

POSTGRADUATE PROGRAMS
School of
**PUBLIC HEALTH AND
COMMUNITY MEDICINE**

PHCM9381

Policy Studies

Semester 1 2012



SCHOOL OF PUBLIC HEALTH
AND COMMUNITY MEDICINE

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Welcome

Welcome to Policy Studies! This course is being offered as both an Internal and External course. As far as possible, both internal and external students will follow the same sequence of activity: the topics to be covered, the material to be read and discussed, the assessment tasks to be performed, and the presentation of what has been learned. For those taking the course externally, a one-day **compulsory** workshop will be held on February 20th 2012.

This Course Outline gives an overview of the course. There is also a Course Reader, which includes brief Reading Notes. Additional materials appear on UNSW Blackboard under the Course Resources section of Policy Studies PHCM9381.

The course aims to be useful to people engaged in health policy-making and policy processes, or affected by such processes (and that is all of us!), and has two components. The first focuses on how we understand policy and apply it to “health” i.e. health-related policy issues. The second component is related to what is involved in “doing health policy work”. The course should be of value whether you are on the frontline of agenda setting, policy formulation and implementation, or a researcher seeking to feed your insights into the policy process, or an analyst seeking to assess achievements (and even failures...!). We hope it will be of value whether you are Australia-based and/or focused, or more interested in what is happening in health policy internationally; either way you will be gaining skills and insights that can be applied in a range of settings. This year too, we continue a stream focused on Indigenous health policy issues and look forward to exploring the specificities of this context for policy work and its implications both within Australia as well as possibly international settings.

Policy is an exciting but volatile field. Issues change day by day – what seems important one day may swiftly be banished from the agenda in the next one. A good, theoretically-grounded, knowledge and understanding of policy is essential for anyone who wishes to engage in, and influence, these processes.

We seek to bring together the ideas of relevant thinkers and writers, and encourage you to think, read, and indeed write, about these issues. While the course raises issues which have been elaborated in the literature, we place particular emphasis on encouraging course participants to share their own insights and experiences. The course will seek (and seek to facilitate) your active participation in the class and online.

This is not a "How to..." course which will provide you with simple recipes for success. It will instead seek to challenge you to understand, and engage with, the policy process; emphasising that the "how to's..." are best worked out and learned through examining real life situations.

Sharing experiences allows lessons to be learned across very different settings, and makes learning more exciting and interesting for all. You can play an active role by contributing from your experience, and constructively critiquing and engaging with your colleagues.

Course Staff

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Course information

This is a course about policy for people who are engaged in health-related services and systems and other aspects of “the business of health care”. It is, however, not an exposition of the content of ‘health policy’. Rather, it aims to develop an understanding of the policy process, the way in which health matters become policy issues, and how people go about ‘making policy’. It argues that policy is not a specialist concern for technicians, or a simple exercise of authority by political leaders. Rather, we all interact with policy processes, and understanding them better enables us to engage with, and influence, them. The policy process embodies public acts of choice and rule-making, contest and negotiation among recognised (and sometimes unrecognized, behind the scenes...) players, and the ‘collective puzzling’ through which policy problems are identified, prioritised and responses (sometimes appropriate, sometimes not...) formulated.

Understanding policy processes calls for a questioning and analytical mind and the application of more than one set of questions. The course challenges us to think beyond a linear and directive understanding of policy to something more dynamic and, in many cases, less predictable.

Understanding policy and the policy process will be of value in whatever branch of public health, health management or health services delivery you are involved. You might be involved in other parts of the social sector, in Australia or overseas, but should still find this course to be relevant. Policy affects us all – understanding it helps us to interact with, and shape it.

Units of credit

This elective course comprises 6 units of credit towards the total required for completion of the *Master of Public Health (9045)* or the *Master of International Public Health (9048)* or the *Master of Health Management (8901)*. It is open to students doing other Programs and degrees (including those based in other Faculties), subject to approval by the designated course authorities. It comprises 6 units of credit.

Pre-requisites

1. Technical

Internet access is essential for the duration of the course. Some required readings can only be accessed via the internet, and all important messages will be communicated electronically. We will also draw upon UNSW Blackboard to facilitate discussion and exchange views and resources.

For both Internal and External students, active participation will be expected. For internal students, most of this will be within the classroom environment, with an option of online engagement. External students will begin by participating in the February 20th one-day workshop at which arrangements will be made for continuing online engagement and group work.

You will require a zpass and a UNSW student email account. You can have email directed to another email address, but, in accordance with UNSW policy, we will use your student account as our official point of contact with you.

2. Academic

There are no academic pre-requisites for this course. However, this is a course that students would gain most benefit if it is taken late in their program of study for their Masters. The course assumes some core concepts related to the field of health, particularly in public health and health services contexts. It is expected students will be able to draw on these concepts and develop abilities in analyzing policy issues relevant to a range of health settings. All new Masters students, especially from overseas should discuss their enrollment with A/Prof Jayasuriya.

Course aim



The overall aim of this course is to enable you to develop your understanding of policy as a concept and as part of health practice, and to enhance your skills in being able to critically analyse, evaluate and formulate health-related policy.

Course outcomes

More specifically on completion of this course you should be able to:

- critically examine the concept of policy and how it is used in both analysis and practice in health-related fields;
- identify the significant participants and locations – professional, governmental and international – in policy development and the structures and practices through which it is generated;
- describe and analyse the way that different types of knowledge are mobilized in the development of policy;
- analyse the development and implementation of policy within a particular field of practice, paying attention to the strategic context, debates about the specific policy issue, and a critical understanding of the place of policy in the structuring of practice.

