I. Course Description

The course is designed to develop the skills required to define researchable policy questions, critically analyze policy issues and problems, articulate relevant policy options and bring research skills and data to help frame decision-making. In the field of health policy, there are a multitude of complex political and socio-economic dynamics and a certain level of uncertainty that makes predicting outcomes of particular problems difficult. Yet decisions still need to be made based on the evidence at hand. Providing good analysis that is data-driven and technically sound is an important part of the political process. Through the use of varied writing and presentation exercises students will learn to use the following techniques to effectively communicate the findings of their analysis: rhetoric, logic, persuasion, and analytic thinking.

II. Course Prerequisites

None
III. Course Goals and Objectives

Upon completing this course students will be able to:

- demonstrate the ability to formulate researchable policy questions
- be able to clearly articulate the various criteria that decision-makers use to make decisions
- understand the tradeoffs of equity and efficiency
- effectively critique health policy research
- think and write effectively using a policy analysis framework
- understand the analytic tools of policy analysis including microsimulation, cost-benefit and others
- write clearly, concisely and effectively in various formats including memos, issue briefs, opinion pieces and peer review paper critiques
- think, analyze, and effectively communicate your results

IV. Methods of Instruction and Work Expectations

This course will meet every week for two hours. There will be short presentations from faculty on specific topics related to the policy process, policy analysis, and effective communication. The majority of the class time will be devoted to discussion, analysis and presentations. Students are required to produce written or oral presentations every week following the course outline. Students will be engaged in peer-review of each other’s work in an effort to improve skills in communication in both directions – in presenting ideas and in effectively and positively critiquing others.

V. Course Text and Readings


**Moodle:** Other articles and resources posted in course Moodle site.
SOCIAL MEDIA / WEB SITES TO MONITOR:

These sites will provide you with frequent news and information about health policy; we highly recommend you sign up and review the e-mails when they arrive.

Politico
http://dyn.politico.com/registration.cfm

Kaiser Health News (offers a daily briefing; sign up for newsletter via email at the top of page “Email sign-up” next to the search bar)
http://kaiserhealthnews.org/latest-morning-briefing/

SHADAC Bi-Monthly Newsletter / Email List

We also recommend Twitter as a good source of health policy information. If you’re on Twitter, the following handles offer regular sources of high-quality information about health policy:

• @SHADAC
• @IncidentalEcon (the Incidental Economist blog)
• @CitizenCohn (Journalist Jonathan Cohn)
• @afrakt (Health policy professor at Boston University and social media whiz)
• @ezraklein (Ezra Klein, Editor-in-chief of Vox.com)
• @sarahkliff (Vox.com, formerly health policy reporter at the Washington Post)
• @RWJF (Robert Wood Johnson Foundation)
• @haroldpollack (Harold Pollack, social policy professor at U of Chicago)
• @KHNews (Kaiser Health News)
• @JHPPL (the Journal of Health Policy Politics and Law)
• @onceuponA (Adrianna McIntyre, UMICHigan student and health policy guru)

And of course:
@LynnBlewett and @sarahgollust!
VI. Course Outline/Weekly Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: January 21</td>
<td>Introduction to Policy Analysis</td>
</tr>
<tr>
<td>Week 2: January 28</td>
<td>Defining a Policy Problem / Role of Government <em>(Assignment 1 due)</em></td>
</tr>
<tr>
<td>Week 3: February 4</td>
<td>Discussion of Policy Questions and Critique <em>(Assignment 2 due)</em></td>
</tr>
<tr>
<td>Week 4: February 11</td>
<td>Framing and Decision Making Under Uncertainty <em>(Assignment 3 due)</em></td>
</tr>
<tr>
<td>Week 5: February 18</td>
<td>Influences on the Policy Process, Stakeholder/Audience Analysis</td>
</tr>
<tr>
<td>Week 6: February 25</td>
<td>Discussion of Stakeholders and Health Policy with Kate Johansen <em>(Medica)</em> <em>(Assignment 4 due)</em></td>
</tr>
<tr>
<td>Week 7: March 4</td>
<td>Assembling Evidence and Producing Policy-Relevant Research: Methods and Models <em>(Assignment 5 due)</em></td>
</tr>
<tr>
<td>Week 8: March 11</td>
<td>Role of Research in the Policy Process <em>(Optional re-write of Assignment 4 due)</em></td>
</tr>
<tr>
<td>Week 9: March 18</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>Week 11: April 1</td>
<td>Assessing Policy Alternatives Part 2: Values and Ethics, Public and Political Feasibility</td>
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<tr>
<td>Week 12: April 8</td>
<td>Evaluation Research Methods: Logic Models / Conceptual Models in Evaluation Research Design <em>(Assignment 7 due)</em></td>
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<tr>
<td>Week 13: April 15</td>
<td>Peer Review of Policy Analyses: Paired Discussion <em>(Assignment 8 due)</em></td>
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<tr>
<td>Week 14: April 22</td>
<td>Policy Feedback: Policy Implementation Creates New Politics <em>(Assignment 9 due)</em></td>
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<tr>
<td>Week 15: April 29</td>
<td>Policy Analysis Presentations, Part 1 <em>(Assignment 10)</em></td>
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<tr>
<td>Week 16: May 6</td>
<td>Policy Analysis Presentations, Part 2 <em>(Assignment 10)</em></td>
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</table>

