Formulating Policy: Strategies and Systems of Policymaking in the 21st Century
300.712.01
Second Term, 2019

Faculty:

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Teaching Assistants:

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Health Policy and Management
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Office Hours: By appointment

Class Times and Location:

Monday and Wednesday
9:00am – 10:20am
Hampton House Auditorium, B14B
**Course Description:** This course will consider theories, strategies, and participants involved in formulating health and social policies. The process of defining health and social problems, selecting and assessing policy options, and the role of stakeholders in policy processes will be discussed, as will the context in which policy decisions are made. By analyzing case studies, discussing theories, participating in service-learning projects, and writing, students will learn how policymakers interact with stakeholders and use evidence to help shape the laws that govern our societies.

**Learning Objectives:** Upon successfully completing this course, students will be able to:

- Articulate policy solutions to health and social problems;
- Assess policy options to address a defined problem;
- Identify the role of government in policy formulation;
- Assess the feasibility of translating a good policy idea into a viable policy option;
- Explain how policy makers and other stakeholders interact in the context of formulating policy;
- Define the role of academic researchers in policy making;
- Provide examples of how policy has addressed health and social problems;
- Write more effectively for a policy audience;
- Apply skills and knowledge about policy formulation to advance health and social policy initiatives.

**Student Evaluation:** Four assignments and participation will comprise the final course grade. The four assignments will include: 1) two brief policy memos (50% of course grade – students will choose two of three case-based assignments discussed in class); 2) a final group product agreed upon with a service-learning partner (40% of course grade, including 5% for completing the SOURCE service-learning modules); and 3) a short presentation based on the final assignment (5% of course grade). Completion of two short in-class assignments will account for remaining 5% of the grade.

Students who are unable to attend either of the two class sessions when the in-class assignments take place should contact Crystal Perez (cperez20@jhu.edu) to make up the assignment.

**Readings:** There is one required text that may be purchased or rented through any number of online retailers. Other course readings are available through the CoursePlus website. Readings are organized by class session.

**Required Text:**
Kingdon JW. *Agendas, Alternatives, and Public Policies*. (any edition)

**Recommended Text:**
# Course Summary

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<th>Date</th>
<th>MONDAY</th>
<th>WEDNESDAY</th>
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<td>10/28</td>
<td>Case #1 Presentation: Gun Violence Prevention Policy</td>
<td>10/30 Case #1 Analysis: Problem Definition and Policy Alternatives</td>
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<td>11/04</td>
<td>Case #1: Stakeholders &amp; Strategies</td>
<td>11/06 Considering A Theoretical Framework for Policy Formulation: John Kingdon and the 3 Streams</td>
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<td><em>SOURCE Online Modules Due</em></td>
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<td>11/11</td>
<td>Critical Case: Climate</td>
<td>11/13 NO CLASS: Dedicated Service-Learning Project Day</td>
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<td>Guest Speaker: Thomas Burke, PhD, MPH, Professor</td>
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<td><em>Assignment #1 Due by 9am</em></td>
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<td><em>In-Class Assignment #1</em></td>
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<td>11/18</td>
<td>Case #2 Presentation: The U.S. Opioid Epidemic</td>
<td>11/20 Case #2 Analysis: Policy Alternatives</td>
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<td>11/25</td>
<td>Case #2: Communicating with Policy Makers and about Policy</td>
<td>11/27 Service-Learning Reflection</td>
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<td><em>In-Class Assignment #2</em></td>
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<td>12/02</td>
<td>Case #3 Presentation: Road Safety in the United States</td>
<td>12/04 Case #3 Analysis: Policy Alternatives, Sweden’s Vision Zero</td>
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<td><em>Assignment #2 Due by 9am</em></td>
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<td>12/09</td>
<td>Case #3: Cross Case Comparison and Lessons Learned</td>
<td>12/11 Case #3 Bonus: Local Stakeholders and Local Policy</td>
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<td>Guest Speaker: Liz Cornish, Executive Director, Bikemore</td>
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<tr>
<td>12/16</td>
<td>Service-Learning Presentations</td>
<td>12/18 Service-Learning Presentations</td>
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<td><em>For groups presenting on Monday, submit PPT files by 12/15 @ 5pm</em></td>
<td>For groups presenting on Wednesday, submit PPT files by 12/17 @ 5pm</td>
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**12/20:** Assignment #3 Due by 9am