Graduate attributes and capabilities

This course supports you achieving a range of capabilities that you will achieve in your postgraduate studies in the field of public health and/or health management. For the complete list please refer to the School website.

This course provides learning opportunities that will nurture the following capacities.

The knowledge and skills to:

- Influence, develop and implement policy and assess its impact on health outcomes, including the capacity to:
 - Identify the role of public policy in promoting and protecting health and preventing disease in local, national and international contexts
 - Demonstrate an understanding of the health care system within which policy and practice is negotiated and implemented
 - Critically assess the feasibility and implications of different policy options
 - Demonstrate skills for formulating, implementing and evaluating health policy to address population based needs and priorities.
 - Recognise the need for and methods used to advocate for policy to address population/community health needs and to address health inequities.

The interactional abilities to:

- Strengthen working relationships and communicate effectively to enhance public health outcomes
- Engage in and contribute to local, national and international communities, including
 - Demonstrate understanding of Indigenous issues within Australia and promote positive ways of working with communities to enhance health outcomes drawing on understanding of policy issues and perspectives

The personal attributes to:

- Apply analytical and critical thinking for evidence based problem solving
- Commit to ethical practice
- Commit to social responsibility informed by principles of social justice and equity
- Engage in lifelong learning and reflective practice

Learning and teaching rationale

Class participants come from diverse backgrounds, with varied forms of professional training and experience. Participants come from Australia and a number of other countries, with some students internal and others external. The design of the course aims to ensure that every student can see its relevance and get considerable benefit from it. In particular, it aims to give external students the same challenges and opportunities that the internal students have in the classroom, including group discussion, plenary presentations and responses from course facilitators.

Our approach to learning and teaching is based on adult learning principles. When you are introduced to new material it is expected that as postgraduate students you will be able to integrate prior knowledge, draw on your own experience and formulate new understandings at a theoretical and practical level. It is expected that you will engage actively with the course material, draw on your readings, the lectures and your own experiences in health to contribute to discussions and scholarly debate. You are encouraged to develop and demonstrate your critical analytical skills to reflect on what you are reading and discussing across the breadth of topics.

You are likely to find that you learn as much from discussions with your fellow students, and from interrogation of your own experience, as you do from formal exposition by teaching staff. The course is structured to help you appreciate and facilitate this.

Teaching strategies

This course entails a self-directed learning approach as an ongoing, active process in which students take responsibility for managing their own learning and engage in a range of activities to develop their understanding and abilities in the field of health policy.

Teaching staff will introduce each topic (normally the week before we get to it), outlining the main points to be considered, directing you to the reading, and setting up some questions for you to consider in your small groups. When we reach that topic, usually in the following week, there will be discussion in your small groups and as a whole, and responses to this by the teaching staff. At the end of the specific topic, class notes will be circulated and posted up online which will reflect the readings, the discussion and the academic staff responses. These will be a record of where the discussion has taken us, and where we go from here.

In the first half of the course it is expected students will work in small groups discussing key questions and policy issues focused on the weekly topics. These small group discussions in class (internal students) or online (external students) provide a basis for engaging in thoughtful discussion and critique on the ideas presented through topic lectures and readings.

In the second half of the course you will also work in small groups but on an agreed project focusing on a particular policy theme area and question. As your group works on the policy theme you will be provided with guidance from an academic advisor, who will aim to provoke and support your thinking. The topics chosen for these small group projects are drawn from three health policy theme areas:

- Australian health care policy
- Policy on Indigenous Health
- International & Global Health.

The specific policy question your group works on in the second half of the course will be negotiated and agreed upon with the course convenors and your project will provide the opportunity to explore in some depth a particular policy issue. You and your group will work on one of the health policy theme areas, but you will also have opportunity to learn from those in other groups tackling different problems in different theme areas

Internal Students

All internal students will attend a weekly 3 hour seminar - a combination of lecture and small group discussions. You will be expected to come to class prepared (i.e. having read the **Readings** for that week and considered the **Issues for Discussion** that form the basis of your small group work for that week's topic). You should be ready to present your ideas and engage in meaningful discussion with your fellow students in your class groups.

As an internal student you will be expected to:

- Read and stay up to date with your weekly readings and issues for discussion
- Attend and actively participate in the weekly lectures and discussions (3 hours)
- Work collaboratively with peers in your student groups and group presentation
- Access UNSW Blackboard to obtain any additional course material
- Submit assignments by the due date and time, online via UNSW Blackboard
- Reflect on your own progress and identify where you need further assistance or more time and commitment to engage in the course.

External Students

The one day workshop on **February 20th 2012** is an important initial component in this course. Here you will be introduced to your lecturers and fellow students and have an opportunity to discuss key concepts and learning processes for the course. At the workshop you will be provided with the opportunity to meet and begin interacting with your peers and form small groups that will be the basis of your online interaction across the semester. You will also have the opportunity to begin

exploring the health policy theme areas and select a policy topic of interest that will form the basis of your project work for the second half of the semester.

During the semester you will be expected to actively engage in your online discussion group on a weekly basis. **In the first half of the semester the online discussions will be focused on the weekly topic readings and discussion points. In the second half of the semester the online discussions will be focused on working on your group's selected health policy theme project.**

These learning activities match the internal class activities. Just as internal students will receive a participation mark for their contribution to class activities, as an external student part of your assessment for the course will be based on this online participation.

