

# Health Policy Analysis

**PUBP 770    Fall 2020**

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*“When health is absent, wisdom cannot reveal itself, art cannot manifest, strength cannot fight, wealth becomes useless, and intelligence cannot be applied.”*

*- Herophilus*

## **Course Information**

Meets: Internet Campus

Office Hours: By appointment

Contact: [bstabile@gmu.edu](mailto:bstabile@gmu.edu)

## **Course Description and Objectives**

The course examines all facets of health and medical policy analysis, including context, history, and frameworks for understanding. ***For the fall 2020 session, we will consider how these factors can inform our thinking with regard to the Covid-19 global pandemic. As we will discuss, a plethora of existing health policy issues overlap, with or are likely to be influenced by, the pandemic, including alcohol use, violence against women, mental health, and even obesity. Policymakers will be challenged to rethink and refine disease prevention and surveillance, and health communication strategies, and all will be on our discussion agenda.***

The course has been designed as a distance learning class with fully asynchronous participation – lectures are posted online weekly to be viewed at your convenience, and participation will take place in the Discussion Board, with new prompts posted each Wednesday morning.

*There will be an optional “Health Policy Brown Bag Lunch” Discussion Group available on Thursdays at noon EST via Zoom for those who would like the chance to meet face to face with the instructor and classmates for discussion, to ask any questions about the class, chat about health policy issues, or just to check in and say hi.*

Within the curriculum, government alternatives and institutions are considered, as are components of the policy process including problem definition, evaluation, assessment of political and economic feasibility and viability, and issues of implementation. Influence, values and outcomes in the policy process are also taken into consideration. International

perspectives, and the experience of the policy process in different country settings will be considered.

## Learning Outcomes

*Knowledge and Understanding/Skills and Abilities:* Students will demonstrate the ability to:

- evaluate evidence and the contextual factors affecting health and medical policy and healthcare alternatives.
- decide a course of action based on compelling arguments and clear analytical reasoning.
- produce an independent and coherent work in health policy analysis.

*Professional development and leadership:* Students will demonstrate the ability to:

- lead health policy analysis processes in various country settings.
- drive policy debates and take responsibility for specific policy positions.
- practice creativity in influencing decision-making.

## Course Requirements/Evaluation\*

Policy Analysis Proposal:	10%
Problem Statement:	10%
Annotated Bibliography:	10%
Class Participation:	30%
Policy Brief:	30%
Voice Over Power Point	10%

**\*Explanations of these assignments are included in appendices at the end of this syllabus.**

A grade of **A or A-** indicates sustained excellence and outstanding performance on all aspects of the course. The grades of **B and B+** denote mastery of the material and very good performance on all aspects of the course. The grade of **B-** is given for marginal quality work that is not quite up to graduate level standards. The grade of **C** denotes work that may be adequate for undergraduate performance, but is not acceptable at the graduate level. The grade of **F** denotes the failure to perform adequately on course assignments.

Assignments must be submitted on time to receive full credit.

Finally, **all students are required to use their GMU email accounts** or have GMU emails forwarded to their regular email accounts, as this will be the primary means of correspondence with students regarding the class.

## Citation Rule of Thumb: See Appendix C for Full Honor Code and Plagiarism Info

You are responsible for knowing how to properly cite referenced material. To be on the safe side, if you use more than **three consecutive words** of another author or speaker, put them in quotation marks and cite them. If you are citing five lines or more from another's work, those lines should be single-spaced and indented.

Plagiarism is using another's words or ideas and representing them as your own. In this age of clicking, cutting and pasting, it is easier than ever to plagiarize (and to detect plagiarism), but it is as important as ever to respect the rights of owners and originators in the marketplace of ideas. The use of quotation marks and meticulous, proper citation will help you to avoid going astray.

The final policy analysis project should have a bibliography, and should make use of either footnotes, endnotes or in text citations (these are preferred).

**Required Readings** available in the GMU Campus bookstore

Eyler, Amy A., Jamie F. Chriqui, Sarah Moreland-Russell, and Ross C. Brownson. 2016. *Prevention, Policy, and Public Health*. Oxford: Oxford University Press.

Seavey, John W., Semra A. Aytur and Robert J. McGrath. 2014. *Health Policy Analysis: Framework and Tools for Success*. New York: Springer Publishing Company.