**12/20:** Final Service-Learning Assignments due by 9am
**CLASS SESSIONS AND READINGS**

**Oct. 28**  
**Case #1 Presentation: Gun Violence Prevention Policy**

**Required Readings:**


**Recommended Readings:**


**Oct. 30**  
**Case #1 Analysis: Problem Definition and Policy Alternatives**

**Required Reading:**
Read One, Based on Group Assignment  
*Conn. Gen. Stat. § 29-38c*  
*New York SB 2451*  
*California AB 1014*  
*Maryland HB1302*

**Nov. 4**  
**Case #1 Analysis: Stakeholders and Strategies**

**Required Reading:**

The Whistle-Blower Knows How to Write

*Assignment #1 posted on CoursePlus; due November 11 by 9am.*

*SOURCE Online Modules Due.*
*Upload SOURCE Online Module Certificate to CoursePlus.*

**Nov. 6**
**Considering A Theoretical Framework for Policy Formulation:**
**John Kingdon and the 3 Streams**

**Required Reading:**
Kingdon: Chapters 1, 4, 5, 6, and 7

**Nov. 11**
**Critical Case: Climate**

**Guest Speaker:** Thomas Burke, PhD, MPH
Jacob I. and Irene B. Fabrikant Professor

**Required Reading:**

*Assignment #1 Due by 9am*

**Nov. 13**
**NO CLASS TODAY:** Dedicated time for service-learning projects.
Nov. 18  Case #2 Presentation: The U.S. Opioid Epidemic

Required Readings:


Nov. 20  Case #2: Policy Alternatives

Required Reading:

Nov. 25  Case #2: Communicating with Policy Makers and about Policy

Required Readings:


Meisel ZF, Mitchell J, Polsky D, Boualam N, McGeoch E, Weiner J, ... & Cannuscio CC. Strengthening partnerships between substance use researchers and policy makers to take advantage of a window of opportunity. Substance abuse treatment, prevention, and policy. 2019;14(1);12.

Assignment #2 posted on CoursePlus; due December 2 by 9am.
Nov. 27  Case #2: Service-Learning Reflection

Required Reading:
TBA

Dec. 2  Case #3 Presentation: Road Safety in the United States

Required Readings:


Available at: https://supreme.justia.com/cases/federal/us/463/29/case.html

Assignment #2 Due by 9am

Dec. 4  Case #3 Analysis: Policy Alternatives and Sweden’s Vision Zero

Required Readings:

Hersman DAP, Rosekind MR. The Road to Zero Deaths from Motor Vehicle Crashes. Published Online: September 18, 2017.

Dec. 9  Case #3: Cross Case Comparison and Lessons Learned

Required Readings:
TBA
Dec. 11  Case #3 Bonus: Local Stakeholders and Local Policy

Guest Speaker: Liz Cornish, Executive Director, Bikemore

Required Readings:

Assignment #3 posted on CoursePlus; due December 20 by 9am.

Dec. 16  Service-Learning Presentations

Dec. 18  Service-Learning Presentations

Complete final evaluation of the service-learning experience (administered by SOURCE).

Dec. 20. Assignment #3 Due by 9am
Final Service-Learning Assignments Due by 9am
Service-Learning

**Service-learning Evaluation:** Students will be asked to complete a final evaluation of the service-learning experience (administered by SOURCE). The evaluation serves to provide SOURCE with feedback about the organization as well as to assess what students gain from their service-learning experience.