You will need to set time aside to participate in the weekly online discussions, just as if you were attending and meeting in class. Because of the design of this course, which is based on inquiry and dialogue, the online discussions are critical to the learning process. You will have the flexibility to determine when and how often you go online during a week but you do need to make time to devote to this course commitment. Other students in your online group will also expect to see your active engagement, and they will contribute to assessing your participation.

As an external student you will be required to:

- Attend a compulsory 1 day workshop on the 20th of February 2012
- Keep well up to date with your course readings and the notes
- Participate actively in online discussions throughout the semester
- Collaborate in your small groups for the required group components related to Assessment 3
- Submit assignments by the due date and time *via* UNSW Blackboard
- Reflect on your own progress and identify where you need further assistance or more time and commitment to engage in the course

If you have questions about the assignments, please ask them by using the "Questions and Answers" area in UNSW Blackboard. We have found that if one student has a question, then there are several others who would like to know the answer. So, unless questions are of a personal nature, please do not send them directly to the course convenors, but share them with your fellow students in the class or online environment.

Taking the course externally

Distance education offers flexibility for students with full-time jobs, and makes education accessible to those students who live and work too far away from campus. However, undertaking the course off campus requires **considerable commitment**

from you. It's easy to fall behind, because there is no requirement to be at a lecture at a particular time and place, and it's amazing how quickly the weeks can slip by!

We suggest you keep the following in mind to support your journey through this course:

- Make time to read through the readings and course notes for the coming week as well as engage in the online group work. Be firm about making this time period – if you were studying on campus you would be expected to both prepare and attend a three hour class. External students are expected to make the same type of commitment without needing to physically be on campus.
- Set one or more times to go online each week to discuss your ideas in your small groups and respond to that week's Issues for Discussion.
- Go online after the end of each topic week to access the additional notes that have been developed for you in response to students' discussions both in class and online.
- Follow the semester timetable carefully. This will help you keep up, and to meet assignment deadlines.
- Contact your academic facilitator if you are experiencing difficulties. However, extensions can only be granted to students under extenuating circumstances (e.g. severe illness).

Online learning component using UNSW Blackboard



UNSW Blackboard is a Learning Management System that supports university learning and teaching by extending the face-to-face learning environment to online learning spaces and providing virtual classrooms for distance learning courses. See: <http://telt.unsw.edu.au/>

The UNSW Blackboard component of this course provides for

1. Course Notes including links to Readings.
2. Weblinks to relevant readings over and above those in your printed course materials.
3. Facility for submitting Assignments 1 and 3 online.
4. Space for viewing each other's draft Reading Reports (Assignment 1).
5. An Open Discussion Forum used for highlighting policy-relevant issues that are topical or newsworthy that you may wish to draw to the attention of others in the class.
6. Q & A facility where you can post inquiries relating to the course. Responses will be provided on a weekly basis as appropriate.
7. A place where you get to know more about your peers and chat socially amongst each other.

For External students there is also:

A designated online discussion area **for external students only** for participating in their online small group discussions and developing their policy project presentations. This is a critical space for participating in this course for external students and provides opportunity to have a similar experience to internal students who will be working in their small groups in class tutorials. Groups for discussing the three specific themes and related policy questions will be allocated by the end of Week 1 and you will be able to see your group appear under 'My Groups' on the left-hand navigation bar. You will be notified by email when you have been allocated to a group.

Please note: there will be two aspects to the online group work. One component is related to the **weekly discussion of course topics** that focus on Readings and Issues for Discussion. This component provides your weekly online tutorial. **The other online group component** is focused specifically on your agreed **specific theme and policy question** that you will focus on in the second half of the semester and which you will present to others and also write up as Assignment 3.

Please note:

- If you have questions about the assignments or the Course Notes, please ask them in class or alternatively, you can use the "Questions and Answers?" Discussion Forum in the Class Discussion section of UNSW Blackboard. Here you can ask questions that other students can see and we will log onto UNSW Blackboard at least once a week and address any questions raised. Unless questions are of a personal nature, please use the online facilities to post them and have them answered; no doubt your colleagues will also be interested.
- UNSW Blackboard must be used for formal submission of your three assignments.
- If any important issues come up that are not raised in the internal class or online for external students and need further clarification we will communicate these by email to your UNSW email account. So please check this account on a weekly basis.

Assessment

There are **three assessment** tasks to be completed for this course. Failure to submit an assignment will result in an automatic failure in this course.

Assessment 1: Reading Report (30%)

Weighting: 30% of total marks
Format: Report, submitted via Blackboard
Length: 2,500 words (No more than 3,000 words max)
Due date: **Draft Report submitted in Class Discussion Board area in Blackboard by 28th March**

Final Report – submission online via UNSW Blackboard by 5/04/11

An important aspect of policy work is to find out what we already know about a topic, and the first assessment task is a Reading Report, where you are asked to report on what is already known, from the literature, on one of the questions that we will be covering either in class (for internals) or online (for externals). Each student will take one of four questions relating to the class in week 5, and find five readings on this topic, no more than two of which may be selected from the Course Readings, and report on what we learn from them.

Everyone (internal and external) need to submit their drafts online to inform the student discussion. Since several students will be reporting on each topic, the class will have access to digests of a wide range of reading (and students reporting on the same topic are encouraged to compare notes before the class, and will be asked to give a quick overview of their findings in the class or the online discussion). After we have covered the topic in class or online, students can revise their drafts, if they wish, in the light of the discussion and comments from staff, and submit their final reports online for marking.

