

Syllabus for PADM 596
Independent Study: Veteran Affairs Governance and Policy
Fall 2023

Professor: Dr. Daniel J. Mallinson

Office: W-160K
Office Hours: By appointment
Email: mallinson@psu.edu

Course Description: This course is an independent study co-designed by the student and instructor. The student will gain an understanding of veteran affairs governance and policy. The study will principally focus on governance in the United States. The study will examine veteran affairs governance from both a scholarly and practical perspective. The student will also develop a deeper understanding of administrative burden, complex governance, and policy process theories. They will integrate the concepts present in these theories with veteran affairs governance practice and policy. The student will develop an original research paper that makes a scholarly contribution and builds towards their dissertation. The final paper will ultimately be submitted to a peer reviewed journal for publication. The instructor will mentor and meet with the student on a weekly basis to discuss the material and development of the final project.

Learning Objectives:

- Critical Thinking
 - The student will read and critically evaluate literature on veteran affairs governance
 - The student will read, critically evaluate, and integrate literature on administrative burden, complex governance, and policy process theories
- Information Literacy and Research Skills
 - The student will complete a research project that builds on existing scholarly literature
- Program Competence
 - The student will gain a better understanding of public policy process theory and its application to contemporary problems

Methods for Learning and Teaching: This independent study will require substantial self-paced work on the part of the student. We will meet most weeks via Zoom to discuss how the study is progressing and to tackle any questions about the material.

Reaching Our Goals

E-mail Policy: I will work to respond to e-mails within 24 hours during the week and 48 hours on the weekend.

Assessing Progress Towards Our Goals

The following assessments will be used to track your progress towards meeting our course goals: response memos and a final paper. Each component represents the following percentage of your final grade:

Three literature reaction papers	30%
Paper Outline	5%
Rough Draft	5%
Final Paper	50%

We will use the following grade scale:

Letter	Percent
A	94 to 100
A-	90 to 93
B+	87 to 89
B	84 to 86
B-	80 to 83
C+	77 to 79
C	70 to 76
D	60 to 69
F	Below 60

Reaction Papers: You will be required to write three reaction papers. These should be no more than 2 single spaced pages. Content is critical, not volume, so read carefully, think, take notes on your reading of the articles/books then write a well thought-out reaction paper. The goal of the reaction paper is to get your scholarly reaction to the readings, how they fit in the larger literature, address important questions, move the field forward, add new knowledge, challenge existing themes, and sometimes, completely miss the point. Reaction papers will encourage critical thinking about the readings. Your papers may focus on theoretical, empirical, methodological, integrative or practical issues. By now, you should

know not to summarize and you cannot cover the entire article packet or book in detail. Rather, analyze, think and digest the readings, and react to it and focus on the connection between readings and what they mean and offer some novel insight on some part of them or as a whole.

Final Paper: Drawing from your reading of the veteran affairs governance, administrative burden, complex governance networks, and policy process theory literatures, you will develop an original empirical study. The final paper will be scaffolded, with an outline and rough draft due during the semester and the final paper due during Finals Week. The outline must follow the structure of the final paper and will act as a proposal for the project. After the project is refined and approved, you will produce a full rough draft. The paper should have the following format:

1. Introduction
2. Literature review and theory
3. Section explaining your methodological approach to answering your questions
4. The results of your analysis
5. Discussion
6. Conclusion

The final paper should be roughly 8,000 words. It should also be formatted based on the target journal for submission.

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: <https://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. Penn State values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create environments that are usable, equitable, inclusive, and welcoming. Every Penn State campus has a Student Disability Resources office. Student Disability Resources at Penn State Harrisburg is located in the Student Enrichment Center Room 205. The Assistant Director of Student Disability Resources, Alan Babcock, can be reached via email at aub15@psu.edu or phone 717-948-6025.

To receive consideration for accommodations, please contact Student Disability Resources (SDR), participate in an intake interview, provide documentation of your disability, and complete an online Introductory Questionnaire. Please know that you are not required to already have documentation to begin the process with SDR, as SDR can assist with the process of requesting accommodations. Additional information is available on the (<https://harrisburg.psu.edu/student-disability-resources>). If the documentation supports requests for reasonable accommodations, SDR will provide you with an accommodations letter, which you can then give to your professors. Please know that requests for accommodations and support must be initiated by the student and communication with professors regarding the approved accommodations must be initiated by the student. You will receive accommodations after you give your accommodations letter to your professors. It is recommended that you share your accommodations letters with your professors as early in the semester as possible. Professors do not provide accommodations retroactively.

Counseling Services

Success in college depends heavily on your personal health and wellbeing. Please recognize that some stress and anxiety is a normal part of life and the college experience, and it can be compounded by unexpected setbacks or life changes outside the classroom. Penn State Harrisburg has a number of support options listed in this syllabus.