**Complete SOURCE Online Modules:** Prior to beginning the service-learning project, we encourage you to view and complete the SOURCE Online Modules that provide background on the history of the relationship between Baltimore communities and Johns Hopkins University, and competencies around conducting service within the community. All Online Modules are found at [www.jhsph.edu/SOURCE/Online-Modules](http://www.jhsph.edu/SOURCE/Online-Modules). Instructions on how to participate and links to the modules are included on the site.

- **Module 1:** Johns Hopkins & Baltimore How History Impacts Our Work (45 min)
- **Module 2:** From Service to Partnership: Principles and Best Practices For Engaging with Community (60 min)
- **Module 3:** Working in a Community Setting: Essential Competencies (66 min)

Upon completion of the modules, you will be prompted to take a quiz evaluating the knowledge gained through the module. After answering 80% of more of the answers correctly, a certificate will be generated as a PDF. **Please upload your certificate in the dropbox designated for this purpose on the CoursePlus website for this course.**

**Practicum Information:** Students seeking to earn MPH practicum hours for the course must complete the Practicum Learning Plan Proposal Form in order to appropriately document participation in the course. The form can be located online under the Practicum website, For Students, Forms and Documents at: [http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/forms-and-documents.html](http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/forms-and-documents.html). The direct link to the proposal form is: [http://jhsph.co1.qualtrics.com/SE/?SID=SV_eR4wtocpuucTScJ](http://jhsph.co1.qualtrics.com/SE/?SID=SV_eR4wtocpuucTScJ).

This course has been approved for 35 practicum hours.

**JHU Humans Subjects Policy:** As a part of a service-learning course, students are NOT permitted to engage in human subjects research. In many cases there is a fine line between collecting meaningful data to be utilized by the organization and human subjects research. In the case that a project will collect any data, the faculty member should work with SOURCE and the IRB to ensure that it is not human subject research. In most cases, the faculty member will have to submit paperwork (not as extensive as IRB protocol) to the IRB for approval. More information about this can be found at the [JHSPH IRB website](http://www.jhsph.edu/offices-and-services/practice-and-training/practicum/for-students/forms-and-documents.html).

**JHU Risk Management:** All service-learning must occur in a public location. We are unable to send students to private residences. Students are also unable to conduct home visits. While some home visits may be coordinated for clinical efforts within the schools, these activities fall outside of the scope of SOURCE and this course and into the clinical setting and related requirements. Students are unable to provide rides to clients.
**Academic Ethics and Student Conduct Code:** Students enrolled in the Johns Hopkins Bloomberg School of Public Health assume an obligation to conduct themselves in a manner appropriate to the University’s mission as an institution of higher education. A student is obligated to refrain from acts which he or she knows, or under the circumstances has reason to know, impair the academic integrity of the University. Violations of academic integrity include, but are not limited to: cheating; plagiarism; knowingly furnishing false information to any agent of the University for inclusion in the academic record; and misconduct as a member of either School or University committees or recognized groups or organizations.

Students should be familiar with the policies and procedures specified under the Policy and Procedure Manual (Academic Ethics), available at [http://my.jhsph.edu](http://my.jhsph.edu).

The faculty, staff and students of the Bloomberg School of Public Health and the Johns Hopkins University have the shared responsibility to conduct themselves in a manner that upholds the law and respects the rights of others. Students enrolled in the School are subject to the Student Conduct Code and assume an obligation to conduct themselves in a manner which upholds the law and respects the rights of others. They are responsible for maintaining the academic integrity of the institution and for preserving an environment conducive to the safe pursuit of the School’s educational, research, and professional practice missions.

**Disability Support Services:** If you are a student with a documented disability who requires an academic accommodation, please contact Betty H. Addison in the Office of Career Services and Disability Support: dss@jhsph.edu, 410-955-3034, or Room E-1140.