This is an exercise in shared discovery. Everyone goes exploring in one area of the literature and posts a report on what they have found, which feeds into the class discussions about organisation and policy, and knowledge and policy. Students, in this way, brief their fellow students on what they have found, so that we achieve an informed discussion on all aspects of the topic, and everyone knows where they might usefully look to find out more on any aspect. After the discussion, students can revise their reports (if they wish to) before they submit them for assessment.

Think of this as a consumer report on one specific topic, and we will look to all students to give some guidance, either in class or in the on-line discussion, on what the literature has to offer on this topic. ***So the task is not simply to find and summarise readings, but to tell your fellow students (and the staff) what sort of***

sources they are, and in what way they might be useful. The sort of questions to be addressed include:

- What sort of text is this (e.g. report on an empirical case, overview, advocacy, analytic framework)?
- What question does it address? What does it show?
- What questions are raised that are not addressed?
- How does it compare with, or relate to, the other readings?
- What can we (or others) learn from this?

The readings suggested in the Course Readings can help get you going but you do not have to use them, and you must contribute at least three new references to those provided to you.

Topics for the Reading Report

The topics (which are set out in the course notes for weeks 5) are set out below. Select one topic, find five readings (not more than two to come from those in the course readings) that you have found helpful in addressing this topic, and post your draft report on Blackboard by 28 March.

a) Evidence-based policy: rhetoric and process

There has been a widespread call for policy to be 'evidence-based', which is inspired by the unchallenged approval of evidence-based medicine, but it appears that while there is little objection to the idea, using it as the basis for practice often proves difficult. What do we learn from the literature about the experience of pursuing evidence-based policy in health?

b) Knowledge in the policy process

It seems 'only sensible' that health policy should be based on medical science, but research finds that people draw on such sources as professional training, previous experience, peer opinion and the world wide web in guiding their actions in relation to health. What does the literature tell us about how people determine what is 'good knowledge'?

c) Knowledge and policy practice

Knowledge does not just arrive in the policy process: it is mobilized by particular policy actors in specific contexts. What do we know about the contexts in which participants mobilize knowledge, and how does knowledge become persuasive?

d) How can knowledge be used in evaluation?

People are always evaluating, but formalized practices of evaluation claim to test practice against some recognized body of knowledge. As we might expect from topic

(c), there is more than one source of knowledge available. What does the literature tell us about the way that knowledge is used in evaluation?

Due dates and submission:

Due date for draft reading reports in the Class Discussion Forum: Wednesday 28 March

***Please Note:** This initial posting will not be assessed, but it is a course requirement that it be submitted before the scheduled class or online discussion.*

Due date for final reading reports using the Assignment Submission Tool via Blackboard: Thursday 5th April 2012

Internal Students

Internal students will discuss the draft reading reports in class but are still required to post their drafts online in the relevant Topic Forum (Class Discussion Board space)

External Students

External students will post and discuss the draft reading reports online in the relevant Topic Forum (Class Discussion Board space)

Assessment Criteria

Assignment 1 will be assessed against the following specific criteria:

- Does it identify five relevant readings related to the specific topic?
- Does it clearly convey how each of these readings contributes to an understanding of the topic?
- Does it discuss how these readings relate to one another, and to the discussion on this topic, in class or in on-line?

Assessment 2: Participation (Weeks 1 to 6) (10%)

Weighting: 10 % of total marks
Format: Peer Assessment - In class (internal) Online (external)
Due date: **Friday, 20 April**

In the first part of the course (Week 1 to Week 6) all students will be expected to actively participate in small group discussions on key topics and debates presented in class (internal students) or online (external students). There will be a mark awarded for participation in the small-group discussions for the first part of the course. This will be allocated by peer review – i.e. each student will be asked to assess the contribution made by each member of their group. This will count for 10% of the total assessment.

Assessment Criteria

Students can find the details on the assessment criteria online (UNSW Blackboard) under the Assessment folder. Students will be required to complete and submit a peer assessment form via Blackboard. More guidelines for external students will be available in UNSW Blackboard.

Assessment 3: Policy Project (60%)

- Weighting:** Part a) 20% of total marks for group presentation
Part b) 40% of total marks for individual report
- Format:** Group presentation and Individual written report (2500 words)
- Due date:** Group Presentations will be presented in the Weeks beginning 7th and 14th May
Individual Report: Monday 28th May 2012

The focus in the second part of the course will be working in small groups on a key health policy theme, working on a particular project to answer a particular health policy question. In class (internal students) or online (external students) each group will focus on their particular policy project and through discussion and ideas will develop insights and a response to the issue in question. This will be undertaken with the support and guidance of an academic facilitator or one of the course convenors.

Task 3a) Group Presentation

Each group will develop a combined presentation through which to share their insights. These will be developed and presented in the weeks beginning 7th and 14th May. The group presentations will share insights as discussed by that group by that stage of the course.

The presentation itself will count for 20% of the total assessment, and the mark will be allocated to the group as a whole.

Task 3b) Individual Report

Each member of the group must also submit, through UNSW Blackboard, an individual report of no more than 2500 words by 28th May 2012. In this report, you will present your preferred approach to addressing the particular policy issue or question, and explain how you concluded that this was the most appropriate approach to take. You may cite work done by other members of the group (provided that it is appropriately acknowledged) but the writing in your report must be your own. The individual report will count for 40% of the total assessment.

