COURSE NUMBER
HSP 4340

COURSE TITLE
Healthcare Policy

CREDITS
Three Semester Credit Hours (3-0-0)
Online Class: Meets completely online using Blackboard for 8 weeks

PREREQUISITE COURSES
None

CO-REQUISITES
None

PRE-REQUISITE SKILLS
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Health Science Professions Program. Computer access requirements are further delineated in the Undergraduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Undergraduate/Graduate Student Handbook should be reviewed before taking this course.

COURSE DELIVERY
This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at http://blackboard.angelo.edu

FACULTY
Ji’ Lynda M. Brown
Email: ji’lynda.brown@angelo.edu
OFFICE HOURS
Tuesday - Thursday from 11-2 by appointment only

COURSE DESCRIPTION
This course provides students with an introduction to the US health care system, both the public and private sector. The course will examine the structure of the health system (at the federal, state and local levels), current topics in health care reform, the policy process, and advocacy methods for public health issues.

HSP PROGRAM MISSION & GOALS
Mission Statement
The Bachelor of Science in Health Science Professions prepares students to enter health science professions either directly upon graduation or to enter advanced graduate study in healthcare. Students gain knowledge in ethics, policy, epidemiology, organization and leadership, research and evidence based practice, and communication skills that span multiple health science disciplines.

Goals
The Bachelor of Science in Health Science Professions strives to enhance multidisciplinary healthcare education and evidence-based principles to provide patient-centered care. Students will develop communication, decision-making, social, analytical thinking, and personal development skills necessary for professional practice as a healthcare professional.

STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
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<tr>
<td>By completing all course requirements, students will be able to:</td>
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<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
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| 1. Recognize the policymaking process and legal systems relating to healthcare. |
| Discussion Board Assignments, Quizzes, Exams |

| 2. Explain health care within the context of public health systems. |
| Discussion Board Assignments, Quizzes, Exams, Policy Analysis Project |

| 3. Identify techniques and strategies used by various stakeholders involved in healthcare policy at federal, state and local levels |
| Discussion Board Assignments, Quizzes, Exams, Policy Analysis Project |

| 4. Recognize tactics (rhetoric and persuasion) used by stakeholders for political debate and advocacy. |
| Discussion Board Assignments, Quizzes, Exams |

| 5. Evaluate the role of policy as it relates to social determinants of health. |
| Discussion Board Assignments, Quizzes, Exams |

| 6. Analyze healthcare policy. |
| Policy Analysis Project |
REQUIRED TEXTS AND MATERIALS
- See Supplemental Readings included in Blackboard.

OTHER REQUIRED MATERIALS
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).
- Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education/

TECHNICAL ASSISTANCE
- Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

TOPIC OUTLINE
Part I – Setting the Stage: An Overview of Health Policy and Law
- Understanding the Role of Health Policy
- Policy and Policymaking Processes
- Law and the Legal System
- Overview of the Healthcare System
- Public Health Institutions and Systems

Part II – Essential Issues in Health Policy and Law
- Individual Rights in Health Care
- Social Determinants of Health and the Role of Law in Optimizing Health
- Understanding Health Insurance
- Health Economics in a Policy Context
- National Health Reform
- Government Health Insurance Programs: Medicaid, CHIP, Medicare
- Healthcare Quality and the Law
- Public Health Preparedness Policy

Part III – Basic Skills for Policy Analysis
- The Art and Structuring of Writing a Health Policy Analysis

GRADING SYSTEM
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 450-500 points
- B = 400-449 points
Grades are not rounded up under ANY circumstances

EVALUATION AND GRADES
Graded assignments, activities and percent of the overall course grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>PERCENT OF TOTAL GRADE</th>
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<tbody>
<tr>
<td>Discussion Board Assignments</td>
<td>100 Points (20%)</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>100 Points (8 Quizzes)  (20%)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>50 points (10%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100 Points (20%)</td>
</tr>
<tr>
<td>Policy Analysis Assignment #1</td>
<td>50 Points (10%)</td>
</tr>
<tr>
<td>Policy Analysis Assignment #2</td>
<td>100 points (20%)</td>
</tr>
<tr>
<td>TOTAL COURSE GRADE</td>
<td>500 points total</td>
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TEACHING STRATEGIES
- This course will be taught online through the Internet with Blackboard™ as the learning platform. It will employ a variety of teaching-learning methods including lecture presentation/notes, asynchronous online workgroups, discussions forums, quizzes, self-directed activities, and weekly quizzes. Web-based technology is also used to provide additional sources of information, prepare and submit student assignments, provide ongoing student-faculty and student-student interaction and dialogue, and facilitate peer support. Synchronous group consultation and interaction offered by appointment via Bb Collaborate.
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT/ACTIVITY DESCRIPTIONS
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.