*Assignment 11 due by May 8, 2015*
VII. Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Assignment #1</strong>: Three policy problems that you are interested in and a short paragraph on their importance <strong>January 28</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Assignment #2</strong>: Power Point slide of your problem statement, policy questions, and target audience for your selected topic <strong>February 4</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Assignment #3</strong>: Reaction Paper on readings on framing and decision-making <strong>February 11</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Assignment #4</strong>: Policy Memo (with Optional Re-write) <strong>February 25</strong> <em>(optional rewrite March 11)</em></td>
<td>10</td>
</tr>
<tr>
<td><strong>Assignment #5</strong>: Reaction Paper on Minnesota Legislature Oral Testimony <strong>March 4</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Assignment #6</strong>: Translation of a faculty member’s research paper to a Research Brief for a policy audience <strong>March 25</strong></td>
<td>10</td>
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<tr>
<td><strong>Assignment #7</strong>: First half of Policy Analysis due to peer <strong>April 8</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Assignment #8</strong>: Structured Critique of Peer’s Policy Analysis <strong>April 15</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Assignment #9</strong>: Full Draft of Policy Analysis for Instructor <strong>April 22</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Assignment #10</strong>: Formal Oral Presentation <strong>Due April 29 and May 6</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Assignment #11</strong>: Final Policy Analysis <strong>Due May 8</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
</tr>
</tbody>
</table>
**Grading:** Adapted from: Teaching at the University of Minnesota: A Handbook for Faculty and Instructional Staff. University of Minnesota, Center for Teaching and Learning Services.

A 95 - 100 Represents achievement that is outstanding relative to the level necessary to meet course requirements.
A- 90 - 94
B+ 85 - 89
B 80 – 84
B- 75 - 79
C+ 70 - 74
C 65 – 69 Represents achievement that meets the course requirements in every respect
C- 60 - 64
D+ 55 - 59
D 50 - 54 Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F < 50 Represents failure and signifies that the work was either: (1) completed but at a level of achievement that is not worthy of credit; or (2) was not completed, and there was no agreement between the instructor and the student that the student would be awarded an “Incomplete.”
S Represents achievement that is satisfactory, which is equivalent to a C- or better unless specifically designated in writing by the instructor at a higher level of acceptable performance.
N Represents no credit and signifies that the work was not completed at a level of achievement and carries no grade points.

**Grade Disputes**
If you wish to dispute the grade assigned to a paper, presentation, or a question on an exam, you must do so in writing. You must include a specific rationale for why your answer is correct, or why the paper deserves a higher grade.

**Late Work**
Late work will not be tolerated. If you anticipate having difficulty meeting due dates due to unusual or unavoidable circumstances, you must make arrangements with Dr. Gollust and Dr. Blewett at least 24 hours in advance of the due date to be eligible for full credit. Otherwise, 2 points will be deducted for each day an assignment is late, UNLESS you have received prior approval. If these circumstances are voluntary (e.g., planned vacation, work commitment, or other event that overlaps with an assignment due date), you should complete the assignment before the planned travel or other event in order to avoid late penalties. We are always flexible with students who have documented disabilities, illnesses, family emergencies, or other critical obligations.

**Course Evaluation**
The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://www.sph.umn.edu/courseval). The system will send email notifications to students...
when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is
respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: **Student Conduct Code**. To review the Student Conduct Code, please see:


Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html](http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html).

**Scholastic Dishonesty:**
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

[http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html](http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html)

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty:

[http://www1.umn.edu/oscai/integrity/student/index.html](http://www1.umn.edu/oscai/integrity/student/index.html). If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.
Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult: http://writing.umn.edu/tww/sources/definitions.html

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to http://writing.umn.edu/sws/quickhelp/sources.html.

