

## PUBH 8802

Health Services Policy Analysis: Applications  
Spring 2019

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### COURSE & CONTACT INFORMATION

**Credits:** 2 credits

**Meeting Day(s):** Wednesdays

**Meeting Time:** 10:10AM – 12:05 PM

**Meeting Place:** Mayo 1250

**Instructors:** Lynn A. Blewett, Ph.D. and Sarah E. Gollust, PhD  
**Office Address:** Philips Wangenstein Building, 15<sup>th</sup> Floor, Room 232 (Dr. Gollust);  
2221 University Ave, Suite 345 (Dr. Blewett)  
**Email:** Dr. Blewett: blewe001@umn.edu  
Dr. Gollust: sgollust@umn.edu  
**Office Phone:** 612-626-2618 (Dr. Gollust)  
612-624-4802 (Dr. Blewett)  
**Office Hours:** After class or by appointment

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### 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 reasoning.

### COURSE PREREQUISITES

Students should have a basic understanding of U.S. health policymaking, through PubH 8801 or PubH 6735/6835.

### COURSE GOALS & 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 results
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## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

### Course Workload Expectations

PubH 8802 is a 2 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the term in order to earn an average grade.

### Learning Community

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:

- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (<https://z.umn.edu/studentconduct>).

### Course Structure and Class Time

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.

***Given the fast moving pace of state and federal policymaking in 2019, we will also set aside time during each class to analyze policy and politics in real time, building students' capacity for interpreting policy discourse.***

## COURSE TEXT & READINGS

**Required:** Bardach, Eugene and Patashnik, Eric. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. CQ Press; 5th edition (2016)

Weimer, David L and Aidan R. Vining. Policy Analysis, Prentice Hall; 5th edition (2011)

**Required for PhD students, optional for others:** Boice, Robert. Professors as Writers.  
Edition: 1; ISBN: 10:0-91350-713-X Publisher: New Forums Press

**Moodle:** Other articles and resources posted in course Moodle site. These are divided into **required readings** and **optional readings** for those who want to dig a little deeper into the theory or for more illustrative examples of the topics for that week.

### **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 Pulse**

*This is a daily health policy briefing by journalist Dan Diamond.* <http://www.politico.com/tipsheets/politico-pulse>  
[Subscribe in upper right of screen]

#### **Kaiser Health News**

*Offers a daily briefing; sign up for newsletter at this link:* <http://khn.org/email-signup>.

#### **SHADAC Bi-Monthly Newsletter / Email List**

<http://bit.ly/V77XRU>

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)
- @ddiamond (Author of Politico Pulse)
- @haroldpollack (Harold Pollack, social policy professor at U of Chicago)
- @KHNews (Kaiser Health News)
- @onceuponA (Adrianna McIntyre, Harvard PhD student and health policy wonk)
- @emma\_sandoe (Emma Sandoe, Harvard PhD student and Medicaid wonk)
- @sangerkatz (Margot Sanger-Katz, NYTimes health news reporter)
- @juliaoftoronto (Julia Belluz, Vox public health reporter)
- @nicholas\_bagley (Nick Bagley, health law professor at U of Michigan)
- @larry\_levitt (Larry Levitt, Senior VP at Kaiser Family Foundation)

And more locally:

- @MarieZMedicaid (Marie Zimmerman, VP at Hennepin HC, former Medicaid director)
- @MDHCommMalcolm (Jan Malcolm, Commissioner of Health)
- @jburcum (Jill Burcum, Star Tribune editorial writer on health care)
- @chrisSnowbeck (Chris Snowbeck, StarTribune business/health reporter)
- #mnleg (easy way to see what legislature is talking about)
- @PubHealthUMN
- @RepJenSchultz (SPH PhD grad, state rep)
- @MNBudgetProject (good state policy analysis, data presentation)
- @ThisIsMedicaid (local consortium of advocacy groups)
- @md4healthequity (MN doctors for health equity)

- @MedPedsChomilo (cool local pediatrician/advocate)
- @tylerwinkelman (local HCMC internist/researcher)
- @MnSure (MN state-based health insurance exchange)
- @drscottjensen (Republican physician in State Senate)

**And of course:**

**@LynnBlewett**  
**@sarahgollust**

NOTE: Larry Levitt, Senior VP for Health Reform, Kaiser Family Foundation will give an HPM seminar on April 12 (11:45-1pm) - Please try to attend.