**Discussion Board Activities**: (100 points/ 25 points each) There will be four discussion board assignments, one for weeks 2, 3, 4 & 6. Discussion boards provide an avenue for synthesis of material/information. A Discussion Board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assessments using the “Online Discussion Rubric” to support individual answers to the assigned questions throughout this course.

**Weekly Quizzes**: (100 points) Students will have eight weekly quizzes to assess course knowledge. Quizzes are timed (2-3 minutes per question) and will consist of 10 to 30 multiple choice questions, True/False or Fill in the Blank Questions. Access to quizzes will be through Respondus™ Lockdown Browser [See Other Required Materials for a list of needed equipment]. Students may use written materials as well as their textbook; however use of another electronic device is prohibited. There is one short practice quiz (6 questions) over the syllabus that is not graded. However, students will receive a maximum of 12 bonus points for completing the practice quiz. These tools will be available to the student to assure accessibility. Students are highly
encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve testing environment.

**Midterm and Final Exams:** (150 points) The Midterm and Final Exams account for 50 and 100 pts respectively for 150 pts of the total course grade. The exams are designed to test understanding of textbook material and the application of the material covered in both the textbook and lectures.

**Policy Analysis Assignments #1 & #2:** (50 points & 100 points) The Policy Analysis Project is an opportunity for students to apply principles and concepts learned in the didactic portion of the class to “real world” health policy issues, in the form of a formal policy review and analysis. Each student will be required to select a health policy problem or issue (subsequent to instructor approval) and conduct an extensive review of the policy literature for purposes of summarizing the public policy history relating to the problem or issue as well as utilizing various tools/techniques of policy analysis to make recommendations regarding current/future policy alternatives.

**GENERAL POLICIES RELATED TO THIS COURSE**

All students are required to follow the policies and procedures presented in the following documents:

- ASU Undergraduate Catalog located on the ASU website. [https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog](https://www.angelo.edu/content/files/16795-201213-undergraduate-catalog)

**STUDENT RESPONSIBILITY & ATTENDANCE**

**ON-LINE:** This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

**COMMUNICATION**

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

*Written communication via Blackboard:* It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

- ASU Writing Center: [https://www.angelo.edu/dept/writing_center/grammar_proofreading.php](https://www.angelo.edu/dept/writing_center/grammar_proofreading.php)
- The Basics of APA style: [https://www.apastyle.org/learn/tutorials/basics-tutorial](https://www.apastyle.org/learn/tutorials/basics-tutorial)
- Purdue Online Writing Lab: [https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

*Written communication via email:* All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

*Virtual communication:* Office hours and/or advising may be done with the assistance of the telephone,
Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION

In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at Dinah.harriger@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSIGNMENTS POLICY

The course is set up on modules. The week begins on Tuesday and ends on Monday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

ACADEMIC HONESTY

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The Department of Physical Therapy adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) http://www.angelo.edu/student-handbook/code-of-student-conduct/misconduct.php. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."
PLAGIARISM
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the APA Style Manual of the American Psychological Association as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES
1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS
“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

SYLLABUS CHANGES
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.
COURSE EVALUATION
Students are provided the opportunity, and are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

1. Gaining factual knowledge (terminology, classifications, methods, trends). **Important**
2. Learning fundamental principles, generalizations, or theories. **Important**
3. Learning to apply course material (to improve thinking, problem solving, and decisions). **Essential**
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Important**
5. Learning to analyze and critically evaluate ideas, arguments, and points of view. **Important**
Discussion Board Rubric

Adopted from Barbara Frey's Rubric for Asynchronous Discussion Participation. Frey emphasizes that asynchronous discussion enhances learning. You are expected to share your ideas, perspectives, and experiences with the class. Evidence that you are reading, synthesizing, and refining your knowledge through the writing process will broaden the understanding of course content of your peers as well. Use the following feedback to improve your level of achievement.