In addition, original work is expected in this course. Unless the instructor has specified otherwise, all assignments, papers, reports, etc. should be the work of the individual student. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

Makeup Work for Legitimate Absences:
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:
http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

Sexual Harassment
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status,

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or ds@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.
For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility:
Academic freedom is a cornerstone of the University. Within the scope and content of the course
as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair (Ira Moscovice), your adviser, the SPH Dean’s Office, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students". Template update 6/2014
WEEK 1: INTRODUCTION AND OVERVIEW OF COURSE
January 21, 2015

Learning Objectives

- Understand a definition of policy analysis, when it is used, and how it differs from academic research.
- Identify a basic approach to organizing a policy analysis, and key themes of policy analyses (such as understanding the audience).
- Examine why a basic understanding of the policy and political processes are critical for developing effective policy analyses.

Reading Assignments


Shulock, Nancy. "The paradox of policy analysis: If it is not used, why do we produce so much of it?" Journal of Policy Analysis and Management 18.2 (1999): 226-244. (Note: Focus on the introduction/background and conclusion, pp. 226-229 & 239-241 not the methods/results.)

Policy Analysis Examples


Introductions: Lynn Blewett and Sarah Gollust

Presentation: Lynn Blewett, Overview of Policy Analysis

Discuss Syllabus and Assignments

Intro to Assignment #1: Defining the Policy Problem
WEEK 2: DEFINING A POLICY PROBLEM / ROLE OF GOVERNMENT
January 28, 2015

Learning Objectives

• Understand why defining the problem is the important first step of all policy analyses.
• Evaluate why some issues become problems for policy to address, and others do not, and the role of “policy entrepreneurs” in that process.
• Identify what makes some problems worthy of government attention.

Reading Assignments

Bardach, pp. 1-11 and Appendix B, “Things Governments Do”
Marmor, T and Oberlander, J. 2012. From HMOs to ACOs: The Quest for the Holy Grail in U.S. Health Policy. Journal of General Internal Medicine. 27(9): 1215-8
Weimer and Vining, Chapter 5: Rationales for Public Policy: Market Failures, skim whole chapter; Chapter 6, Rationales for Public Policy: Other Limitations of the Competitive Framework, pp. 113-121 only. (Note: This is a difficult text, but please review to get a sense of the traditional economics-based theories for public policy intervention into health care markets.)

Optional Reading for a Deeper Dive

Stone, D. A. 1997. Policy paradox: The art of political decision making. New York: WW Norton. (In this book, Deborah Stone offers an alternative view of policy analysis which focuses on policy analysis from a political science perspective, in contrast to the dominant economic view such as Weimer and Vining.)

Presentation: Sarah Gollust

Intro to Assignment #2: One PowerPoint of your Policy Question

Assignment #1 Due: Identify three health policy problems that you are interested in and a short paragraph on their importance – one page
WEEK 3: DISCUSSION OF POLICY QUESTIONS AND CRITIQUE
February 4, 2015

Learning Objectives
- Demonstrate skills at framing policy-relevant questions.
- Analyze policy problem definitions.
- Understand the key elements of a good researchable policy question.

Reading Assignments

Bardach, Rest of section I, pp. 11-78

Weimer and Vining. Chapter 15: Landing on your feet – Organizing Your Policy Analysis. *(Read this chapter very carefully – you will likely need to review it again later in the course!)*

Presentation: Each student will present a single power point slide of your topic and the class will comment on the problem statement, question, and appropriate target audience.

Intro to Assignment #3: Reaction Paper on Framing Readings

Assignment #2 Due: Choose one of your policy problems from last week, and write a statement of the problem, as a policy-relevant question, and note who is the target audience (or audiences) [These will be power point slides that the whole group will discuss.]

WEEK 4: FRAMING, INFORMATION PROCESSING, AND DECISION MAKING UNDER UNCERTAINTY
February 11, 2015

Learning Objectives
- Understand the concept of framing as applied to health policy analyses, in the political process, and in public opinion formation.
- Explore information processing and decision making, at the micro (individual) and macro (policy systems) level.
- Discuss the recent interest in harnessing empirical research on decision-making (behavioral economics) in public policy.
Reading Assignments

Weimer and Vining, p. 122-124 (a short section of Chapter 6 related to Uncertainty)


Talking about Health Care Payment Reform with U.S. Consumers: Key Communications Findings from Focus Groups, RWJF report, April 2011. pp. 2-12. (Can skim the rest.) http://www.rwjf.org/content/dam/farm/reports/reports/2011/rwjf70220

Optional Reading for a Deeper Dive


Presentation: Sarah Gollust

Class Discussion of Framing and Messaging in Policy Research and Policy Analysis

Intro to Assignment #4: Writing a Policy Memo

Assignment #3 Due: Reaction Paper: Write a 2 page reaction to the RWJF report on communicating about health care reform and the readings on framing and decision-making. See Assignment for questions. Audience: Lynn and Sarah. Be prepared to discuss in class.