## COURSE OUTLINE/WEEKLY SCHEDULE

Week 1: January 23	Introduction to Policy Analysis
Week 2: January 30	Defining a Policy Problem / Role of Government <b>(Assignment 1 due)</b>
Week 3: February 6	Discussion of Policy Questions and Critique <b>(Assignment 2 due)</b>
Week 4: February 13	Framing and Decision Making Under Uncertainty
Week 5: February 20	Influences on the Policy Process, Stakeholder/Audience Analysis <b>(Assignment 3 due)</b>
Week 6: February 27	Discussion of Stakeholders and Health Policy: Stakeholder Panel
Week 7: March 6	Role of Research in the Policy Process <b>(Assignment 4 due)</b>
Week 8: March 13	Assembling Evidence and Producing Policy-Relevant Research: Methods and Models <b>(Optional re-write of Assignment 3 due)</b>
Week 9: March 18-22	<b>SPRING BREAK</b>
Week 10: March 27	Assessing Policy Alternatives Part 1: Effectiveness, Efficiency, Equity, and Administrative Feasibility <b>(Assignment 5 due)</b>
Week 11: April 3	Assessing Policy Alternatives Part 2: Values and Ethics, Public Opinion and Political Feasibility
Week 12: April 10	Research Translation and Public Engagement <b>(Assignment 6 due)</b>
Week 13: April 17	Peer Review of Policy Analyses: Paired Discussion <b>(Assignment 7 due)</b>
Week 14: April 24	Policy Feedback: Policy Implementation Creates New Politics <b>(Assignment 8 due)</b>
Week 15: May 1	Policy Analysis Presentations off Site <b>(Assignment 9)</b>

**May 6<sup>th</sup> last day of instruction....Final paper (Assignment 10) due Wednesday May 8th**

## SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at [www.sph.umn.edu/student-policies/](http://www.sph.umn.edu/student-policies/). Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

## EVALUATION & GRADING

Assignments See Moodle for grading rubrics for the assignments.	Points
<b>Assignment #1:</b> Three policy problems that you are interested in and a short paragraph on their importance <b>January 30</b>	-2 if not turned in
<b>Assignment #2:</b> Power Point slide of problem statement, target audience, and policy levers for your selected topic <b>February 6</b>	5
<b>Assignment #3:</b> Policy Memo (with Optional Re-write) <b>February 20 (optional rewrite March 13)</b>	10
<b>Assignment #4:</b> Reaction Paper on Minnesota Legislature Oral Testimony <b>March 6</b>	10
<b>Assignment #5:</b> Translation of a faculty member's research paper to a Research Brief for a policy audience <b>March 27</b>	10
<b>Assignment #6:</b> First half of Policy Analysis due to peer <b>April 10</b>	5
<b>Assignment #7:</b> Structured Critique of Peer's Policy Analysis <b>April 17</b>	10
<b>Assignment #8:</b> Full Draft of Policy Analysis for Instructor <b>April 24</b>	5
<b>Assignment #9:</b> Formal Oral Presentation <b>May 1</b>	15
<b>Assignment #10:</b> Final Policy Analysis <b>May 8</b>	20
<b>Weekly Reflections:</b> Post comments or questions on one or more readings and one comment in respond to other student's post. You can miss up to two weeks.	10
TOTAL	100

Your final grade for the course will be determined by how well you complete the course requirements, described above, summing a total of 100 points. Assignments must be submitted by the specified deadlines.

### Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because 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 I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p><b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b></p>	<p>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 (As defined in the Student Conduct Code). For additional information, please see <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</p>
<p><b>Late Assignments</b></p>	<p>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.</p>
<p><b>Attendance Requirements</b></p>	<p>Class participation is very important to your success in the class. If you experience an extraordinary event that prevents you from attending class, you may make up the work if you contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:</p> <ul style="list-style-type: none"> <li>● illness</li> <li>● serious accident or personal injury</li> <li>● hospitalization</li> <li>● death or serious illness within the family</li> <li>● bereavement</li> <li>● religious observances</li> <li>● subpoenas</li> <li>● jury duty</li> <li>● military service</li> <li>● participation in intercollegiate athletic events</li> </ul>
<p><b>Extra Credit</b></p>	<p>No extra credit will be offered in the class.</p>

## **WEEK 1: INTRODUCTION AND OVERVIEW OF COURSE**

**January 23, 2019 (Professors Blewett and Gollust)**

### **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 political processes are critical for developing effective policy analyses.

### **Reading Assignments**

Bardach and Patashnik: Introduction, pp. xv-xx.

Weimer and Vining, Ch 2: What is Policy Analysis, p. 23-38.

Policy Analysis Toolkit – A Guide for Researchers on Being Policy Relevant. Washington University. Available at: <https://publichealth.wustl.edu/wp-content/uploads/2016/03/Policy-Analysis-Toolkit-PDF.pdf>

Centers for Disease Control and Prevention. CDC's Policy Analytical Framework. Atlanta, GA: 2013. Available at: <https://www.cdc.gov/policy/analysis/process/docs/cdcpolicyanalyticalframework.pdf>

*We have also posted examples of real-world policy analyses on Moodle.*

### **Optional Reading for a Deeper Dive**

Glied, Sherry. 2018. Policy Analysis in Government and Academia: Two Cultures. *Journal of Health Politics, Policy and Law*, 43(3), 537-542.

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.)

### **Class Outline**

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 30, 2019 – Sarah Gollust**

### **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.

- Identify why combining sociological, economic, political and historical perspectives is essential to understand why certain issues become policy problems and why policies get implemented.

### Reading Assignments

Bardach and Patashnik, pp. 1-12 and Appendix B, “Things Governments Do”, pp. 155-163.

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.*)

Oliver, T.R. 2006. The Politics of Public Health Policy. *Annual Review of Public Health*. 26: 195-233.

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

Michener, Jamila. 2018. The Politics and Policy of Racism in Health Care. Essay for Vox.com. Available at: <https://www.vox.com/polyarchy/2018/5/24/17389742/american-health-care-racism>

### Optional Reading for a Deeper Dive

Stone, D. A. 1989. Causal stories and the formation of policy agendas. *Political Science Quarterly*: 281-300.

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.*)

### Class Outline

Presentation: Sarah Gollust

*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 6, 2019 Lynn B

### 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 and Patashnik, Rest of section I, pp. 12-82

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!*)

John S. Hammond, Ralph L. Keeney, and Howard Raiffa. 1998. The Hidden Traps in Decision Making. Harvard Business Review.

Baicker, K., & Chandra, A. (2017). Evidence-based health policy. *New England Journal of Medicine*, 377(25), 2413-2415.

### **Class Outline**

Presentation: Lynn Blewett

Student Presentations: Each student will discuss your topic with the class including problem statement, question, and policy lever.

Intro to Assignment 3: Writing a Policy Memo (due in 2 weeks)

**Assignment #2 Due: Power Point slide of problem statement, target audience, and policy levers for your selected topic**

## **WEEK 4: FRAMING, INFORMATION PROCESSING, AND DECISION MAKING UNDER UNCERTAINTY** **February 13, 2019 – Sarah G**

### **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)

Gollust, S. E., Barry, C. L., & Niederdeppe, J. 2017. Partisan responses to public health messages: Motivated reasoning and sugary drink taxes. *Journal of health politics, policy and law*, 42(6), 1005-1037.

