“Global Health & Medical Policy Analysis
PUBP 770 DL Fall 2017

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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: Mondays 1:00 – 2:00 pm, Room FH 652, or by appointment in person or
via Skype or phone
Contact: bstabile@gmu.edu, 703 993-8566

Course Description and Objectives

The course examines all facets of health and medical policy analysis, including context,
history, and frameworks for understanding. 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 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*

Weekly posts and dialogue: 40%
Policy Analysis: 40%
Voice Over Power Point Presentation: 20%

*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.
Required Readings available in the GMU Arlington Campus bookstore


Weekly Readings and Assignments

Session 1 (August 28): The Power of Policy Analysis

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 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.

I encourage you to start thinking from day one of what policy area will serve as the basis of your analysis this semester.


Session 2 (September 4): Public Policy Explained and Theorized


Session 3 (September 11): Targeting Behaviors: Exercise and Alcohol

Session 4 (September 18): Policy Background: The Case of Obesity

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 by the start of class.


Session 5 (September 25): Public Health Policy Analysis and Evaluation*


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

Session 6 (October 2): Policy Illustrations: Infection and Injury


Session 7 (October 9): Sex, Drugs, and Violence Against Women


Session 8 (October 16): Communicating Research and Advocacy: What’s the Difference? What’s the Same?


Session 9 (October 23): Staying on Track and Looking to the Future


Session 10 (October 30): Social Determinants of Health


Optional additional reading:


**Session 11 (November 6): Intersectionality in Health Policy**

Policy Briefs are due this week – this should give you ample time to prepare your voice over power point presentation, and still enjoy Thanksgiving!


**Session 12 (November 13): Inequality**

“Background and Introduction: UK Experiences of Health Inequalities” and “Reflections on the UK’s legacy of Health Inequalities Research and Policy from a North American Perspective,” Chapters 1 and 4 in *Health Inequalities: Critical Perspectives.*


**Session 13 (November 20): Student Policy Analysis Voice Over Power Point Presentations and discussion** (All Power Point Presentations are due by this date, and comments and discussion on them can continue through the week of December 4th.)

Thursday, November 23: Happy Thanksgiving!

**Session 14 December 4: Student Policy Analysis Voice Over Power Point Presentations and discussion**

Appendix: Detailed Descriptions of Course Assignments and Procedures

Appendix A: Participation

1. **Class Participation and Professionalism**
Participate meaningfully in discussion on the week’s topics. Respond to suggested prompts on the Discussion Board Weekly, and contribute meaningfully to the class dialogue by responding to posts of other students, and raising issues of interest related to the course readings and their application. Prepare by fully and actively reading the literature assigned for each session.

II. Current Event Policy Analysis

Over the course of the semester, each student must share at least one current event for class discussion, suggesting how the application of some specific aspect of one of the principles or theories we are studying might enlighten our thinking on an issue of current policy importance.

Each student will lead a brief discussion thread in which he or she will:

- Identify the policy issue and its parameters
- Provide a link for the article of interest
- Apply a specific element of analysis from the course readings to illuminate some facet of the policy dialogue
- Consider sharing the article via Twitter. Instructor is @bstabile1

Appendix B. Policy Analysis

Students must thoughtfully consider not only the substance of a specific health policy, but also the political influences, institutional processes, and decision-making structures that are involved in initiating and implementing the health policy change. The policy briefs submitted during the week of session 11 should describe some of these contextual factors (where relevant) in brief, but should focus on prescribing and promoting a preferred solution aimed at ameliorating some symptom or condition of concern in the health policy realm. The grammar, expression, readability and visual presentation of the policy briefs should be impeccable. The finished product should be about 15 pages in length and contain an Executive Summary, any relevant Appendices, and a properly formatted Bibliography.

A policy matrix outlining several policy alternatives and the criteria by which they will be judged should be submitted as part of the paper containing a description of the problem at hand, and a brief but full discussion of each policy alternative and criterion shown in the matrix.

Students will present summary points to the class on their final policy briefs for about 15 minutes in a voice over power point presentation to be uploaded by sessions 13, for discussion in sessions 13 and 14. 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.

Appendix C: 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

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/