Initial Response to Question Prompt: Discussion Board responses should demonstrate your familiarity with the reading material and concepts, understanding of the topic discussed and your ability to conduct additional relevant topic research and integrate the knowledge from the class material and other sources with your personal and professional experience. You are expected to cite and reference your sources of information in **APA format**; it might include the class textbook, lecture notes, and any other sources you find during your research activities for each lesson.

Responses/Feedback to (at least) Three Peers: Comments are constructive to classmates' postings, respectful communication style and overall active participation in the discussion board. Comments offer feedback with original thought (not just a reiteration of the original post).

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<th>Levels of Achievement</th>
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<tr>
<td>Criteria</td>
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<tr>
<td><strong>Frequency Weight (5 points)</strong></td>
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<tr>
<td>Does not participate.</td>
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<tr>
<td><strong>Primary Assignment Posting Weight (5 points)</strong></td>
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<tr>
<td>Posts no assignment.</td>
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<tr>
<td><strong>Follow-Up Postings Weight (5 points)</strong></td>
</tr>
<tr>
<td>Posts no follow-up responses to others.</td>
</tr>
<tr>
<td><strong>Content Contribution Weight (5 points)</strong></td>
</tr>
<tr>
<td>Does not post any original content.</td>
</tr>
<tr>
<td><strong>References and Support Weight (5 points)</strong></td>
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<tr>
<td>Includes no references.</td>
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</table>
Objective: The goal of this written assignment is to create a problem statement around a current health policy issue and build an outline for the policy analysis paper due two weeks from now. Please refer closely to Chapter 14 of the Teitelbaum and Wilensky textbook.

Instructions. Use this outline as a template to begin thinking about the paper you will be turning in in one week. Start to think about the answers to these questions. This assignment is meant as a way to brainstorm and walk through the policy analysis process. Use a different ink color to answer the following questions. I want to see your notes, thoughts and ideas NOT yes/no answers! See Page 2. Problem Statement Ideas/ Suggestions

Policy Analysis Outline Template

Step 1. Identify the Problem. Introduce the problem you have researched and analyzed.
- Is my problem statement one sentence in the form of a question?
- Can I identify the focus of my problem statement?
- Can I identify several options for solving the problem?
- My problem statement is:

Step 2. Provide Context/ Background. Provide historical context by describing how the problem arose and outlining any previous efforts to address the problem.
- Why is there a need to address the problem?
- Who is your client? Who are you providing this information to? (this is hypothetical).
- Does my background include all necessary factual information? What are the most important facts about this issue?
- Does the information provided offer the reader a succinct but complete overview of the history of the problem?

Step 3. Landscape. Identify the key stakeholders/ and or key factors of precious efforts to address the policy. These are the individuals and groups likely to affect or be affected by new government policies taken in response to the issue under discussion.
- Who are the individuals/groups affected by this problem?
- Who are the individuals/ groups who have attempted to address the problem in the past?
- What are the views/ position of the various stakeholders?

Step 4. Identify Policy Options. Identify a set of policy options government might take to resolve the issue.
- List three potential options to address the problem statement. What can be done about the problem?

Step 5. Assess Options. Compare the policy alternatives outlined in the previous step.
Questions:
- What are the pros and cons of each option assessed?
- Are the options sufficiently different from each other to give the client a real choice? How are they different?
- Are all of the options within the power of my client? How so?

- Is my recommendation one of the options addressed?
- Did I explain why this recommendation is the best option, despite its flaws?

Step 7: Defend/support your own personal position on the issues by citing supporting evidence.
• List the citations of AT LEAST three reliable resources?

• Have I searched the ASU library database for evidence?
  o http://www.angelo.edu/services/library/
Problem Statement Ideas/ Suggestions

By refining the health policy problem/ issue, analysts are able to identify appropriate sources of health policy literature to support their analysis/critique. Policy “problems” that are too broad make identifying appropriate resources more difficult. I am available to assist students who have trouble selecting a policy problem/issue and/or finding source literature regarding public policies implemented for purposes of addressing such problems.

To get started, here are some examples of commonly issues in health and/or healthcare include, but are not limited to, any/all of the following:

- Access to health services
- Cost of healthcare
- Health insurance regulation
- Health manpower policy
- Human stem cell research
- Medicare/Medicaid policy
- Medical malpractice reform
- Medical marijuana policy
- Minority health / disparities
- Quality of healthcare

Another helpful resource for ideas:
Health Affairs: *Health Affairs* is the leading journal of health policy thought and research.

