

## Syllabus

Spring, 2011

### APPLIED PSYCHOLOGY AND PUBLIC POLICY (PSYC 736)

<b>Faculty:</b>	Dr. Kenneth Maton	<b>Office Hours:</b>	By appointment
<b>Class time:</b>	Friday	12-2:30 pm	Rm. 414 Sondheim
<b>Contact Information:</b>	<a href="mailto:maton@umbc.edu">maton@umbc.edu</a>	X 52209	Rm. 313 Math/Psych

#### PURPOSE

This course examines major public policy issues relevant to applied developmental and human services psychology. Federal, and to a lesser degree, state and local policies, policy making constituencies, and policy making processes will be reviewed. Multiple roles that psychologists can play in affecting policy, including analysis, research, and advocacy, are examined. The expectation is that upon completion of this course you will be able to critically analyze existing policy and to help formulate new policy directions and perform policy relevant research.

#### COURSE OUTLINE

##### Date

1/28	<b>Course Overview; Policy, Policy Actors, Government</b>
2/4	<b>Policy Theories, Analysis, and Process</b>
2/11	<b>Policy Evaluation Psychology and Health Reform (Guest Presenter)</b>
2/18	<b>Values, World Views, &amp; the Public Interest Professional Psychology and Policy (Guest Presenter)</b>
2/25	<b>Psychologists in the Policy Arena (Guest Presenters)</b>
3/4 -3/18; 4/8	<b>Topic area sessions</b>
Topics relevant to both ADP and HSP will be included; topics will be selected in part based on the interests of the students in the class. There will also be guest speakers.	
3/25	<b>Spring Vacation</b>
4/1	<b>No Class (SRCD); Policy outlines due</b>
4/15-5/6	<b>Policy presentations</b>
5/13	<b>Policy papers due</b>

## COURSE STRUCTURE AND REQUIREMENTS

Class sessions will emphasize discussion and active student participation.

There are four major course requirements:

- 1) Class Participation. Throughout the course you will be expected to have done the assigned readings and to contribute through your regular, thoughtful, and substantive class participation. Class participation will count for 15% of your course grade.
- 2) Thought Papers. Students will pick three of the weeks' assigned readings between Feb. 4 and April 8, and write a 2 page thought paper. Thought papers should reflect questioning, critical and/or creative responses to the week's topic and readings. Ideally, they will serve as a basis for class discussion. The paper should be e-mailed to me by 5:00 pm Thursday prior to that class. You should also be prepared to talk about your thought paper in class (15% of your course grade).
- 3) Policy Proposal Presentation. You are expected to propose a new or revised policy you believe needs to be implemented at the federal, state or local level, and to make a 25-30 minute oral presentation advocating the new policy. The class will serve as the (House or Senate) subcommittee under whose jurisdiction your new policy falls. The subcommittee will ask probing and penetrating questions following your presentation. The subcommittee will vote, in closed session, on your policy proposal, and provide you with a written critique and suggestions. You must provide a brief to the subcommittee that outlines and justifies your proposal (2 page limit). (30% of your course grade).

Your presentation to the subcommittee must include:

1. Statement of the specific problem of concern.
  2. Description of the broad social, political, and historical context of the problem.
  3. Description, review, and critique of current policy(ies) governing the problem.
  4. Discussion of the major policy options which have been proposed to deal with the problem.
  5. Detailed summary of the policy option you are proposing.
  6. Review of relevant social science theory and research which support your proposal.
  7. Estimate of the financial cost, and your arguments concerning cost/benefit analysis.
  8. Discussion of the potential pitfalls of enacting and/or implementing your policy of choice.
  9. Discussion of how the effectiveness of the new policy will be determined.
- 4) Policy Proposal Paper. This paper should be an expanded version of your presentation. It should include revisions that result from the subcommittee hearing. In particular, you should expand the material included in #9 above to include a research design and set of data collection methods to be used in evaluating your proposed policy. Be certain to discuss the rationale, assets, and liabilities of your design. (40% of grade).

Grading Summary

Class Participation	15%
Thought Papers	15%
Class Presentation	30%
Final Paper	<u>40%</u>
	100

POTENTIAL POLICY PAPER TOPIC AREAS

Child/Family Issues: Health, nutrition, child welfare, day care, education of handicapped children, child abuse, immigrant families, juvenile delinquency, mental health, gifted and talented children and youth, ADD, juvenile justice, teen pregnancy/adolescent abortion, youth and employment, homeless children, children and AIDS, civil rights.