Task description

The policy project is an opportunity for you to apply and test in a specific context what you have been learning about the analysis and practice of health policy. It is also an opportunity to develop some practical policy skills that will be of use to you in professional practice. In small groups, you will investigate one of these areas of health policy thematic concerns:

Thematic Issue 1: Health care policy issues in Australia

Alcohol use as a health policy issue

The consumption of alcohol can have significant consequences both for the health of those who consume it and for others around them, but to what extent is this seen as an issue for health policy, in what ways is it addressed, by health policy people and others, how do health policy concerns about alcohol relate to other health care activities? What measures seem to be more (or less) effective? Are the impacts of policy measures about alcohol use uniform, or are some measures more effective with some groups than others? What are the wider lessons for public health policy formulation from the example of policy in alcohol use?

Thematic Issue 2: Indigenous Health

Eye health among Indigenous Australians

Indigenous Australians, particularly those in remote areas, have much worse eye health than other Australians. This issue has received a good deal of attention for two or three decades, both in government and from community activists and organisations (e.g. Fred Hollows and the Fred Hollows Foundation), but it seems to be as much of a health problem as it was thirty years ago. Is this so? Why is eye health a significant health issue for Indigenous Australians? What have been the policy responses, and what impact have they had? What alternative responses might be considered, and why would these be more effective? What are the lessons for public health from this case?

Thematic Issue 3: International and global health policy

Non Communicable Disease in Low Middle Income Countries (LMICs).

A special UN summit was held in September 2011 to discuss this topic and to recommend policy for LMIC, donor agencies and the non government sector on non-communicable diseases (NCDs). The specific policy questions to be addressed can be determined by the group, and can focus on any aspect of NCD or a specific condition. Thus issues related to specific diseases such as diabetes, cardio-vascular disease, cancer, or common risk factors such as smoking, obesity, poor nutrition or inadequate physical activity can be a topic. The policy questions **MUST** address these topics in the context of one or more LMIC contexts.

Why are NCD a significant policy issue in the chosen LMIC setting? Who are the key actors and interest groups involved in the policy process? What has been the policy response and what events have been influential? What evidence has been used to influence policy options/strategies? What are the lessons other countries can learn from this case?

Approach to the task

In undertaking any one of these themes your task is to give a clear presentation of:

1. the nature of the health policy problem
2. why it is a policy problem
3. how it has been addressed, by whom, with what interests in mind, and with what outcome/s
4. what else might be done, and why would we expect this to produce a different outcome.

You will need to draw on theory and available insights and published papers on the specific health policy issue. You should also give some thought to how best to use skills and techniques you have learned in the course to help you critically analyse the policy issue, agendas and context e.g. undertaking a stakeholder analysis, review of the interests of the different groups who might be affected by the policy problem.

In analysing the issues you should discuss the views and interests of the different groups who might be affected by the policy problem. .

How you do this is up to you; there is no set format. The important measure is how well you have addressed the questions related to your policy project (bearing in mind the specific assessment criteria listed below). Discuss with your group how you see the problem, what you need to find out, and how you might share the work of finding out. The better you organise yourselves in the first few weeks, the easier you will find the task in the second half of the course, when it is your primary concern.

You will be assigned an adviser, who is an expert in the health policy domain. Please note that the adviser is not available for individual consultation (for your individual component). She/he will be available to answer broad questions and to identify any major gaps when you are investigating the policy problem/issues and policy options. It is best that the group has prepared a set of clear questions after preliminary investigation, before you contact the adviser. Please also note that the adviser cannot be expected to read your draft reports.

Presenting and submitting your assignment

Internal students

As internal students you are required to prepare a 20 minutes presentation on PowerPoint or any other creative format. You are also required to post your final presentations in the Class Discussion Board area by **Tuesday** of the week allocated for presentation in class.

External students

A group space will be provided to you in UNSW Blackboard to work on the projects and will be discussed in the workshop. Each online group will work on your

presentation in the form of a PowerPoint slide presentation or other creative format in their own Blackboard group space. For more detailed explanation of the slides you can add explanations in the notes section of the PowerPoint slides. The final presentation is to be posted in the Class Discussion Board area.

External groups will also be invited to present in class. Group presentation of external groups if not presented in class will be discussed online.

As external students you are required to post your presentations in the Class Discussion Board area by **Tuesday** of the week allocated for presentation online. You are also required to post a summary/script of your presentation along with the slides/presentation.

Assessment Criteria

Specific criteria for Assignment 3(a) are as follows:

Group Report

Heading	Criterion	Marks as %
Relevance of answer and integration of concepts of Policy	Relevance of the answer to the policy questions selected. The answer also needs to draw on concepts and frameworks from the field appropriately to answer the questions.	30
Research and analysis	Quality and adequacy of the literature and data/information on which the answer is based. How well have the analytical approaches been used appropriately and correctly to understand the issues and concerns? Critical approach to interpretation and reporting of findings. Adequate consideration to context of the setting.	40
Style and organization of presentation	Structure and organization of slides/presentation. Clarity, logic and coherence of the format Appropriate length, style and format Marks will be deducted if presentation is not placed on blackboard on due date.	20
Response to questions	Response placed on Blackboard by due date.	10

Individual Report

The individual report **may consider a particular aspect of the policy questions that were addressed as a group. You will clearly state the particular aspect and**

your preferred approach/theory or framework to address the particular policy issue or question. You need to in the introduction state how your report will enhance the understanding of the question/issue that was addressed as a group. You may cite work done by other members of the group (provided that it is appropriately acknowledged) but the writing in your report must be your own.