Grogan C., Singer P.M., & Jones, D.K. 2017. Rhetoric and reform in waiver states. *Journal of Health Politics, Policy and Law*, 42(2), 247-284.

Matjasko, J. L., Cawley, J. H., Baker-Goering, M. M., & Yokum, D. V. 2016. Applying behavioral economics to public health policy: illustrative examples and promising directions. *American journal of preventive medicine*, 50(5), S13-S19.

### **Optional Reading for a Deeper Dive**

Baumgartner, F. R., & Jones, B. D. 2014. *The Politics of Information: Problem Definition and the Course of Public Policy in America*. University of Chicago Press.

Chong, D. & Druckman J.N. 2007. Framing Theory. *Annual Review of Political Science*. 10: 103-26.

Karch, A. & Rosenthal A. 2017. Framing, Engagement, and Policy Change: Lessons for the ACA. *Journal of Health Politics, Policy and Law* 42(2), 341-362.

## **Class Outline**

**Presentation:** Sarah Gollust

**Class Discussion:** Framing and Messaging in Policy Research and Policy Analysis

## **WEEK 5: INFLUENCES ON THE POLICY PROCESS, STAKEHOLDER/ AUDIENCE ANALYSIS**

**February 20, 2019** Lynn (Sarah out this day)

### **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***

Brugha, R., & Varvasovszky, Z. 2000. Stakeholder analysis: a review. *Health policy and planning*, 15(3), 239-246.

Bryson, J. M. (2004). What to do when stakeholders matter: stakeholder identification and analysis techniques. *Public management review*, 6(1), 21-53.

Rigby, E., & Morgan, K. J. (2018). Academic Research and Legislative Advocacy: Information Use in the Campaign against Repeal of the ACA. *Journal of Health Politics, Policy and Law*, 43(3), 511-535.

#### ***Important Stakeholders: Interest Groups***

Quadagno, J. 2011. Interest-Group Influence on the Patient Protection and Affordability Act of 2010: Winners and Losers in the Health Care Reform Debate. *Journal of Health Politics, Policy and Law*, 36(3), 449-453.

#### ***Important Stakeholders: Think Tanks***

Shaw, Sara E, Jill Russell, Trisha Greenhalgh and Maja Korica. Thinking about think tanks in health care: a call for a new research agenda. *Sociology of Health & Illness* Vol. 36 No. 3 2014 pp. 447–461

### **Optional Reading for a Deeper Dive**

NYT. Think Tank Scholar or Corporate Consultant? It Depends on the Day. Eric Lipton, Nicholas Confessore and Brooke Williams. August 8, 2016

NYT. Muted Response From Health Lobby as Affordable Care Act Faces Repeal. Robert Pear. January 9, 2017.

## Class Outline

**Presentation:** Lynn Blewett

**Class discussion:** Research organizations and advocacy organizations

### *Assignment #3 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 6: DISCUSSION OF STAKEHOLDER INFLUENCE IN HEALTH POLICY**

**February 27, 2019 Guest Lecture: Kate Johansen Mayo Lobbyist and Stakeholder Panel**

### **Learning Objectives**

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

### **Reading Assignments**

Kersh, Rogan. 2013. "Ten Myths about Health Lobbyists." In *Health Politics and Policy*, 5<sup>th</sup> edition, eds. Morone and Ehlke. Delmar. pp. 236-253.

### **Select Readings on MinnesotaCare Buy-in Proposal (all are short except for Manatt Report)**

House File 3: MinnesotaCare Buy-In Legislation. 2019.

Minnesota Department of Human Services. MinnesotaCare Fact Sheet. February 2017

Blewett, Lynn A. MinnesotaCare Buy-In: Maybe not a long shot. Health Affairs Blog. August 2 2017.