Human Services Psychology Issues: Adolescent suicide, school failure, prescription privileges, health promotion, disease prevention, managed care, minority youth, community support system, substance abuse, prevention, empowerment, mental health and the work place, gender, mental health and ethnicity, discrimination, community development, self-help groups, religion and public policy, youth violence.

DETAILED READING LIST

**NOTE: ALL MATERIALS ARE IN THE FILING CABINET IN XEROX ROOM**

**February 4**

DeLeon, P.H, Loftis, C.W., Ball, V., & Sullivan, M.J. (2006). Navigating politics, policy and procedure: A firsthand perspective of advocacy on behalf of the profession. *Professional Psychology: Research and Practice*, 37, 146-153.

Kraft, M.E., & Furlong, S.R. (2010). *Public policy: Politics, analysis, and alternatives*. 3<sup>rd</sup> Edition. Washington, DC: CQ Press.  
Chapter 3-Understanding public policymaking (pp. 64-95).  
Chapter 4-Policy analysis: An introduction (pp. 96-123).

Phillips, D.A. (2000). Social policy and community psychology. In J. Rappaport & E. Seidman (eds.), *Handbook of Community Psychology* (pp.397-419). NY: Kluwer.

## February 11

### I. Guest Presenter, Mohini Venkatesh, MPH

(The National Council for Community Behavioral Healthcare)

Alakeson, V., Frank, R.G., & Katz, R.E. (2010). Specialty care medical homes for people with severe, persistent mental disorders. *Health Affairs*, 29, 867-873.

Gawande, A. (2011, January 24). The hot spotters: Can we lower medical costs by giving the neediest patients better care? *The New Yorker*, 41-51

Ingoglia, C. (2011). The victory is won, the crusade continues. *National Council Magazine*, 13.

Mauer, B.J. (2011). National Council leads the way: A journey in bidirectional care. *National Council Magazine*, 14-18.

### II. Policy Evaluation

Peters, B.G. (2010). *American public policy: Promise and performance*. Chapter 8: Evaluation and policy change (pp. 179-198). Washington, DC: CQ Press.

Schlotter, M., Schwerdt, G., & Woessmann, L. (January, 2010). *Econometric methods for causal evaluation of education policies and practices: A non-technical guide*. IZA DP No. 4725. Retrieved January 7, 2010 from <http://ftp.iza.org/dp4725.pdf>

## February 18

### Values, World Views, & the Public Interest

Humphreys, K., & Rappaport, J. (1993). From the community mental health movement to the war on drugs: A study in the definition of social problems. *American Psychologist*, 48, 892-901.

Kendler, H. (1999). The role of value in the world of psychology. *American Psychologist*, 43, 828-835 [and responses that follow].

Peters, B.G. (2010). *American public policy: Promise and performance*. Chapter 17: Policy Analysis- Cost-Benefit Analysis and Ethical Analysis (pp. 443-473). Washington, DC: CQ Press.

Price, R.H. (1989). Bearing witness. *American Journal of Community Psychology*, 17, 151-163.

Sawhill, I., & McLanahan, S. (2006). *Introducing the special issue. Future of Children*, 16, 3-17.

## February 25

**I. Guest Presenters, Diane Elmore, Ph.D. & Heather Kelly, Ph.D.**  
(American Psychological Association Government Affairs Office)

**II. Sarah Oberlander, Ph.D.**  
(SRCD Policy Fellow)

American Psychological Association (undated). *Advancing psychology in the public interest: A psychologist's guide to participation in federal policymaking*.  
<http://www.apa.org/ppo/pi/advocacyguide.pdf>

Bogenschneider, K. (2006). *Family policy matters: How policymaking affects families and what professionals can do*. Chapter 14—How can we connect research with state policymaking? Lessons from the Wisconsin State Family Impact seminars (pp. 245-276).

Choi, B.C.K. et al. (2005). Can scientists and policy makers work together? *J. Epidemiol. Community Health*, 59, 632-637.