## Weekly Readings and Assignments

### Session (August 26): Introduction and Syllabus Review

*This course offers you the opportunity to apply some of the skills and knowledge you have begun to acquire in the pursuit of a public policy or public administration degree to a public problem of what may be personal interest. Health underpins our “physical, mental and social well-being” according to the World Health Organization’s definition, and so can be considered a prerequisite to human flourishing.*

*Given that we are in the midst of a global pandemic with far reaching consequences, touching virtually every aspect of health and policy, I encourage you to start thinking from day one of what policy area will serve as the basis of your analysis this semester, and consider it in the context of the pandemic for the purposes of your analysis.*

For this first session, we will introduce ourselves in the Discussion Board and review the syllabus and overall plans for the semester.

## Session 2 (September 2): The Power of Policy Analysis

### *Policy Analysis Tools and Tips:*

“The Power of Policy to Improve Health,” Chapter 1 in *Prevention, Policy, and Public Health*. Eyler, Amy A. and Ross Brownson. 2016.

Health Policy Analysis. Chapter 1 in *Health Policy Analysis: Framework and Tools for Success*. Seavey, John W., Semra A. Aytur and Robert J. McGrath. 2014.

### *Topical Area:*

Habayeb, Salim. 2020. “Epidemics and pandemics: Coronavirus disease in the United States, lessons learned and way forward,” *World Medical & Health Policy*, <https://onlinelibrary-wiley-com.mutex.gmu.edu/doi/10.1002/wmh3.354>

## Session 3 (September 9): Public Policy Explained and Theorized

### *Policy Analysis Tips and Tools:*

“Public Policy Explained” and “Use of Policy Theory in Prevention Policymaking,” Chapters 2 and 3 in *Prevention, Policy, and Public Health*. Eyler, Amy A. and Ross Brownson. 2016.

“Policy Background,” Chapter 3 in Seavey, John W., Semra A. Aytur and Robert J. McGrath. 2014. *Health Policy Analysis: Framework and Tools for Success*.

### *Additional Readings for Consideration:*

CDC’s Policy Analytical Framework. 2015. Available at <https://www.cdc.gov/policy/analysis/process/analysis.html>

World Health Organization. 2013. Health in all policies: Helsinki Statement. Framework for Country Action. Available at [https://apps.who.int/iris/bitstream/handle/10665/112636/9789241506908\\_eng.pdf;jsessionid=108118C107095BD5C7EC249C5023A147?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/112636/9789241506908_eng.pdf;jsessionid=108118C107095BD5C7EC249C5023A147?sequence=1)

## Session 4 (September 16): Policy Illustrations: Infectious Disease Prevention

**Policy Proposal Due:** *Submit a paragraph identifying the health policy issue on which your brief will focus. Include a preliminary bibliography of at least six sound sources, so we are sure that there is adequate material for you on which to base your analysis. Send*

as a Word document email attachment (labeled with your last name only, course number and “proposal”) to [bstabile@gmu.edu](mailto:bstabile@gmu.edu) by the start of class

*Topical Area:*

“Public Policy and Infectious Disease Prevention and Control,” Chapter 10 in *Prevention, Policy, and Public Health*. Eyler, Amy A. and Ross Brownson. 2016.

**“Will government mandate COVID-19 vaccinations?” *The Hill*, Merrill Matthews, May 20, 2020, <https://thehill.com/opinion/healthcare/498641-will-government-mandate-covid-19-vaccinations>**

Popescu, Saskia. 2020. “A Canary in a COVID Coal Mine: Building Better Healthcare Biopreparedness Policy,” *World Medical & Health Policy*, <https://onlinelibrary.wiley.com/doi/10.1002/wmh3.353>

**“Hospitals must stop elective surgeries to flatten the curve,” *The Hill*, March 20, 2020, Bonnie Stabile, <https://thehill.com/opinion/healthcare/488586-hospitals-must-stop-elective-surgeries-to-flatten-the-curve>**

*Policy Analysis Tips:*

“Statement of Policy Issue,” Chapter 4 in Seavey, John W., Semra A. Aytur and Robert J. McGrath. 2014. *Health Policy Analysis: Framework and Tools for Success*.

## **Session 5 (September 23): Policy Background: The Case of Obesity**

*Topical Area:*

“Food, Nutrition and Obesity Policy,” Chapter 7 in *Prevention, Policy, and Public Health*. Eyler, Amy A. and Ross Brownson. 2016.