Heading	Criterion	Marks as %
Relevance of answer and integration of concepts of Policy	Relevance of the answer to the policy questions selected. Use of appropriate concepts, frameworks and approaches in addition to or in a more insightful manner to those covered in group work.	40
Research and analysis	Quality and adequacy of the literature and data on which the answer is based. Has personal insight and creative analytical thinking been used? Critical approach to interpretation and reporting of findings.	40
Style and organization of report	Structure and organization of report/presentation. Correct referencing and written in clear coherent English.	20

Adopting a critical approach to your assignments

It is important that you adopt a critical approach to your assignments, to the material that you obtain for assignments, to the required readings, and to other information with which you are presented in this course.

A critical approach does not mean a disparaging or belittling attitude to information. Rather, it means that you do not simply accept without question what may often seem to be authoritative pronouncements by authors and commentators. It means you think about and evaluate the material which you are reading and, which you are presenting in your own assignments and contributions to UNSW Blackboard discussions (for external students) and in class (for internal students). It means that you attempt to cast aside your assumptions and biases and, attempt to assess the logic and consistency of the material in light of the supporting evidence. Wide reading on a topic facilitates this process.

Grading and marking

Grades to be used are represented by the following symbols (and corresponding range of marks):

HD (85%-100%), **DN** (75%-84%), **CR** (65%-74%), **PS** (50%-64%), **FL** (<50%)

HD This grade represents a High Distinction. This level of performance involves all of the characteristics of a DN performance but also a level of excellence that makes it

outstanding. The level of originality, creativity, or depth of thought and understanding shown would be higher than normally expected for postgraduate students. It demonstrates a higher order of critical thinking and reflection than that demonstrated at the level of DN.

DN This grade represents a Distinction. This level of performance involves all of the characteristics of a CR performance but also a level of originality, creativity, or depth of thought and understanding. The work might involve a high level of abstract thinking, or the ability to take an idea or an application into a new context, understand the demands of that context and make modifications. Specific assessment criteria relevant to this assignment are adequately addressed and ALL aspects well done. (This distinguishes it from a CR in which one or two aspects may be incomplete or otherwise not well done.)

CR This grade represents a Credit. The assignment or project comes together to make a broadly coherent whole. The response answers the question, makes a good argument, draws on appropriate evidence, and shows some selectivity and judgment in deciding what is important and what is not. Communication is clear and effective. Specific assessment criteria relevant to this assignment are adequately addressed. (One or two aspects may not be well done but the overall result is still MORE THAN satisfactory).

PS This grade represents a pass. The student has demonstrated understanding of the basic aspects of the topic, but they may be minimally integrated and fail to make a convincing coherent statement or argument. Written work may be descriptive rather than analytical. It may rely too much on retelling other sources such as texts and lecture notes, with little evidence that the student is capable of transforming these into a personal understanding. Significant elements of the assignment are treated superficially. Assessment criteria relevant to the assignment are sufficiently addressed to warrant a PS however the overall standard is no more than satisfactory.

FL This grade represents a clear fail. This grade is used when the student has misunderstood the point of the assignment, or failed to address the most important aspects of the topic. In other words a substantial failure, which would need major work before it could be passed.

NOTE: Students are expected to meet UNSW standards of academic writing and in particular must meet standards of referencing described by the Learning Centre. Failure to reference correctly may limit marks to PS or below. Plagiarism or collusion will result in an automatic FL.

Submitting your assignments

1. **All assignments** must be submitted electronically via *UNSW Blackboard*. Students submitting assignments in UNSW Blackboard should use the cover sheet available in UNSW Blackboard. Student name, course code, date and assignment title should be included in the header or footer on every page, and in the file name.
The word count should also be given.

2. See School website for more information on **guidelines on assessment**, including information on extensions and late assignments:
<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/assessmentguidelines>

Please note that assignments will not be marked if other assignments have been marked and returned.

Return of assignments

Marked assignments will be sent back electronically or handed to you in class.

Referencing

It is your responsibility to learn one of the accepted academic methods for acknowledging sources of information (citing references). Guidelines for acknowledging sources of information can be found on the following websites:

Faculty of Medicine

<http://web.med.unsw.edu.au/infoskills/cite.htm>

SPHCM

<http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/AssessmentGuidelines>

The Learning Centre

<http://www.lc.unsw.edu.au/olib.html#Referencing>

Feedback on assessment

We will aim to provide feedback within 2-3 weeks of submission. You will receive specific comments about the strengths and weaknesses of your answers as well as some general comments about the overall standard of the answers and some of the issues raised in the assignment.

****UNSW Blackboard** is available at all times for submitting queries, comments, and for the sharing of insights. Remember – online participation and contributions are being formally assessed for external students.

Academic honesty and plagiarism

At UNSW plagiarism is considered to be a form of academic misconduct and is viewed very seriously. The following notes describe what plagiarism is. You need to ensure you understand what it is so you avoid it in any of your assignments or other work:

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Collaboration and Collusion

In your study in this course (as in health work) you are often working closely with your fellows and you learn a lot from this collaboration. We have set up the course so that you get the maximum benefit from this collaboration. At the same time, your learning has to be assessed, and we will be assessing you as an individual. So while you will be working together with other students, the work you submit for assessment must be your own. You must plan the structure of the piece and write the words. If you use work by other students, it must be on the same basis as any other reference: that you acknowledge it in footnotes, that if you want to quote the words of other students, they are enclosed in quotation marks and clearly attributed to the author, and that they are only used to support your argument, not to substitute for it. In writing up the group project, you may acknowledge the extent to which you are drawing on work done by another member of your group in terms like 'In this section, I am drawing heavily on the work of my collaborator xxx'.