Lee, J.A., DeLeon, P.H., Wedding, D., & Nordal, K. (1994). Psychologists' role in \ influencing Congress: The process and the players. *Professional Psychology: Research and Practice*, 25, 9-15.

Muncey, C. (2010, February). A new voice for psychology in Congress. *Monitor on Psychology*, p. 10.

Shonkoff, J.P. (2000). Science, policy, and practice: Three cultures in search of a shared mission. *Child Development*, 71, 181-187

## March 4

### Strengths-Based Research and Policy

Maton, K.I., Dodgen, D. W, Leadbeater, B. J., Sandler, I. N., Schellenbach, C. J., & Solarz, A. L. (2004). Strengths-based research and policy: An introduction. In K.I. Maton, C. J. Schellenbach, B. J. Leadbeater, & A. Solarz (eds.), *Investing in children, youth, families, and communities: Strengths-based research and policy* (pp. 3-12). Washington, DC: APA.

Cook, S.L., Woolard, J.L., & McCollum, H.C. (2004). The strengths, competence, and

- resilience of women facing domestic violence: How can research and policy support them? . In K.I. Maton, C. J. Schellenbach, B. J. Leadbeater, & A. Solarz (eds.), *Investing in children, youth, families, and communities: Strengths-based research and policy* (pp. 97-117). Washington, DC: APA.
- Tolan, P.T., Sherrod, L.R., Gorman-Smith, D., & Henry, D.B. (2004). Building protection, support and opportunity for inner-city children and youth and their families. In K.I. Maton, C. J. Schellenbach, B. J. Leadbeater, & A. Solarz (eds.), *Investing in children, youth, families, and communities: Strengths-based research and policy* (pp. 193-212). Washington, DC: APA.
- Solarz, A. L., Leadbeater, B. J., Sandler, I. N., Maton, K.I., Schellenbach, C. J., & Dodgen, D. W., (2004) A blueprint for the future. In K.I. Maton, C.J., Schellenbach, B. J. , Leadbeater, & A.L. Solarz (Eds.), *Investing in children, youth, families, and communities: Strengths-based research and policy* (pp. 343-354). Washington, D.C.: American Psychological Association.

## March 11

### I. Low Income Children, Youth, Families and Neighborhoods

- Children's Defense Fund (2011). A continued commitment to our nation's future: A look at children and the president's FY 2011 federal budget.  
<http://www.childrensdefense.org/policy-priorities/ending-child-poverty/president-obama-fy2011-budget-analysis.html>
- Edelman, P.B., Golden, O.A., & Holzer, H.J. (2010, July). *Reducing poverty and economic distress after ARRA: Next steps for short-term recovery and long-term economic security*. Washington, DC: The Urban Institute.  
<http://www.urban.org/uploadedpdf/412150-next-steps-ARRA.pdf>
- Popkin, S.J., Acs, G., & Smith, R. (2009). *The Urban Institute's Program on Neighborhoods and Youth Development: Understanding how place matters for kids*. Washington, DC; The Urban Institute.  
[http://www.urban.org/uploadedpdf/411974\\_place\\_matters.pdf](http://www.urban.org/uploadedpdf/411974_place_matters.pdf)
- U.S. Department of Health and Human Services, Administration for Children and Families (January 2010). *Head Start Impact Study. Final Report. Executive Summary* (pp. i-vii). Washington, DC.  
[http://www.acf.hhs.gov/programs/opre/hs/impact\\_study/reports/impact\\_study/executive\\_summary\\_final.pdf](http://www.acf.hhs.gov/programs/opre/hs/impact_study/reports/impact_study/executive_summary_final.pdf)

### II. Guest Presenter: Dave Marcotte, Ph.D.

(Departments of Economics & Public Policy, UMBC)

- Marcotte, D., & Hansen, B. (2010, Winter). Time for School? When the snow falls, test

scores also drop. *Education Next*, 53-59

Peters, B.G. (2010). *American public policy: Promise and performance*. Chapter 13: Education policy (pp. 329-358). Washington, DC: CQ Press.