Brian Bierschback. NPR Politics: The MinnesotaCare buy-in, explained. Nov. 29, 2018.

Manatt Health. Evaluating Medicaid Buy-In Options for New Mexico. December 2018

## **Class Outline**

**Presentation:** Kate Johansen

**Class Discussion:** Come prepared with questions for the panelists and to have a robust discussion about real-world policy and advocacy and health policy in Minnesota

**Intro to Assignment #5:** Reaction to Oral Testimony, Minnesota Legislature (Sarah)

**\*Light Breakfast Provided\***

## WEEK 7: ROLE OF RESEARCH EVIDENCE IN THE POLICY PROCESS

MARCH 6, 2019 Sarah G

### 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

Peterson, M. A. (2018). In the Shadow of Politics: The Pathways of Research Evidence to Health Policy Making. *Journal of Health Politics, Policy and Law*, 43(3), 341-376.

Baicker, K. (2018). Driving Better Health Policy: “It's the Evidence, Stupid” Uwe Reinhardt Memorial Lecture. *Health services research*, 53(6), 4055-4063.

And the accompanying editorial:

Bindman, A. B., & Romano, P. S. (2018). Editors' Note: Driving Better Health Policy: “It's the Evidence, Stupid”. *Health services research*, 53(6), 4064.

Gollust, S. E., Seymour, J. W., Pany, M. J., Goss, A., Meisel, Z. F., & Grande, D. (2017). Mutual distrust: perspectives from researchers and policy makers on the research to policy gap in 2013 and recommendations for the future. *INQUIRY: The Journal of Health Care Organization, Provision, and Financing*, 54, 0046958017705465.

### Optional Reading for a Deeper Dive

Jones, D. K., & Louis, C. J. (2018). Using Evidence to Inform State Health Policy Making: Lessons from Four States Comparing Obamacare and Infant Mortality. *Journal of Health Politics, Policy and Law*, 43(3), 377-399.

Bogenschneider, K., & Corbett, T. J. 2011. *Evidence-based policymaking: Insights from policy-minded researchers and research-minded policymakers*. Routledge.

Smith, K. (2013). *Beyond evidence based policy in public health: The interplay of ideas*. Springer.

### Class Outline

**Presentation:** Sarah Gollust

**Intro to Assignment #5:** Translation of Faculty Publication to Research Brief

#### **Assignment #4 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 observations of how policy problems are framed and the persuasive tactics used in testimony.**

## **WEEK 8: ASSEMBLING EVIDENCE AND/OR PRODUCING POLICY-RELEVANT RESEARCH: METHODS AND MODELS**

**March 13, 2019 LYNNB**

### **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.
- Present evidence and counter prevailing narratives that may or may not include evidence

### **Reading Assignments**

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

Bardach and Patashnik, Part II: Assembling Evidence. pp. 83-111.

Glied, S., & Tilipman, N. 2010. Simulation Modeling of Health Care Policy. *Annual Review of Public Health*, 31, 439-455.

### **Applications**

The Urban Institutes Health Insurance Policy Simulation Model (HIPSM)

Updated Estimates of the Potential Impact on Short-Term Limited Duration Policies. Urban Institute. August 2018

Oliver Wyman. Minnesota Individual Market Micro-Simulation Scenarios Decemberr 5, 2018.

StarTribune Editorial: More details are needed on MinnesotaCare buy-in option  
Industry report should not be last word on promising health reform. Dec 7, 2018.

### **Optional Readings for a Deeper Dive**

Girosi, F et. al., Overview of the RAND COMPARE microsimulation Model.

Blewett, Lynn A. et al., Minnesota Long Term Social Services and Supports Projection Model: Draft Manuscript

Ubel, Peter A, et al. "Societal value, the person trade-off, and the dilemma of whose values to measure for cost-effectiveness analysis." *Health economics* 9.2 (2000):127-136.