If you are experiencing issues that feel unmanageable, you reach the point that you have difficulty concentrating and/or feeling motivated, or have anxiety or feelings of depression that interfere with your ability to take care of yourself or your daily responsibilities, please consider talking with someone in CAPS (Counseling and Psychological Services). We have a range of services to help you navigate issues that are impacting your ability to be healthy, well, and productive at college.

You can learn more about the confidential mental health services available on campus by visiting the [Counseling and Psychological Services website](#) or by calling (717) 948-6025 Monday through Friday 8am to 5pm. CAPS is located on the 2nd floor of the Student Enrichment Center, Suite 205. You can access crisis services 24/7/365 by calling 1-877-229-6400 or by texting “LIONS” to 741741. Find us on Instagram or on [Facebook](#).

Educational Equity

Penn State takes great pride in fostering 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: <https://equity.psu.edu/reportbias>. Penn State’s Code of Conduct can be found at the following link: <https://studentaffairs.psu.edu/support-safety-conduct/student-conduct/code-conduct>.

Direct all inquiries regarding the nondiscrimination policy to The Office of Diversity, Equity, and Inclusion at Penn State Harrisburg at 717-948-6016, and to Student Diversity, Equity, and Inclusion at 717-948-4381.

Mandated Reporting

Penn State is committed to equal access to programs, facilities, admission, and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, or physical or mental disability, gender, perceived gender, gender identity, gender expression, genetic information or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University’s educational mission, and will not be tolerated. Gender-based and sexual harassment, including sexual violence, are forms of gender discrimination in that they deny or limit an individual’s ability to participate in or benefit from University programs or activities. For reporting resources, and support, please visit titleix.psu.edu.

Penn State strongly encourages all members of the campus community to take appropriate action by providing support and encouraging those impacted by such incidents to submit a report to the Title IX Coordinator. You may also submit a report online by using the Incident Report Form found here: Office of Sexual Misconduct Prevention & Response Incident Report Form. If the University Title IX staff receives information about an incident, they will reach out to offer information about resources, rights, and procedural options available

to you.

At Penn State Harrisburg, your point of contact is:

Nicholas Paesano Sexual Misconduct Resource Person Penn State Harrisburg E-126 Olmsted Building 717-948-4385

Penn State's Title IX Coordinator is: Amber Grove 212 Rider Building University Park, PA 16802 814-867-5088 titleix@psu.edu

Other resources that are available include:

- Penn State Harrisburg Counseling and Psychological Services, SEC 205 - 717-948-6025
- Department of Safety & Police
 - Campus Police: 717-979-7976
 - Local Police: 717-543-2200 or 911
- YWCA Confidential Domestic Violence & Sexual Assault Services: 1-800-654-1221 (available 24/7)
- Contact Helpline: 800-932-4616 (24-hour community crisis hotline)
- Pinnacle Health Harrisburg: 717-782-3131
- Penn State Harrisburg Student Health Services, 220 Capital Union Building: 717-948-61015
- Penn State Hotline: 800-560-1637 (Anonymous reporting)

In Case of Emergency In the event of a University-wide emergency, course requirements, classes, deadlines, and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, and a revised semester calendar and/or grading scheme.

For more general information about the emergency situation, please refer to:

- Penn State Harrisburg's home page at <http://harrisburg.psu.edu/>
- PSUAlert (<http://psualert.psu.edu/psualert/>). This is a service designed to alert the Penn State community via text messages to cell phones when situations arise on campus that affect the ability of the campus - students, faculty and staff - to function normally. Everyone is encouraged to sign up to receive the text alerts.

- Messages will be placed at the 717-948-6000 campus phone number

In the case of a University-wide emergency, please refer to the following about changes in this course:

- Canvas: <https://psu.instructure.com/courses/2116052>
- Instructor's email: mallinson@psu.edu

Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of Student Affairs (syw10@psu.edu, 717-948-6180) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Writing Tutoring and Other Academic Support

The Russell E. Horn Sr. Learning Center may have a tutor who can assist you with this course. An appointment is recommended. Appointments are available in-person or on Zoom, depending on your preference.

To make an appointment:

Visit: Student Enrichment Center Room 201 Or go to: starfish.psu.edu and click on “My Success Network” Or call: 717-948-6475 Or email: PSHLearningCtr@psu.edu

The Learning Center can help you in a variety of ways:

Academic Success Coaches Get help with time management, organization, test-taking, study skills, as well as speech and presentation preparation and delivery.

Subject Area Tutoring Courses including accounting, biological and behavioral science, computer science, economics, finance, mathematics, physical sciences, statistics, engineering, and some world languages are supported by peer and professional tutoring.