WEEK 5: INFLUENCES ON THE POLICY PROCESS, STAKEHOLDER/ AUDIENCE ANALYSIS
February 18, 2015

Learning Objectives

- Understand the difference between advocacy reports and policy research.
- Examine the many influences on the policy process and the role of stakeholders, including the media – who controls the agenda and why.
- Learn to be aware of the role you play in the policy process and what distinguishes a “policy entrepreneur” from “policy analyst.”
Reading Assignments

**Stakeholder Analysis**


**Important Stakeholders: Lobbyists and Advocates**


Five minute video on lobbying and the ACA by Bill Moyers:  
[http://www.pbs.org/moyers/journal/10092009/watch2.html](http://www.pbs.org/moyers/journal/10092009/watch2.html)

**Grubergate: The fuzzy boundaries between politics and policy analysis**


**Presentation:** Lynn Blewett and Sarah Gollust

**Class discussion of research organizations and advocacy organizations**
WEEK 6: DISCUSSION OF STAKEHOLDER INFLUENCE IN HEALTH POLICY
February 25, 2015

Learning Objectives
- Discuss how lobbyists use research in their work influencing health policy.
- Understand the role that specific interest groups in Minnesota have in influencing state-level policy and the issues they consider important.

Class Lunch Discussion with Kate Johansen, JD, William Mitchell College of Law Director of Government Relations, Medica (formerly Minnesota Chamber of Commerce, Minnesota Department of Human Services)

Reading Assignments

Case Study of State Health Policy: HPV Vaccine and Lobbying

Case Study of State Health Policy: MNsure and New Legislative Proposals


Come prepared with questions for Ms. Johansen and to have a robust discussion about real-world policy and advocacy and ACA implementation in Minnesota.

Intro to Assignment #5: Reaction to Oral Testimony, Minnesota Legislature

Assignment #4 Due: Write a policy memo targeted toward a policy audience (identify the specific audience/decision maker—legislative committee, government agency, governor, etc) for your policy problem and include evidence that the problem exists, its magnitude, and importance. Identify the policy lever and two potential policy options or solutions.
WEEK 7: ASSEMBLING EVIDENCE AND/OR PRODUCING POLICY-RELEVANT RESEARCH: METHODS AND MODELS
MARCH 4, 2015

Learning Objectives

- Understand the key methods of policy analysis and how to bring data and analysis to bear on policy questions.
- Understand the use of cost-benefit analysis and micro-simulation in policy analysis.

Reading Assignments

Weimer and Vining, Chapter 14: Gathering Information for Policy Analysis.

Bardach, Part II: pp. 79-107.


S. Lawrence Kocot, Ross White, Pratyusha Katikaneni and Mark B. A More Complete Picture of Pioneer ACO Results. Brookings, October 13, 2014. [http://brook.gs/1qVGoaq](http://brook.gs/1qVGoaq)

Presentation: Lynn Blewett

Intro to Assignment #6: Translation of Faculty Publication to Research Brief

Assignment #5 Due: Watch policy influence in action by finding oral testimony for a MN bill online on the MN Legislature archives or by attending a committee hearing. Write about your responses to how policy problems are framed and the persuasive tactics used in testimony.
WEEK 8: ROLE OF RESEARCH EVIDENCE IN THE POLICY PROCESS  
March 11, 2015

Learning Objectives

• Understand what role research evidence has in influencing policy, in light of the other influences we have discussed in the last few weeks.
• Identify lessons the field of “knowledge transfer” offers for influencing policy.
• Describe best practices for presenting research evidence to policy stakeholders.