### **Class Outline**

**Presentation:** Lynn Blewett

*Optional Re-write of Assignment #3 (Policy Memo) Due*

## WEEK 9: MARCH 18-22

### SPRING BREAK: NO CLASS

## WEEK 10: ASSESSING POLICY ALTERNATIVES PART 1: EFFECTIVENESS, EFFICIENCY, EQUITY, AND ADMINISTRATIVE FEASIBILITY

March 27, 2019 LynnB

### Learning Objectives

- To discuss how equity and efficiency co-exist in a market-based health care system.
- To identify the role of social justice in market-based systems
- 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.)

Bardach and Patashnik: (You may find it useful to review their discussion of criteria on 27-42).

Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health Disparities and Health Equity: The Issue Is Justice. *American Journal of Public Health*

Betancourt, Joseph R. Ushering in the New Era of Health Equity. Health Affairs Blog. October 31, 2016.

The Robert Wood Johnson Foundation. What is Health Equity and What Difference does a Definition Make. May 2017

### Optional Reading for a Deeper Dive

Reidpath, D. D., Olafsdottir, A. E., Pokhrel, S., & Allotey, P. 2012. The fallacy of the equity-efficiency trade off: rethinking the efficient health system. *BMC Public Health*, 12(Suppl 1),

Pauly, Mark. Lessons to Improve the Efficiency and Equity of Health Reform. *Hastings Center Report*. 42(5) (2012): 21-24.

Scully, G. W. 1991. Rights, equity, and economic efficiency. *Public Choice*, 68(1), 195-215.

### Class Outline

**Presentation:** Lynn Blewett

**Intro to Assignment #6:** First Half of Policy Analysis Due to Peer

**Assignment #5 Due:** Translation of Faculty Research to Research Brief

## **WEEK 11: ASSESSING POLICY ALTERNATIVES PART 2: VALUES AND ETHICS, PUBLIC OPINION, AND POLITICAL FEASIBILITY**

**April 3, 2019 Sarah G**

### **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.***

Weimer and Vining, Chapter 3, "Toward Professional Ethics" 39-53.

#### ***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.)

Ruger, J. P. 2008. Ethics in American Health 1: Ethical Approaches to Health Policy. *American Journal of Public Health*, 98(10): 1751-1756.

#### ***Political feasibility & public opinion.***

Peterson, M. A. (2018). Reversing Course on Obamacare: Why Not Another Medicare Catastrophic?. *Journal of Health Politics, Policy and Law*, 43(4).

### **Optional Reading for a Deeper Dive**

Burstein, P. (2003). The impact of public opinion on public policy: A review and an agenda. *Political Research Quarterly*, 56(1), 29-40.

#### ***Examples of policy analyses incorporating ethics***

Jarvie, J. A., & Malone, R. E. 2008. Children's secondhand smoke exposure in private homes and cars: an ethical analysis. *American Journal of Public Health*, 98(12), 2140-2145.

Barnhill, A. 2011. Impact and ethics of excluding sweetened beverages from the SNAP program. *American Journal of Public Health*, 101(11), 2037-2043.

### **Class Outline**

**Presentation:** Sarah Gollust

## **WEEK 12: RESEARCH TRANSLATION AND PUBLIC ENGAGEMENT**

**April 10, 2019 Sarah and Lynn**

### **Learning Objectives**

- Discuss how writing for public audiences differs from writing for academic audiences.
- Examine examples of impactful writing for policy or general news media audiences.

- Discuss the benefits and costs of being publically engaged in health policy and the role of social media in making connections and being engaged.

### Reading Assignments

Frakt, A. B., Carroll, A. E., Pollack, H. A., & Humphreys, K. (2018). The Rewards and Challenges of Writing for a Mass Media Audience. *Health services research*. 53 (5): 3278-3284.

Meisel, Zachary F., Sarah E. Gollust, David Grande. Translating Research for Health Policy Decisions: Is It Time for Researchers to Join Social Media? *Academic Medicine*: October 2016 - Volume 91 - Issue 10 - p 1341–1343.