Writing Get help with the development of essays, papers, resumes, cover letters, scholarship applications and much more. We can help at any stage from brainstorming ideas to citing sources to polishing your final product.

The Lambert Undergraduate Advising Center can assist you with exploring majors and minors, understanding academic policies, and planning courses for future semesters.

Drop-in Quick Question Advising is available during the semester both in-person and online (no appointment necessary!). See dates, times, and locations at: bit.ly/whatsnextbgbg

To contact the Advising Center:

Visit: Student Enrichment Center Room 204 Or call: 717-948-6604 Or email: HBGAdvisingCenter@psu.edu

Course Schedule

Week 1: Background (8/20 - 8/26)

- John, D., Kettl, D.F., Dyer, B., & Lovaas, W.R. (1994). What Will New Governance Mean for the Federal Government? Public Administration Review. Bulletin, 34. 170-175
- Ahlin, E.M., & Douds, A.S. (in press, online). Many Shades of Green: Assessing Awareness of Differences in Therapeutic Needs among Sub-Populations of Military Veterans. International Journal of Offender Therapy and Comparative Criminology.
- Kizer, K. W., Fonseca, M. L., & Long, L. M. (1997). The veterans healthcare system: Preparing for the twenty-first century. Hospital & Health Services Administration, 42(3), 283-298.

Week 2: Complex Governance (8/27 - 9/2)

- Morcol, Goktug. 2023. *Complex Governance Networks: Foundational Concepts and Practical Implications*. Routledge.

Week 3: Administrative Burden (9/3 - 9/9)

- Mattocks, K. M., Mengeling, M., Sadler, A., Baldor, R., & Bastian, L. 2017. The Veterans Choice Act: A Qualitative Examination of Rapid Implementation in the Department of Veterans Affairs. Medical Care. 55(7): S71-S75.
- Nicholson-Crotty, J., Miller, S. M., & Keiser, L. R. (2021). Administrative burden, social construction, and public support for government programs. Journal of Behavioral Public Administration, 4(1).

- Campbell, J. W., Pandey, S. K., & Arnesen, L. 2023. The Ontology, Origin, and Impact of Divisive Public Sector Rules: A Meta-narrative Review of the Red Tape and Administrative Burden Literatures. *Public Administration Review*. 83(2): 296-315.
- Heinrich, C. J. 2016. The Bite of Administrative Burden: A Theoretical and Empirical Investigation. *Journal of Public Administration Research and Theory*. 26(3):403-420
- **Reaction Paper 1 Due**

Week 4: Policy Feedback Theory (9/10 - 9/16)

- Mettler, S. & Sorelle, M.E. 2023. "Policy Feedback Theory." In *Theories of the Policy Process*, Christopher M. Weible (ed.). Fifth Edition. Routledge.
- Mettler, M. & Welch, E. (2004). Civic Generation: Policy Feedback Effects of the GI Bill on Political Involvement over the Life Course. *British Journal of Political Science*. 34(3): 497-518
- Mettler S. (2002). Bringing the State Back in to Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans. *The American Political Science Review*. Vol96.

Week 5: Mission Act (9/17 - 9/23)

- Massarweh, N.N., DeBakey, M.E., & Morris, M.S. (2020). The VA MISSION Act and the Future of Veterans' Access to Quality Health Care. *JAMA*. 324(4):343-344.
- Aggarwal, N.K. (2019). Ramifications of the VA MISSION Act of 2018 on Mental Health Potential Implementation Challenges and Solutions. *AMA Psychiatry*. 20;77(4):337-338.
- Mattocks K.M., Kroll-Desrosiers A., Kinney R., Elwy A.R., Cunningham K.J., & Mengeling M.A. (2021) Understanding VA's Use of and Relationships With Community Care Providers Under the MISSION Act. *Medical Care*.

Week 6: Mission Act (9/24 - 9/30)

- Kullgren JT., Fagerlin A., & Kerr E.A. (2020). Completing the MISSION: a Blueprint for Helping Veterans Make the Most of New Choices. *Journal of General Internal Medicine*. 35(5),1567-1570.

