancing, or soccer. Let's say you sign up for a contract course at a local recreation center to learn that skill. You would attend classes, practice outside of class, and get feedback from your instructor and even from your peers. Going into the class, and throughout, you would decide what you wanted to get out of it and how much effort you want to put in to achieve that result. Part of that calculus is probably based on what you want to do with the new skill after the class. I took a photography class many years ago that was like this. I was just an amateur photographer who wanted to learn more. What if I had been an aspiring freelancer, though? Would my approach have been different? One last question, why are there no grades in classes like these? How do grades affect our learning in the classroom? In both settings you receive feedback from your instructor, but in the contract course you also likely receive more feedback from your peers who are also not involved in grading your work.

There are two common criticisms of grades. First, that grading tends to lead students to work simply in pursuit of a specific grade. Instead of deciding the level of knowledge they want to take away from the class, the class become a game where the main objective is to figure out what the instructor wants so that they will give you an A. There has been a substantial amount of research showing that grades can inhibit student learning and motivation ([Kohn 2011](#)). I want to ensure that your focus is not simply on getting a particular grade, but on what you want to substantively get out of the class. Your willingness to put effort into the class is a direct contributor to what you can get out of it.

Grades also encourage students to play it safe in class. But taking risks is the best way to push ourselves and the subject we are studying forward. I am going to ask you to do original work in this class, including original research. I am also not expecting you to be perfect right away at everything we do. This is a learning process, but typical grading conveys the message that no mistakes can be made or else you will lose that A. I want you to take risks in this class. To try new things and even fail but fail productively. Use those failures to learn and grow.

In this course, we will strive to create a community of compassion, where each of us is learning from and helping to teach the other. We will develop a caring environment where you will teach and serve each other. In fact, teaching others is the [highest form of learning](#). As a class we will benefit from each of your individual strengths in a way that is mutually supportive and beneficial for all our learning. You will be partners in teaching and learning

in this course, not simply recipients of my “wisdom.” This means that I may not always be the one commenting on your work or evaluating you. Further, while I will provide a final grade for the course, I will not be grading all your individual assignments.

Grades do serve their purpose. They communicate to others (e.g., future employers) how strongly you performed in a course of studies. That said, grades are NOT the only metric of success and they also do not define who you are as a person. Each of you has great value the far supersedes whatever grade you receive in my class or any other. But even with its flaws, a course grade is used as one signal of competence and success.

In this course we will use what is called contract grading. This means that we will negotiate a contract that establishes what is necessary to achieve different grades in the course. Another key aspect of contract grading is that you will not be given a letter grade on each individual assignment. I will give you feedback regarding whether the assignment is acceptable for meeting the standard you are aiming for or it needs additional revision or copy edits to meet that standard. This is currently a draft contract that provides a starting point for our negotiation. Once we finalize the contract, it is possible for either me or you as a class to initiate a renegotiation should circumstances change throughout the semester.

The contract will begin with brief descriptions of what we expect from each other during the course. It will then describe the baseline grading standard of a B, followed by what additional activities can be undertaken to raise a grade above a B, and finally what circumstances result in a grade less than a B. It will be up to you to decide which standard you set for yourself this semester, and the consequent effort required to meet that standard. Be real with yourself. Do not aim for an A if you are not willing to do that work.

## **What You Can Expect of Me**

I will be available each week for virtual office hours, by appointment. Given the flexibility that we will all need this semester, I am not setting a specific time for office hours. BUT I want you to know that I am not bothered by you asking for an appointment. Just use my [Calendly account](#) to schedule an appointment.

I will provide clear expectations for all assignments and will respond to your questions within 24 hours.

I will provide immediate notice both in class and in Canvas regarding any changes to the syllabus, assignments, readings, or class sessions. The [Course Homepage](#) will be constantly up to date with what is required for each class session.

I will participate in class activities with good faith, interacting with others in appropriate and productive ways.

If I mark an assignment as “revisions” or “edits” and you think it is “complete,” I will explain my reasoning and you will have an opportunity to fix any mistakes and receive full credit for the assignment. Revisions and edits must be submitted within one week of the original due date.

I will answer any questions you have about the feedback I provide on your assignments and I will be as clear and prompt in providing that feedback as possible.

I will be constructive in my feedback.

### **Earning a “B”**

You will be guaranteed a B in this course if you meet the following conditions:

- **Class Engagement**

- **You agree to fully participate in 83% of our class sessions (25 of 30).** This is more than simply attending class or watching on Zoom. It means contributing to discussion verbally and/or on Teams. This is why we will have the chat active during class.
- I will of course excuse any absences for school-related activities and illness. But you need to provide me a reason for your absence and make up any work that you missed in class. Each excused absence will be approved on a case-by-case basis.