“Prevalence of Obesity Among Adult Inpatients with COVID-19 in France,” *The Lancet* Cyrielle Caussy et al  
<https://www.thelancet.com/action/showPdf?pii=S2213-8587%2820%2930160-1>

“COVID-19 and morbid obesity: Associations and consequences for policy and practice,” *World Medical & Health Policy*, 2020, forthcoming, Lisa Pawloski, Kevnin Curtin, Penelope Mitchell, and Jillian Dunbar.

*Policy Analysis Tips and Tools:*

“Normative Values and Stakeholder Analysis,” Chapter 5 in Seavey, John W., Semra A. Aytur and Robert J. McGrath. 2014. *Health Policy Analysis: Framework and Tools for Success*.

***Additional optional readings and resources:***

Centers for Disease Control and Prevention. “Adult Obesity Causes & Consequences,” <https://www.cdc.gov/obesity/adult/causes.html>

Pollack, Andrew, “A.M.A. Recognizes Obesity as a Disease,” *New York Times*, June 18, 2013  
<https://www.nytimes.com/2013/06/19/business/ama-recognizes-obesity-as-a-disease.html>

## **Session 6 (September 30): Public Health Policy Analysis and Evaluation\***

*Policy Analysis Tips and Tools:*

“Public Health Policy Analysis and Evaluation,” Chapter 4 in *Prevention, Policy, and Public Health*. Eyler, Amy A. and Ross Brownson. 2016.

“Criteria for Success,” Chapter 6 in Seavey, John W., Semra A. Aytur and Robert J. McGrath. 2014. *Health Policy Analysis: Framework and Tools for Success*.

***\*These chapters will be critical tools in helping you to shape your own policy analysis over the course of the semester.***

*Additional optional readings include:*

Centers for Disease Control and Prevention, *A Framework for Program Evaluation*, <https://www.cdc.gov/eval/framework/index.htm>, accessed August 4, 2019.

## **Session 7 (October 7): Policy Targeting Behaviors: Alcohol Use**

***Topical Area:***

“Public Policy and Alcohol Use,” in *Prevention, Policy, and Public Health*. Eyler, Amy A. and Ross Brownson. 2016.

“Stress Drinking: Alcohol Consumption Increases During Covid-19,” Interview with Dr. Kirtly Parker Jones, University of Utah Health, April 23, 2020,  
[https://healthcare.utah.edu/the-scope/shows.php?shows=0\\_p0xim6x3](https://healthcare.utah.edu/the-scope/shows.php?shows=0_p0xim6x3)

*Policy Analysis Tips and Tools:*

“Systematic Review of Policy Options,” Chapter 7 in Seavey, John W., Semra A. Aytur and Robert J. McGrath. 2014. *Health Policy Analysis: Framework and Tools for Success*.

## Session 8 (October 14): Violence Against Women

### Problem Statement Due

#### *Topical Area:*

“Public Policy and Prevention of Violence Against Women,” in *Prevention, Policy, and Public Health*. Eyler, Amy A. and Ross Brownson, 2016.

“A Double Pandemic: Domestic Violence in the Age of COVID-19,” Council on Foreign Relations, [Caroline Bettinger-Lopez, Alexandra Bro, May 13, 2020,](https://www.cfr.org/in-brief/double-pandemic-domestic-violence-age-covid-19)  
<https://www.cfr.org/in-brief/double-pandemic-domestic-violence-age-covid-19>

#### *Policy Analysis Tips and Tools:*

“Recommendation and Strategies,” Chapter 8 in Seavey, John W., Semra A. Aytur and Robert J. McGrath. 2014. *Health Policy Analysis: Framework and Tools for Success*:

## Session 9 (October 21): Communicating Research, and Advocacy: What’s the Difference? What’s the Same?

#### *Policy Analysis Tips and Tools:*

“Communicating Research to Help Influence Policy and Practice” and “Advocacy and Public Health Policy,” Chapters 16 and 17 in *Prevention, Policy, and Public Health*. Eyler, Amy A. and Ross Brownson. 2016.