### Optional Reading for a Deeper Dive

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.

Niederdeppe, J., Roh, S. & Dreisbach, C. 2016. How Narrative Focus and a Statistical Map Shape Health Policy Support Among State Legislators. *Health Communication* Vol. 31 (2): 242-255.

Lavis, J. N., Robertson, D., Woodside, J. M., McLeod, C. B., & Abelson, J. 2003. How can research organizations more effectively transfer research knowledge to decision makers? *Milbank Quarterly*, 81(2), 221-248.

### Class Outline

**Presentation:** Lynn and Sarah

**Intro to Assignment #7:** Structured Critique of Peer's Policy Analysis

*Assignment #6 Due: First half of policy analysis due (problem statement, policy question, evidence, criteria, two policy options submit) submitted for peer review*

## **WEEK 13: PEER REVIEW OF POLICY ANALYSES: PAIRED DISCUSSION**

**April 17, 2019 Sarah and Lynn**

### 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

Carroll, Aaron. 2018. Peer review: the worst way to judge research, except for all the others. *The New York Times Upshot blog*, November 5. Available at: <https://www.nytimes.com/2018/11/05/upshot/peer-review-the-worst-way-to-judge-research-except-for-all-the-others.html>.

Belluz, Julia. This new study may explain why peer review in science often fails. Vox. November 23, 2016. <https://www.vox.com/science-and-health/2016/11/23/13713324/why-peer-review-in-science-often-fails>

Journal of Health Services Review. Peer Review Process.

### Class Outline

**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 #7 Due: Structured Written Peer Review Peer Review of Assignment #6*

### **WEEK 14: POLICY FEEDBACK: POLICY IMPLEMENTATION CREATES NEW POLITICS**

April 24, 2019 Sarah G

#### 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

Campbell, A.L. 2011. Policy feedbacks and the impact of policy designs on public opinion. *Journal of Health Politics Policy and Law*. 36(6): 961-73.

Oberlander, J and Weaver, R.K. Unraveling from Within? The Affordable Care Act and Self-Undermining Policy Feedbacks. *The Forum* 2015; 13(1): 37-62.

Sanger-Katz, Margot. When Medicaid Expands, More People Vote. *The New York Times*. November 8, 2018. Available at: <https://www.nytimes.com/2018/11/08/upshot/medicaid-expansion-voting-increase.html>

#### Optional Reading for a Deeper Dive

Michener, J. (2018). *Fragmented Democracy: Medicaid, Federalism, and Unequal Politics*. Cambridge University Press.

Haselswerdt, Jacob. 2017. Expanding Medicaid, Expanding the Electorate: The Affordable Care Act’s Short-Term Impact on Political Participation.” *The Journal of Health Politics, Policy and Law*. 42(4), 667-695.

Patashnik, E. M., & Zelizer, J. E. (2013). The struggle to remake politics: Liberal reform and the limits of policy feedback in the contemporary American state. *Perspectives on Politics*, 11(4), 1071-1087.

**Class Outline**

**Presentation:** Sarah Gollust

**Intro to Assignment #9:** Policy Analysis Oral Presentations

*Assignment #8 Due: Full First Draft of Policy Analysis Submitted to Instructor*

**WEEK 15: POLICY ANALYSIS PRESENTATIONS**

**May 1, 2019**

LOCATION: TBD

Students will present their policy issues to fellow students, faculty, and TBD other policy stakeholders

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

*Assignment #11 Due: Final Policy Analysis Paper Due on Wednesday May 8, 2019*

## Appendix – Important University resources

**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, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity Diversity EO AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

**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 DRC at 612-626-1333 or [drc@umn.edu](mailto:drc@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, for courses that involve students in research:** 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 and conduct relevant research. 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.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr Kristin Anderson, SPH Dean of Student Affairs), 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".*

**Student Academic Success Services (SASS):** <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.