- Topic collection: [http://content.healthaffairs.org/cgi/collection](http://content.healthaffairs.org/cgi/collection)

*Note: You may use this as resource to help you with your topics; however, I expect ORIGINAL work and thought. You may not copy the ideas verbatim from the website. Assignments which failure to CITE sources is plagiarism and will receive a failing grade.

Problem Statement TIPS

Identifying the Problem:
Answer the following questions to get started. Characterizing the data on the details of the problem or issue (get the specifics) help you refine your question.

- What is the problem you have identified?
- Who is being affected?
- What is the burden (how many people does it affect)?
- Frequency (how often does it occur)?
- Severity (how serious is the problem)?
- Scope (what are the range of outcomes affected)?
- Write a problem statement. (The statement should be in one sentence and the problem should be easily identifiable).

TIPS: It helps to define the problem or issue as specifically as possible—for example “lack of access to fresh fruits and vegetables” (instead of “obesity”) or “barriers to sustaining HIV treatment” (instead of “HIV/AIDS”).

A way to look for these is as contributing factors or risk factors in the literature on the public health problem. This level of specificity can help you understand how best to address the problem. In addition, it is also useful to frame the problem in a way that helps illuminate possible policy solutions. For example, “providing safe places for people to be physically active in their communities” (which has clear policy solutions) instead of “increasing physical activity” (where the policy options are not as clear).
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<th>Criteria</th>
<th>Levels of Achievement</th>
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<tbody>
<tr>
<td><strong>Step #2</strong></td>
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<tr>
<td><strong>Problem Statement</strong></td>
<td></td>
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<tr>
<td>Weight 20%</td>
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<tr>
<td>Unacceptable</td>
<td>0% Student did not follow instructions, no problem statement provided.</td>
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<tr>
<td>Acceptable</td>
<td>70% Student partially followed instructions; Weak problem statement/ too broad.</td>
</tr>
<tr>
<td>Good</td>
<td>80% Problem statement on target but either too broad or too narrow.</td>
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<tr>
<td>Excellent</td>
<td>100% Student followed instructions perfectly provided a succinct and understandable problem statement.</td>
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<td><strong>Step #3</strong></td>
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<tr>
<td><strong>Background</strong></td>
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<td>Weight 10%</td>
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<tr>
<td>Unacceptable</td>
<td>0% Student did not follow instructions, answers to questions not provided.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>70% Student partially followed instructions; Weak presentation of context/ factual data to support the problem.</td>
</tr>
<tr>
<td>Good</td>
<td>80% A few components missing; key contextual data components missing.</td>
</tr>
<tr>
<td>Excellent</td>
<td>100% Student followed instructions, answered all sub-questions and provided thoughtful and relevant contextual evidence for the problem.</td>
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<tr>
<td><strong>Step #4</strong></td>
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<tr>
<td><strong>Landscape</strong></td>
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<td>Weight 10%</td>
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<tr>
<td>Unacceptable</td>
<td>0% Student did not follow instructions, answers to questions not provided.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>70% Student partially followed instructions; Weak explanation of involved stakeholders.</td>
</tr>
<tr>
<td>Good</td>
<td>80% A few components missing; did not provide enough explanation to explain relevance of involved stakeholders.</td>
</tr>
<tr>
<td>Excellent</td>
<td>100% Student followed instructions, answered all sub-questions and provided thoughtful and relevant evidence concerning all stakeholders and their role.</td>
</tr>
<tr>
<td><strong>Step #5</strong></td>
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<tr>
<td><strong>Identify Options</strong></td>
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<tr>
<td>Weight 20%</td>
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</tr>
<tr>
<td>Unacceptable</td>
<td>0% Student did not follow instructions, answers to questions not provided.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>70% Student partially followed instructions; did not present three realistic/ evidence based policy options.</td>
</tr>
<tr>
<td>Good</td>
<td>80% A few components missing; did not provide enough explanation and supporting evidence for the three options presented.</td>
</tr>
<tr>
<td>Excellent</td>
<td>100% Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for three independent policy options.</td>
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<tr>
<td><strong>Step #6</strong></td>
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<tr>
<td><strong>Assess Options</strong></td>
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<td>Weight 20%</td>
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<tr>
<td>Unacceptable</td>
<td>0% Student did not follow instructions, answers to questions not provided.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>70% Student partially followed instructions; Weak assessment of policy options presented.</td>
</tr>
<tr>
<td>Good</td>
<td>80% A few components missing; did not provide enough explanation in comparing and contrasting each (3)</td>
</tr>
<tr>
<td>Excellent</td>
<td>100% Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for all policy options.</td>
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<td><strong>Propose Recommendations</strong></td>
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<tr>
<td>Weight 10%</td>
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<tr>
<td>Unacceptable</td>
<td>0% Student did not follow instructions, answers to questions not provided.</td>
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<tr>
<td>Acceptable</td>
<td>70% Student partially followed instructions; weak and vague policy recommendation.</td>
</tr>
<tr>
<td>Good</td>
<td>80% Student partially followed instructions; policy recommendation with weak rationale as to why it is the best course of action.</td>
</tr>
<tr>
<td>Excellent</td>
<td>100% Student followed instructions, answered all sub-questions and provided thoughtful and relevant justification for policy recommendation.</td>
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<td><strong>Resources</strong></td>
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<tr>
<td>Weight 10%</td>
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</tr>
<tr>
<td>Unacceptable</td>
<td>0% 3 reliable resource citations not presented.</td>
</tr>
<tr>
<td>Acceptable</td>
<td>70% Only 1 reliable resource citations provided.</td>
</tr>
<tr>
<td>Good</td>
<td>80% Only 2 reliable resource citations provided.</td>
</tr>
<tr>
<td>Excellent</td>
<td>100% 3 reliable/ evidence based resource citations provided.</td>
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</table>
Objective: The goal of this written assignment is to prepare a written policy analysis about a specific health problem.