“Six Ways to Boost Public Support for Prevention-Based Policy,” *Stanford Social Innovation Review*,  
[https://ssir.org/articles/entry/six\\_ways\\_to\\_boost\\_public\\_support\\_for\\_prevention\\_based\\_policy](https://ssir.org/articles/entry/six_ways_to_boost_public_support_for_prevention_based_policy)

#### *Topical Area:*

Kim, David and Gary Kreps. 2020. “Government Communication in the United States during the COVID-19 Pandemic and Recommendations for Effective Government Health Risk Communication,” *World Medical & Health Policy*

## Session 10 (October 28): Staying on Track: Policy Tracking and Surveillance

### Annotated Bibliography Due

#### *Policy Analysis Tips and Tools:*

“Public Policy Tracking and Surveillance,” Chapters 15, *Prevention, Policy, and Public Health*, 2016. Eyler, Amy A. and Ross Brownson.

“Mechanics,” Chapter 2 in Seavey, John W., Semra A. Aytur and Robert J. McGrath. 2014. *Health Policy Analysis: Framework and Tools for Success*.

#### *Topical Area:*

“Information Contagion: The Risks of and Remedies for Disinformation in Surveillance, and Countermeasures in Public Health Emergency Preparedness and Response,” *World Medical and Health Policy*, forthcoming, Nathan Meyers, 2020.

“How Could the CDC Make that Mistake?” *The Atlantic*, Alexis Madrigal and Robinson Meyer, May 21, 2020,  
<https://www.theatlantic.com/health/archive/2020/05/cdc-and-states-are-misreporting-covid-19-test-data-pennsylvania-georgia-texas/611935/>

## Session 11 (November 4): Social Determinants of Health

#### *Policy Analysis Tips, Tools and Frameworks:*

“Policy Implications of Social Determinants of Health,” Chapter 5 in *Prevention, Policy, and Public Health*. Eyler, Amy A. and Ross Brownson. 2016.

Introduction in *The Health Gap: The Challenge of an Unequal World*” by Michael Marmot. 2015. London: Bloomsbury Press.

#### *Topical Area:*

“COVID-19 and the impact of social determinants of health.” *The Lancet*, Elissa M Abrams and Stanley J Szeffler, May 18, 2020,  
[https://www.thelancet.com/journals/lanres/article/PIIS2213-2600\(20\)30234-4/fulltext](https://www.thelancet.com/journals/lanres/article/PIIS2213-2600(20)30234-4/fulltext)

*Optional additional reading on Social Determinants of Health for further research, if interested:*

Marmot, Michael. 2005. “Social Determinants of Health Inequalities,” *The Lancet* 65:

1099–104.

Taylor, Lauen A. et al. 2015. *Leveraging the Social Determinants of Health: What Works?* Available at <http://bluecrossfoundation.org/publication/leveraging-social-determinants-health-what-works>

Wilkinson, Richard and Michael Marmot. 2003. *Social Determinants of Health: the Solid Facts* 2<sup>nd</sup> Edition. Copenhagen: World Health Organization. Available at [www.euro.who.int/\\_data/.../e81384.pdf](http://www.euro.who.int/_data/.../e81384.pdf)

Virtual Issue of *World Medical & Health Policy* on Social Determinants of Health available at [https://onlinelibrary.wiley.com/doi/toc/10.1111/\(ISSN\)1948-4682.social-determinants-of-health](https://onlinelibrary.wiley.com/doi/toc/10.1111/(ISSN)1948-4682.social-determinants-of-health). Read Editors' Introduction, Guest Editorial by Sir Michael Marmot, and choose one article to peruse and comment on in the discussion board.

## Session 12 (November 11): Mental Health

*This week's reading serves as both an example of a real world policy brief – similar to, but longer than, what Seavey, Aytur and McGrath describe in our course text, and as a topical piece that explores a health policy issue as it relates to the Covid-19 pandemic.*

***Policy Brief: COVID-19 and the Need for Action on Mental Health, United Nations, 13 May 2020, [https://www.un.org/sites/un2.un.org/files/un\\_policy\\_brief-covid\\_and\\_mental\\_health\\_final.pdf](https://www.un.org/sites/un2.un.org/files/un_policy_brief-covid_and_mental_health_final.pdf)***

## Session 13 (November 18): Looking to the Future

***“Future Directions for Improving Public Health Through Policy,” Chapter 18 in *Prevention, Policy, and Public Health*. Eyler, Amy A. and Ross Brownson. 2016.***

November 26: Happy Thanksgiving!