The School and the University are concerned to ensure that the work which students submit for assessment is their own, and measures are in place to detect and prevent it, and if necessary, to punish. Where collusion can be shown, the students involved may be required to rewrite and re-submit their assignments or may be awarded a fail for the assignment or may be failed in the whole course and even be excluded from the University for misconduct.

Readings and resources

Learning resources for this course consist of the following:

- **Course notes**

You have been provided with these course notes containing background information, activities and printed readings. The basic readings are contained in these course notes, which are set out in two parts, each covering one half of the course.

- **UNSW Blackboard**

Other resources required for learning are to be found on UNSW Blackboard where weblinks and background information to relevant policy documents are provided. As well, there is space for viewing draft Concept Reports, and submitting Assessments 1 and 3. Also, there is a dedicated area for external students to engage in small group discussions on health policy issues and develop their policy projects for Assessment 3.

Use of the Internet and an ability to access relevant health websites, journal articles and policy documents are a core skill for public health practitioners, so please consider these activities as a core part of your learning in this course. To save you time in entering long web addresses, we will place some web links for

you in Blackboard, under relevant headings. From time to time weblinks change so if this occurs you can usually locate the document by typing in the full title into a search engine (such as *Google*). However if you are having difficulties please contact the Library for assistance. You should also set up Google Scholar so it has UNSW Library preferences – this will save you a lot of time, effort and frustration.

- **Recommended texts**

There is no single text which deals with all the material covered in this course. There are a number of books which students will find useful, but no one of them will be suitable for all students. Some students will be primarily interested in Australian experience; others will want more of a comparative or international perspective. Some may focus their attention on policy as a concept in use; others may be more interested in specific forms of practice. The particular characteristics of these texts will be discussed in class to enable students to make their own informed choice. Recommended texts are available for purchase through the UNSW Bookshop:

Walt, G. (1998) *Health Policy: An Introduction to Process and Power*. Zed Books, London

This is a short, accessible text, applying a political science approach to policy to the health field. It is grounded in the political institutions and political science of the industrial West, but pays some attention to health in the third world, and particularly, to the role of international organizations and aid donors.

Barraclough S. and Gardner, H. (2008) *Analysing Health Policy: a problem-oriented approach*, Sydney, Elsevier

This book uses a problem-oriented, analytical approach to policy development. It has chapters on the governance and values in the Australian health system, which is useful for those who want to focus on Australian health policy. There is also a collection of case studies to illustrate how policy makers respond to problems.

Buse, K., Mays, N., Walt, G. (2005) *Making health policy*. Open University Press, Berkshire.

This book has been developed from Walt 1998, but has more of a textbook format, with boxes, activities and summaries. It gives a very clear message, though the discussion still tends to be framed in terms of the formal institutions of Western political science, like 'the state' and 'interest groups'.

Colebatch, H.K., (2009) *Policy*, Open University Press, Buckingham, 3rd Edition.

This is a short introduction to policy as a concept in the social sciences. It is not specifically oriented to policy in the field of health, though there is a brief discussion of how this approach would apply to health, but aims to develop a 'generic' approach which can be applied to health as to other fields, and which is as applicable outside Australia as it is in Australia.

Hunter, D.J. (2003) *Public Health Policy*, Cambridge UK, Polity Press

This is an insightful book which directly addresses the tension between 'health' and 'care' in policy development, though it is primarily oriented to English experience.

Palmer, G.R. and Short, S.D. (2010) *Health Care and Public Policy: An Australian Analysis*, 4th Edition, Macmillan, Melbourne.

This is the latest edition of a standard text on health care in Australia, which sees policy as 'what governments have done and what they can do', and focuses on such topics as institutions, finance, the workforce, and public health. It is strong on empirical detail about health services, but has less to say about policy, apart from a concluding chapter on the problems of policy-making in government.

Lewis, J.M. (2005) *Health Policy and Politics Networks, Ideas and Power*. IP Communications, Melbourne.

This is a subtle examination of health as a policy area, bringing to bear many of the critical themes from contemporary social science, and discussing networks, agenda and power, though the focus is only on Australia and other Western countries.

Dugdale, P. (2008) *Doing Health Policy in Australia*, Allen and Unwin, Sydney.

This is a book by a medico/health administrator who incorporates both Australian empirical experience and more conceptual material from the social sciences in his presentation. He starts with a focus on health (rather than on services for the sick), and looks at the way that governments and other institutions have become involved in 'health care'. It is interesting to see a practising manager using the social sciences to give an overview of the health field, though there is less detail than in the Palmer and Short volume, and some may find the analytical approach difficult to see.

- **Health Policy journals**

International

New England Journal of Medicine

The Lancet

Social Science and Medicine

International Journal of Health Services

Health Policy

Journal of Public Health

Milbank Memorial Fund Quarterly Health & Society

Journal of Health, Politics and Law

Journal of Health Services Research and Policy

Others – feel free to draw to our attention

Australian

Australian Health Review

Medical Journal of Australia

Australian and New Zealand Journal of Public Health (now incorporated in
Australian Health Review - listed above)

Others – feel free to draw to our attention

- **Policy journals**

Policy and Politics
Policy Sciences
Governance
Journal of Public Policy and Management
Policy Studies Journal
Public Administration
Australian Journal of Public Administration
Public Administration Review

Evidence and Policy
http://www.policypress.co.uk/journals_eap.asp

Others – feel free to draw these to our attention

Continual course improvement

Periodically student evaluative feedback on both courses and teaching is gathered. The UNSW's Course and Teaching Evaluation and Improvement (CATEI) Processes are used along with student focus groups, student forums, and at times additional evaluation and improvement instruments developed in consultation with the Faculty of Medicine's Program Evaluation and Improvement Group. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.