- **Team Engagement.** You agree to be an active contributor to your team’s semester-long project. Everyone has different skills and abilities and your team is hurt if yours are missing. Not contributing also places a greater portion of the labor on your teammates’ shoulders, which is not fair. Skipping team work sessions and not contributing to each team assignment will hurt your contract.
- **Lateness.** You agree to come to class (or log onto Zoom) a few minutes early. Coming late 1-2 times is understandable, things happen. But a habit of lateness is a problem and is disruptive to the class.
- **Respect.** We will be discussing challenging topics in this class, so you are expected to always be respectful of your peers and myself in your interactions. This does not mean speaking your mind, but it means doing so in a kind and respectful manner.
- **Late/Incomplete Work.** You are expected to hand your work in on time and to the specifications laid out in the assignment instructions. If anything is unclear in my instructions, you are expected to ask me to clarify. Late or incomplete work is defined as work handed in up to 48 hours after the due date and time. After 48 hours

your work is considered “missed” and will be considered a stronger mark against your contract. Turning in late work can not only hurt your academic progress in the class, but it can also hurt your fellow students who may be depending on your work (e.g., the peer review assignments).

- **Ignored Work.** Work that is simply not completed by the end of the semester is considered ignored and will have substantial implications for your contracted grade.
- **All Work/Labor needs to meet the following:**
  - **Complete and on time:** You agree to complete all your work on time and to meet the expectations set forth in each assignment.
  - **Revisions.** When you are asked to revise an assignment, you agree to follow my instructions and to substantially revise your thinking and work. You will not just correct or lightly touch up your assignment.
  - **Editing.** When you are asked to edit an assignment, you will thoroughly proof-read the assignment and correct grammatical and punctuation errors. If you need help with this, you will reach out to the Writing Center for help.

## Knowing Where You Stand

It is quite easy to keep track of how you are doing in class when using contract grading. If you are completing your work on time and participating in class, you will have a B.

## Improving Your Contracted Grade

Earning a B in this class is essentially a function of your behavior and labor. If you do the work, on time, and to specification, you will receive a B. To receive a higher grade, you will need to complete more labor that improves your learning outcomes, but labor that also supports the class in its learning. Remember that this is a collective learning enterprise. It is not just about you. Performing better than average in a course is thus not only about what you do, but how well you contribute to the class experience for all of us. For each of the following, you can improve your contracted grade by one letter. Meaning, you will have to complete 3 to receive an A in the course. You cannot receive more than one letter increase for each. Meaning, you cannot just write three extra reflection essays to receive an A. You must pick three of these activities.

- **Extra Reflection Essay.** Completing an additional reflection essay will help you improve your writing, critical thinking, and argumentation skills.
- **Extra Peer Review.** Completing a third peer review will help you improve your writing, critical thinking, and will help you see how another team has responded to feedback on their work.

- **A Lesson/Activity/Handout.** For this you will pick a topic that we will discuss during the semester and you will do the following: (1) product a 1-2 page handout that benefit's the class's thinking and discussion on the topic (this is not to be a summary of the assigned reading); (2) outline and conduct an in-class activity that introduces your handout; (3) write a 600-1000 word reflection essay on what you learned in the process of doing 1 and 2 and what the class gained from the activity.
- **Do some other labor that benefits the class.** This could be reading an article or watching a movie/documentary that is relevant to the class and writing us a report on it. It could be attending an event or other experience that is relevant to the class and reporting on it. It could be interviewing someone working in health policy and reporting on it. If you have an idea for this, please come to me early so we can plan it out. We will work together to make sure the amount of labor is like the other items above.

Note that you can also raise your grade with these if you are working on a contract below a B. For instance, if you are working on a C contract, you can raise your grade to a C+ with one of the above activities, a B- with two, and a B with three.

### The Main Components of Each Grade Contract

	# Non-engaged Days	# of Late Assignments	#of Missed Assignments	# Ignored Assignments
<b>A (4.0)</b>	5	2	1	0
<b>B (3.0)</b>	5	2	1	0
<b>C (2.0)</b>	7	3	2	0
<b>D (1.0)</b>	9	4	3	1
<b>F (0.0)</b>	10	4	4	2

**Gimme/Plea.** I, as the administrator of the contract, will decide in consultation with each student whether a gimme is warranted for an assignment. The student must come to me as soon as possible to discuss the situation, preferably before they break the contract so that I can make fair and equitable arrangements for completing the assignment. It is important for these instances to be fair and equitable toward the other students in the class, but also recognizing relevant University policies. It is necessary to recognize that this contract is a social contract between all of us as a class, thus any extensions due to a plea must be fair. They cannot simply be a means to shirk labor that is required for the entire class. This is not an out clause for not fulfilling part of the contract, it is a means to address unforeseen circumstances that can affect our ability to complete our labor. Typically, a gimmie is used only once in a semester.