## Session 14 (December 2): Student Policy Analysis Presentations and Discussion

**Policy Briefs and Presentations Due**

## Appendix: Detailed Descriptions of Course Assignments and Procedure

Class lectures will be posted weekly on Blackboard, and students can view the lectures, reply to the Discussion Board prompt, and participate in online dialogue with classmates at any time during the course of the week, before the next week's lecture is posted, which will be first thing on Wednesday mornings. There will be an optional "Brown Bag Lunch" Discussion Group available on Thursdays at noon via Zoom for those who would like the chance to meet face to face with the instructor and classmates for discussion and to ask any questions about the class.

Written assignments, to be submitted to the instructor by email at [bstabile@gmu.edu](mailto:bstabile@gmu.edu), are as follows. See above for Session due dates.

- I. **Policy Analysis Proposal:** In one well-articulated paragraph, describe the policy issue area that will be the basis of your investigation. Include several preliminary sources describing the issue area, including academic journal articles and popular press articles.
- II. **Problem Statement:** In 1-2 double-spaced pages, describe the problem your policy brief will address, with more specificity than in the proposal. What seems to be its causes (as cited in the literature). Describe the size and shape of the problem. How big is it? Who is effected, and how? What conditions are associated with the problem that the policy solutions considered will seek to address? Be sure to provide some data and evidence.
- III. **Annotated Bibliography:** Provide a reference list, with a brief synopsis of each reference, of at least six solid sources from which your policy analysis will draw. This should include mostly academic journal articles, or sources of commensurate quality and depth, that speak to the problem definition, and the validity and effectiveness of proposed policy solutions.
- IV. **Policy Analysis**
  - a. The **Policy Brief** should focus on prescribing and promoting a preferred solution aimed at ameliorating some symptom or condition of concern in the health policy realm, following methods discussed throughout the semester in the course readings. After providing some background on the policy problem at hand, the problem should be described in detail with regard to its costs and impacts, indicating who is affected and how within the designated jurisdiction, with references pointing to data and information sources. In the course of the analysis, students must thoughtfully consider a specific health policy's substance, political

influences, institutional processes, and the decision-making structures that are involved in initiating and implementing the health policy change.

**The policy briefs submitted** should be about 15 pages in length, and describe contextual factors concisely, and focus on presenting a set of **policy alternatives and criteria for consideration, ultimately recommending a course of action** from the alternatives presented, following Seavey's framework and tools for crafting a health policy analysis.

**A policy matrix** outlining several policy alternatives and the criteria by which they will be judged should be submitted as part of the paper (see sample in the Seavey text on page 167).

- b. In the **Voice Over Power Point**, students will present summary points to the class on their final policy briefs for about 7 minutes (10 maximum) in a presentation to be posted by the syllabus date for Session 14 to the class Discussion Board to be viewed by and commented on by classmates and the instructor. Students should exercise their persuasive skills, while building on compelling arguments and evidence, in presenting policy alternatives for an identified problem in health or medical policy, and offering their recommendation for a chosen course of action.

## Plagiarism Policy and Honor Code Information

### University Honor Code

**No cheating, plagiarizing, or other unprofessional conduct will be tolerated.** (Please see Schar School statement below.) These are defined in the University Catalog as follows:

#### A. **Cheating** encompasses the following:

1. The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students<sup>[L]</sup><sub>[SEP]</sub>
2. The above may be accomplished by any means whatsoever, including but not limited to the following: fraud; duress; deception; theft; trick; talking; signs; gestures; copying from another student; and the unauthorized use of study aids, memoranda, books, data, or other information
3. Attempted cheating

#### B. **Plagiarism** encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment

C. **Lying** encompasses the following:

The willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes but is not limited to the following:

1. Lying to administration and faculty members
2. Falsifying any university document by mutilation, addition, or deletion...

### **Schar School Policy on Plagiarism: One Instance of Cheating and You Are Expelled**

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another's words or ideas presented as one's own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one's professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the Schar School takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of "F." This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student's transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the Schar School policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to any commercial services to which the School might subscribe. Faculty may at any time submit student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The Schar School policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it. (<http://www.gmu.edu/facstaff/handbook/aD.html>)

The Schar School Statement on Plagiarism, the University Honor Code, and some valuable **Resources on Graduate Research and Writing** are available at <http://schar.gmu.edu/current-students/masters-advising/masters-101/topic-5-graduate-research-and-writing/>

### **Academic Accommodation for a Disability**

If you are a student with a disability and you need academic accommodations, please contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through the DRC.