- Sullivan, E., Zahnd, W. E., Zhu, J.M., Erin Kenzie, E., Patzel M., & Davis, M. (2022). Mapping Rural and Urban Veterans' Spatial Access to Primary Care Following the MISSION Act. *Journal of General Internal Medicine* 37, p. 2941–2947.
- Albanese A.P., Bope E.T., Sanders KM, & Bowman M. (2020). The VA MISSION Act of 2018: A Potential Game Changer for Rural GME Expansion and Veteran Health Care. *Journal Rural Health*, 36(1),33-136.
- **Reaction Paper 2 Due**

Week 7: Research Planning (10/1 - 10/7)

- Progress Meeting
- **Outline Due**

Week 8: Veteran Treatment Courts (10/8 - 10/14)

- Russell, R. T. (2009). Veterans treatment court: A proactive approach. *New Eng. J. on Crim. & Civ. Confinement*, 35, 357.
- Tsai, J., Finlay, A., Flatley, B., Kaspro, W. J., & Clark, S. (2018). A national study of veterans treatment court participants: Who benefits and who recidivates. *Administration and Policy in Mental Health and Mental Health Services Research*, 45(2), 236-244.
- Baldwin, J. M., & Rukus, J. (2015). Healing the wounds: An examination of veterans treatment courts in the context of restorative justice. *Criminal Justice Policy Review*, 26(2), 183-207.

Week 9: Veteran Treatment Courts (10/15 - 10/21)

- Ahlin, E. M., & Douds, A. S. (2016). Military socialization: A motivating factor for seeking treatment in a veterans' treatment court. *American Journal of Criminal Justice*, 41, 83-96.
- Jalain, C. I., & Grossi, E. L. (2020). Take a load off fanny: peer mentors in Veterans Treatment Courts. *Criminal Justice Policy Review*, 31(8), 1165-1192.
- Ahlin, E. M., & Douds, A. S. (2020). If you build it, will vets come? An identity theory approach to expanding veterans' treatment court participation. *Criminal justice review*, 45(3), 319-336.

Week 10: Governance in the VA (10/22 - 10/28)

- Halverson, P. K., Kaluzny, A., & Young, G. J. (1997). Strategic Alliances in Healthcare: Opportunities for the Veterans Affairs Healthcare System. *Hospital & Health Services Administration* 42(3):p 383-410.
- Maciejewski, M. L., Chapko, M.K., Hedeem, A.N., & Fortney, J.C. (2002). VA Community-Based Outpatient Clinics Cost Performance Measures. *Medical Care*. V (40). P. 587-595
- O'toole, T. P., MD, Conde-martel, A., Gibbon, Jeanette L,M.D., M.P.H., Hanusa, B. H., PhD., & Fine, Michael J,M.D., M.Sc. (2003). Health care of homeless veterans: Why are some individuals falling through the safety net? *Journal of General Internal Medicine*, 18(11), 929-33.
- **Reaction Paper 3 Due**

Week 11: Rough Draft (10/29 - 11/4)

- **Rough Draft Due**

Week 12: VA Healthcare (11/5 - 11/11)

- Washington, D. L., Villa, V., Brown, A., Damron-Rodriguez, J., & Harada, N. (2005). Racial/Ethnic variations in veterans' ambulatory care use. *American Journal of Public Health*, 95(12), 2231-7.
- Himmelstein, David U,M.D., F.A.C.P., Lasser, Karen E,M.D., M.P.H., McCormick, Danny,M.D., M.P.H., Bor, D. H., M.D., Boyd, J. W., & Woolhandler, Steffie, MD,M.P.H., F.A.C.P. (2007). Lack of health coverage among US veterans from 1987 to 2004. *American Journal of Public Health*, 97(12), 2199-203.
- Finley, Erin P,PhD., M.P.H., Mader, M., M.S., Bollinger, Mary J,PhD., M.P.H., Haro, E. K., B.S., Garcia, H. A., PsyD., Huynh, A. K., PhD., . . . Pugh, Mary Jo,PhD., R.N. (2017). Characteristics associated with utilization of VA and non-VA care among iraq and afghanistan veterans with post-traumatic stress disorder. *Military Medicine*, 182(11), E1892-E1903.

Week 13: VA Healthcare (11/12 - 11/18)

- Zivin, K., PhD., Kim, H. M., McCarthy, J. F., PhD., Austin, K. L., M.P.H., Hoggatt, K. J., PhD., Walters, H., M.S., & Valenstein, Marcia, M.D., M.S. (2007). Suicide mortality among individuals receiving treatment for depression in the veterans affairs health system: Associations with patient and treatment setting characteristics. *American Journal of Public Health*, 97(12), 2193-8.
- Zarembo, A. (2015, Jan 15). THE NATION; data confirm military suicide trend; recent veterans kill themselves at a rate 50% higher than other civilians, figures show. *Los Angeles Times*.
- York, J. A., Lamis, D. A., Pope, C. A., & Egede, L. E. (2013). Veteran-specific suicide prevention. *Psychiatric Quarterly*, 84(2), 219-38

Week 14: Thanksgiving Break (11/19 - 11/25)

- No meeting

Week 15: Writing Week (11/26 - 12/2)

- Check in meeting

Week 16: Writing Week (12/3 - 12/9)

- Check in meeting

Week 17: Finals Week

- Final Research Paper Due Thursday December 14 by 11:59pm