**Exemplary Work.** If by our final class, you miss no classes, have no late or missed assignments, and do not use a gimmie during the semester, I will raise your final course grade one

letter, just like the extra labor assignments listed above. This is meant to reward students who demonstrate the fullest effort and exemplary citizenship in the course.

By staying in this course and participating in it, you accept and agree to abide by this contract. I also agree to abide by the contract and administer it fairly and equitably.

**Finalized and Agreed August 27, 2020**



## B Journal Options for Analysis Paper

For your final team project you will be conducting a policy analysis for a health policy problem of your choosing. To elevate the rigor of your work and offer a final product that can be useful even after our course is over, I'm asking you to use one of the following academic journal formats when developing your final paper. You will not be required to submit your work to one of the journals, but if your team decides that you want to go that direction I can work with you toward that goal next semester.

***Milbank Quarterly*** "The Milbank Quarterly is a multidisciplinary journal of population health and health policy. It presents original research, synthesis, policy analysis, and commentary from leading thinkers, policymakers, and practitioners. The Quarterly's goal is to publish scholarly papers that illuminate and add new insights to our understanding of important policy issues involving health and health care. Our audience includes the academic community, researchers working in all types of settings, and decision makers in both the public and private sectors."

*The Quarterly* publishes *Perspective* articles that:

- Either (1) illuminate our understanding of an important issue, policy or strategy in a *new* way, or (2) present a *new policy idea or proposal* for solving an identified problem;
- Be *evidence-based*, with appropriate citations from scientific and/or policy sources to support statements of fact and policy proposals;
- Be approximately 2,000 to 5,000 words in length. Perspective submissions do not need an abstract, but should include Policy Points, a two-to-three bullet point synopsis (fewer than 100 words) of the article's import on explicating or advancing a particular set of health policies. Please follow the author instructions for manuscript submissions for Perspective submissions. They will be subject to blind peer review.

**Author Instructions:** <https://www.milbank.org/quarterly/for-authors/#instructions>

*The Quarterly* also has a current special call for COVID-19 related perspectives articles. These are due December 31, 2020. See the special call on Canvas.

***Health Affairs*** *Health Affairs* is a multidisciplinary, peer-reviewed journal dedicated to the serious exploration of major domestic and international health policy issues. *Health Affairs* places special emphasis on pursuing issues that are of concern to and engage both the private and the public sectors. Further, we encourage private and public decisionmakers—those who often generate creative ideas but seldom advance them in a form for publication—to

contribute papers. The unique goal of Health Affairs is to incorporate in one publication the diverse viewpoints and perspectives of the health sphere—industry, labor, government, and academe—in a way that benefits everyone who reads it.

*Health Affairs* publishes analysis articles that:

- Are 3,000 to 5,000 words, up to 4 exhibits (tables and figures)
- Analysis papers draw on known facts/data and existing research relevant to a particular policy question with the aim of answering or promoting understanding of the question. These papers can include but are not limited to formal policy analysis. Analysis papers are expected to draw conclusions based on clear reasoning from known evidence, reflect a complete and current understanding of that evidence, and be responsive to counter arguments.

*Health Affairs* also publishes Policy Insight articles that:

- Are 4000 to 5000 words, up to 4 exhibits
- Policy Insight papers address major challenges confronting the health sphere. While similar to Commentaries, they typically take on broader topics. Policy Insight papers may suggest constructive ways to tackle a long-standing problem, review the status of a broad policy domain, or simply help readers understand a thorny issue.

**Author Instructions:** <https://www.healthaffairs.org/help-for-authors>

***Health Policy*** Health Policy is intended to be a vehicle for the exploration and discussion of health policy and health system issues and is aimed in particular at enhancing communication between health policy and system researchers, legislators, decision-makers and professionals concerned with developing, implementing, and analysing health policy, health systems and health care reforms, primarily in high-income countries outside the U.S.A.

*Health Policy* publishes Health Reform Monitor articles that:

- are papers of 2,500 to 3,000 words (excluding abstract and references), providing an overview of major reforms or other relevant developments in one of the Health Systems and Policy Monitor member countries.
- Papers should focus on recent or ongoing developments, e.g. proposed, discussed, just passed and/ or implemented reforms.

**Author Instructions:** <https://www.elsevier.com/journals/health-policy/0168-8510/guide-for-authors>

Special instructions for Health Reform Monitor articles: [https://www.elsevier.com/\\_\\_data/promis\\_misc/Health\\_Reform\\_Monitor\\_generic.pdf](https://www.elsevier.com/__data/promis_misc/Health_Reform_Monitor_generic.pdf)

**I am also open to other journal options, but they need to be approved by me.**