Instructions: The analysis should include a general discussion of the policy problem/issue, including any formal definitions, terms, or measurement issue(s) that may apply. The analysis should also include a thorough discussion of the public policy history related to addressing the problem. Students should also be able to identify/classify different public policies based on the type of policy intervention involved, and very generally critique/evaluate the effectiveness (or lack thereof) of the various policy interventions.

Step 1. **Identify the Problem**
Instructions: Introduce the problem you have researched and analyzed. Whether the issue is universal health care, improved educational achievement or campaign-finance reform, you should identify a specific issue and articulate why it is important. Establish a set of criteria for resolving the problem in question. (For example, an increase in the number of people covered by health insurance represents a criterion for resolving the issue of the uninsured. Improved scores on standardized academic assessments and higher graduation rates from high schools would be criteria for improved achievement in education.)

Questions:
- Is my problem statement one sentence in the form of a question?
- Can I identify the focus of my problem statement?
- Can I identify several options for solving the problem?

Step 2. **Provide Context/ Background**
Instructions: Provide historical context by describing how the problem arose and outlining any previous efforts to address the problem. To detail the issue and any prior policy responses, use a range of sources, including books, articles from scholarly journals, previous policy analyses, government reports, legislative materials and news articles. Summarize the results of prior policy efforts.

Questions:
- Does my background include all necessary factual information?
- Have I eliminated information that is not directly relevant to the analysis?
- Does the information provided offer the reader a succinct but complete overview of the history of the problem?

Step 3. **Landscape**
Instructions: Identify the key stakeholders/ and or key factors of previous efforts to address the policy. These are the individuals and groups likely to affect or be affected by new government policies taken in response to the issue under discussion.

Questions:
- Who are the individuals/groups affected by this problem?
- Who are the individuals/ groups who have attempted to address the problem in the past?
- What are the views/ position of the various stakeholders?

Step 4. **Identify Policy Options**
Instructions: Identify a set of policy options government might take to resolve the issue. Be sure the options involve substantive policy measures aimed at the issue in question. This is a policy analysis, not a manifesto outlining broader social, economic or political changes. Your research on the issue and past policy actions will help you identify policy
proposals and create new approaches for addressing the identified problem.

Questions:

- Do the options presented address the issue identified in the problem statement?

Step 5. **Assess Options**

Instructions: Compare the policy alternatives outlined in the previous step, applying the specified criteria. This forms the main body of your policy analysis research paper. Discuss how each alternative would meet the criteria for issue resolution identified in your introduction. Depending on the specific issue and the available data, compare policy alternatives with qualitative and quantitative methods of analysis. Quantitative methods are especially effective in weighing the anticipated costs and benefits of a policy proposal. Consider political factors as well; describe how the stakeholders would be affected by the various policy alternatives.

Questions:

- Are the pros and cons of each option assessed?
- Are the options sufficiently different from each other to give the client a real choice?
- Are all of the options within the power of my client?