Evaluation activities across the Faculty are strongly linked to improvements and ensuring support for learning and teaching activities for both students and staff.

Additional support to students

IT requirements for UNSW students

Our courses have online components which have been developed and are taught on the assumption that all students meet the UNSW IT Requirements Policy. Viewable online at: <https://www.it.unsw.edu.au/students/policies/index.html>

UNSW IT Service Desk (UNSW Blackboard support)

The IT Service Desk is your central point of contact for assistance and support with UNSW Blackboard, UniPass, zPass, UniMail, UniWide, zMail and Anti-virus software. Contact them directly for assistance with IT related matters, including UNSW Blackboard:

Website: <http://www.it.unsw.edu.au/index.html>
Tel: +61 (2) 9385 1333
Email: itservicecentre@unsw.edu.au
Location: UNSW Library

UNSW library support

Staff at the library can help you:

- find information resources for your assignments
- access electronic resources & databases
- advise you on library and information services.

Information about UNSW library assistance is available at:

Library Homepage: <http://www.library.unsw.edu.au/>
Postgraduate Services: <http://www.library.unsw.edu.au/servicesfor/PGandH.html>
Tel: 02 9385 2650
Location: UNSW Library, Level 2 Service desk

Library resources

Online training and resources

There are a variety of online tutorials and resources available to Postgraduate students to help equip you with the information skills you will need to get started in your program such as: searching databases (which include videos and screen captures), evaluating different types of resources like peer-reviewed journals and websites, and citing references. These resources are designed to help students learn more about: searching for information to complete assignments and projects, and self-directed learning. It is highly recommended that students complete the **Online Information Skills Tutorial** prior to commencing their studies and assignments. <http://eliseplus.library.unsw.edu.au/>

Subject guides

Use these guides as a quick and easy pathway to locating resources in your subject area. These excellent guides bring together the core web and print resources in one place and provide a one click portal into the online resources.

UNSW Library Subject Guides: <http://subjectguides.library.unsw.edu.au/>

Public Health and Community Medicine Subject Guide:
<http://subjectguides.library.unsw.edu.au/publichealth>

Virtual Library: Public Health

The Virtual Public Health Library brings together public health sites and resources from around the world in a systematic and easily accessible way for all those wishing

to be in touch with the most relevant and meaningful public health resources – see <http://vph.sphcm.med.unsw.edu.au/>

Learning Centre

The Learning Centre provides a wide range of workshops and study skill resources to students enrolled in degree programs at the University. Students can access information on: Essay and assignment writing, Exam skills, Reading and writing skills, Referencing and plagiarism, Organisation skills, Oral presentations. See: <http://www.lc.unsw.edu.au>

Administrative matters

All administrative matters are covered comprehensively on the SPHCM Website. Check for details on how to access email, obtain your UniPass etc. at: <http://www.sphcm.med.unsw.edu.au/sphcmweb.nsf/page/StudentResources>

See the school website for information on school assessment guidelines, including extensions and late assignments: <http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/AssessmentGuidelines>

If you do not have a handbook you can pick one up from the Postgraduate Coursework Office, Level 2 Samuels Building or download it from the web. <http://www.sphcm.med.unsw.edu.au/SPHCMWeb.nsf/page/Current%20Students>

For any further assistance, you can contact:

Postgraduate Office
School of Public Health and Community Medicine
The University of New South Wales
Level 2, Samuels Building
UNSW Sydney NSW 2052, Australia

T: + 61 (2) 9385 1699 - Graduate Health Management Programs
T: + 61 (2) 9385 2507 - Graduate Public Health Programs
T: + 61 (2) 9385 1928 - Graduate International Public Health Programs

F: + 61 (2) 9385 1526
E: postgrad-sphcm@unsw.edu.au

Other matters

Occupational Health & Safety: http://www.ohs.unsw.edu.au/ohs_students/index.html

Complaints procedures: <https://my.unsw.edu.au/student/atoz/Complaints.html>

Equity & Diversity: <http://www.studentequity.unsw.edu.au/content/default.cfm?ss=0>

Schedule of classes

Please note the following schedule to guide your progress through the course.

Semester week and date	Topic/Section	Assessment
Week Zero Begins 20/02/12	Full-day workshop for external students	
Week 1 27/02/12	Health, policy and governing	
Week 2 5/03/12	Health as a policy concern	
Week 3 12/03/12	Policy and the organization of public authority	Assignment 1: Draft Reading Report to be submitted by 28 March
Week 4 19/03/12	Knowing the terrain	
Week 5 26/03/12	Knowledge and policy practice	
Week 6 2/04/12	Doing Policy <i>No Class [Good Friday]</i>	Assignment 1: Final Reading Report to be submitted online by 5/04/12
Week beginning 9/04/12	Mid-semester break	
Week 7 16/04/12	Identifying the policy problems and how they have been addressed.	
Week 8 23/04/12	Who are the participants and their interests.	Group preliminary presentation in class
Week 9 30/04/12	Assessing the evidence and proposed solutions.	
Week 10 7/05/12	Maximising Implementation potential Policy project: Group presentation (Assignment 3a)	Group presentation (Assignment 3a)
Week 11 14/05/12	Policy project: Group presentation (Assignment 3a)	Group presentation (Assignment 3a)
Week 12 21/05/12	Conclusion for course and lessons for practice.	Assignment 3b: Individual Report due 28/05/12