### March 18

#### **I. Guest Presenter: Clinton Anderson, Ph.D.**

(Director, Office on Lesbian, Gay, Bisexual, and Transgender (LGBT) Concerns, American Psychological Association)

American Psychological Association (2010, Oct. 25). *Brief Amici Curiae. No. 10-16696 United States Court of appeals for the ninth circuit (Sexual orientation and marriage)*. <http://www.apa.org/about/offices/ogc/amicus/perry.pdf>

American Psychological Association (). *Just the facts about sexual orientation and youth: A primer for principals, educators and school personnel*. <http://www.apa.org/pi/lgbt/resources/just-the-facts.aspx>

American Psychological Association (2010, February 1). *APA statement to the Institute of Medicine, Committee on Lesbian, Gay, Bisexual and Transgender (LGBT), health issues and research gaps and opportunities (IOIM-BSP.09-10)*. <http://www.apa.org/pi/lgbt/resources/health-issues-testimony.aspx>

#### **II. Guest Presenter, Jenn Prichard, Ph.D.**

(UMBC CASP Graduate, Dissertation on Racial Profiling)

Greenwood, P, (2008). Best practices in juvenile justice reform: A Summary. *The Future of Children*, 18(2). [www.princeton.edu/futureofchildren/publications/highlights/18\\_02\\_Highlights.pdf](http://www.princeton.edu/futureofchildren/publications/highlights/18_02_Highlights.pdf)

*The W. Haywood Burns Institute for Juvenile Justice Fairness & Equity (2008)*  
Adoration of the question: Reflections on the failure to reduce racial & ethnic disparities in the juvenile justice system  
<http://www.burnsinstitute.org/article.php?id=83>

Justice Policy Institute (2009, May). *The costs of confinement: Why good juvenile justice policies make good fiscal sense*. <http://www.justicepolicy.org/content-hmID=1811&smID=1581&ssmID=83.htm>

## April 8

### I. Guest Presenter, Paul Berman, Ph.D.

(Private Practice & Maryland Psychological Association)

Hussey, P.S., Sorbero, M.E., Mehrotra, A., Liu, H., & Damberg, C.L. (2009). Episode-based performance measurement and payment: Making it a reality. *Health Affairs*, 28, 1406-1417.

MGA (Maryland General Assembly) (nd). *Statute 15-10B-03 Article – Insurance*.  
[http://mlis.state.md.us/asp/web\\_statutes.asp?gin&15-10b-03](http://mlis.state.md.us/asp/web_statutes.asp?gin&15-10b-03)

NAMI Fact sheet (2009). *Parity FAQs for individuals and families*.  
[nami.org/Template.cfm?Section=Issue\\_Spotlights&template=/ContentManagement/ContentDisplay.cfm&ContentID=94887](http://nami.org/Template.cfm?Section=Issue_Spotlights&template=/ContentManagement/ContentDisplay.cfm&ContentID=94887)

Rittenhouse, D.R., Shortell, S.M., & Fisher, E.S. (2009). *Primary care and accountable care—Two essential elements of delivery-system format*. *New England Journal of Medicine*, 361, 2301-2303.

### II. Guest Presenter: Maureen van Stone, Esq.

(Maryland Volunter Lawyers Service; Project HEAL at KKI)

ARC, AAIDD, AUCD, UCP, NACDD, and SABE (2011). *2011 Disability Policy Fact Sheets*. <http://www.disabilitypolicyseminar.org/> (fact sheets)

Kesselheim, A.S., & Austad, K.E. (2011). Residents: Workers or students in the eyes of the law? *New England Journal of Medicine*, 364:8, 695-697.

## April 15

### I. Guest Presenter: Karina Fortuny, MS

(Urban Institute)

Chaudry, A., Capps, R., Pedroza, J., Castaneda, R.M., Santos, R., & Scott, M.M. (2010). *Facing our future: Children in the aftermath of immigration enforcement*. Washington, DC: Urban Institute. [www.urban.org/publications/412020.html](http://www.urban.org/publications/412020.html)

Fortuny, K., Capps, R., Simms, M., & Chaudry, A. (2009, May). *Children of immigrants: National and state characteristics*. Washington, DC: Urban Institute. [www.urban.org/publications/411939.html](http://www.urban.org/publications/411939.html)

Yoshikawa, H. (2011). *Immigrants raising citizens: Undocumented parents and their young children*. Chapter 7: Providing Access to the American dream for the children of undocumented parents (pp. 137-150). New York: Russell Sage Foundation.