Step 5. **Propose Recommendations**

Instructions: Recommend a policy action, based on your analysis of a set of alternatives. Articulate reasons, supported by facts and evidence, why the policy proposal you have chosen would be the best avenue from addressing the issue in question.

Questions:

- Is my recommendation one of the options addressed?
- Did I explain why this recommendation is the best option, despite its flaws?

Step 6: **Defend/support your own personal position on the issues by citing supporting evidence.**

- Do I have AT LEAST three reliable resources?
- Have I searched the ASU library database for evidence?
  - [http://www.angelo.edu/services/library/](http://www.angelo.edu/services/library/)

Step 7: **Format/Write your Analysis**

Instructions: The format of the final written analysis should be roughly similar to other formal literature review and analysis-types of papers: approximately 5-7 pages in length (excluding any appendices), typed, double-spaced, with appropriate referencing of source materials used (APA format).

- Have I followed APA formatting guidelines?
- Have I referred to the Purdue Online Writing Lab (OWL)
  - [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

***The written policy analysis will be graded based on content, style, structure, grammar and spelling. Students should **meticulously proofread** their documents prior to submission, as poor grammar/style can result in substantial reductions in the grade for this assignment as much as lack of content.

Questions:

- Do I need help from the ASU Writing Center?
  - [http://www.angelo.edu/dept/writing_center/](http://www.angelo.edu/dept/writing_center/)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td><strong>Step #2</strong></td>
<td>0 % Student did not follow instructions, no problem statement provided.</td>
<td>70 % Student partially followed instructions. Weak problem statement/ too broad.</td>
<td>80 % Problem statement on target but either too broad or too narrow.</td>
<td>100 % Student followed instructions perfectly provided a succinct and understandable problem statement.</td>
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<tr>
<td><strong>Problem Statement</strong></td>
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<td><strong>Step #3</strong></td>
<td>0 % Student did not follow instructions, answers to questions not provided.</td>
<td>70 % Student partially followed instructions. Weak presentation of context/ factual data to support the problem.</td>
<td>80 % A few components missing; key contextual data components missing.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant contextual evidence for the problem.</td>
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<tr>
<td><strong>Background</strong></td>
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<tr>
<td><strong>Step #4</strong></td>
<td>0 % Student did not follow instructions, answers to questions not provided.</td>
<td>70 % Student partially followed instructions. Weak explanation of involved stakeholders.</td>
<td>80 % A few components missing; did not provide enough explanation to explain relevance of involved stakeholders.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant evidence concerning all stakeholders and their role.</td>
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<tr>
<td><strong>Landscape</strong></td>
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<td><strong>Step #5</strong></td>
<td>0 % Student did not follow instructions, answers to questions not provided.</td>
<td>70 % Student partially followed instructions; did not present three realistic/ evidence based policy options.</td>
<td>80 % A few components missing; did not provide enough explanation for the three options presented.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for three independent policy options.</td>
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<tr>
<td><strong>Identify Options</strong></td>
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<td><strong>Step #6</strong></td>
<td>0 % Student did not follow instructions, answers to questions not provided.</td>
<td>70 % Student partially followed instructions; weak assessment of policy options presented.</td>
<td>80 % A few components missing; did not provide enough explanation in comparing and contrasting each (3)</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant supporting evidence for all policy options</td>
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<tr>
<td><strong>Assess Options</strong></td>
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<tr>
<td><strong>Propose Recommendations</strong></td>
<td>0 % Student did not follow instructions, answers to questions not provided.</td>
<td>70 % Student partially followed instructions; weak and vague policy recommendation.</td>
<td>80 % Student partially followed instructions; policy recommendation with weak rationale as to why it is the best course of action.</td>
<td>100 % Student followed instructions, answered all sub-questions and provided thoughtful and relevant justification for policy recommendation.</td>
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<td><strong>Weight 10%</strong></td>
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<tr>
<td><strong>Resources &amp; Instructions</strong></td>
<td>0 % 3 reliable resource citations not presented. APA formatting guidelines not followed.</td>
<td>70 % Only 1 reliable resource citations provided. APA formatting guidelines loosely followed.</td>
<td>80 % Only 2 reliable resource citations provided. APA formatting guidelines loosely followed.</td>
<td>100 % 3 reliable/ evidence based resource citations provided. APA formatting with minimal mistakes.</td>
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