Reading Assignments


Grande, D., Gollust, S. E., Pany, M., Seymour, J., Goss, A., Kilaru, A., & Meisel, Z. (2014). Translating Research For Health Policy: Researchers’ Perceptions And Use Of Social Media. *Health Affairs*, 10-1377. (*Note: Just skim this one -- we will discuss this in class.*)

**Optional Reading for a Deeper Dive**


Presentation: Sarah Gollust

Optional Re-write of Assignment #4 (Policy Memo) Due
WEEK 9: MARCH 18

SPRING BREAK, NO CLASS

WEEK 10: ASSESSING POLICY ALTERNATIVES PART 1: EFFECTIVENESS, EFFICIENCY, ADMINISTRATIVE FEASIBILITY, ECONOMIC ANALYSES
March 25, 2015

Learning Objectives

• To discuss how equity and efficiency co-exist in a market-based health care system.
• Concisely analyze and summarize the role of stakeholders when political feasibility is a key criteria in an policy analysis.
• Describe the role of economics in health policy analysis and other methods that look at efficiency and effectiveness.

Reading Assignments

Weiner and Vining, Chapter 4: Chapter 4. Efficiency and the Idealized Competitive Model. *(Note: Skim for an understanding of how public policy analysts view the criteria of efficiency from an economic theoretical perspective.)*


Presentation: Lynn Blewett

Intro to Assignment #7: First Half of Policy Analysis Due to Peer

Assignment #6 Due: Translation of Faculty Research to Policy Brief
**WEEK 11: ASSESSING POLICY ALTERNATIVES PART 2: VALUES AND ETHICS, PUBLIC OPINION, AND POLITICAL FEASIBILITY**

April 1, 2015

**Learning Objectives**
- Examine how public opinion and political considerations might shape the consideration of policy alternatives.
- To discuss how ethics is incorporated into a policy analysis.
- Understand how the values and ethical orientation of a policy analyst and his or her clients influence policy analysis work.

**Reading Assignments**

*Ethics of policy analysis*


*Ethics in health policy analysis*

Weimer and Vining, Chapter 7. “Rationales for Public Policy: Distributional and Other Goals.” *(Note: Focus only on pp. 132-138; 142-147; 153-155.)*


*Examples of policy analyses incorporating ethics*


**Presentation:** Sarah Gollust
WEEK 12: EVALUATION RESEARCH METHODS: LOGIC MODELS / CONCEPTUAL MODELS IN EVALUATION RESEARCH DESIGN
April 8, 2015

Learning Objectives
• Understand when and how to use logic models, and how they are helpful for organizing thinking and establishing a framework for analysis.
• Examine how logic models, causal models, and conceptual models differ, and their role in evaluation research

Reading Assignments


Congress and Program Evaluation: An Overview of Randomized Controlled Trials (RCTs) and Related Issues March 7, 2006. Order Code RL33301 (*Note: Please read the following*: Summary and Pages 1 – 7; and Bottom of page 42 through page 49)

Presentation: Kelli Johnson, MBA, ABD Evaluation Studies

Intro to Assignment #8: Structured Critique of Peer's Policy Analysis

Assignment #7 Due: First half of policy analysis due (problem statement, policy question, evidence, criteria, two policy options submit) submitted for first peer review

WEEK 13: PEER REVIEW OF POLICY ANALYSES: PAIRED DISCUSSION
April 15, 2015

Learning Objectives
• Effectively communicate constructive criticism in a concise format.
• Develop analytic approach to thinking about policy problems and analysis.
• Introduction to the peer review process.
Reading Assignments


First part of class: Discussion on the role of peer review in policy research and academia.

Second part of class: Meet with your assigned partner to discuss your policy analyses.

Assignment #8 Due: Structured Written Peer Review Peer Review of Assignment #7

Week 14: Policy Feedback: Policy Implementation Creates New Politics
April 22, 2015

Learning Objectives

- Understand the concept of a “policy feedback.”
- Identify political effects of policy implementation and why they are important for policy analysis.

Reading Assignments


A humorous take on post-implementation politics:

Optional Reading for a Deeper Dive


**Presentation:** Sarah Gollust

**Intro to Assignment #10: Policy Presentations**

**Assignment #9 Due: Full First Draft of Policy Analysis Submitted to Instructor**

**WEEK 15: POLICY ANALYSIS PRESENTATIONS, PART 1**
April 29, 2015

**Assignment #10 Due: Formal Oral Presentation – 15 minutes**
First group of students - 15 minute oral presentation of health policy issue - identification of problem, evidence, criteria, alternative options, analysis and recommendation.

**WEEK 16: POLICY ANALYSIS PRESENTATIONS, PART 2**
May 6, 2015

**Assignment #10 Due: Formal Oral Presentation – 15 minutes**
Second group of students - 15 minute presentation of health policy issue- identification of problem, evidence, criteria, alternative options, analysis and recommendation.

**Assignment #11 Due: Final Policy Analysis Paper Due on May 8, 2015**