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| Course # & Title | MPA 809: Implementing Public Policy | |
| Course Instructor | Gail MacAllister | Email: macallis@queensu.ca |
| Office | RSH 325 | |
| Office Hours | Immediately following class | Class time: Please see timetable |
| Grading Scheme | Assignments:  ***Group:***  In-Class Presentation on Major Group Project (20%) (group size depends on class size) Due 24 November (posted to onQ) Presentations: November 27, 2024  Public Sector Article Presentation 10% Groups of 2, choose from article below.  Posted to OnQ the Tuesday evening before class selected  ***Individual:***  Midterm: 20% (October 20-27) Take Home one week.  Report on individual contribution for major project (15%) (Due 24 November)  Final Reflection: 20% (Due December 10)  Participation/In-Class engagement 15% | |

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| LEARNING OUTCOMES   * Situate public management in the context of policy analysis and design, democratic values and democratic institutions to ensure the delivery of public value. * Consider policy in an integrated way through the application of a framework for assessing how to implement the delivery of public goods and sustain their delivery within public sector values. * Assess, mitigate and manage risk through accurate, concise policy revision. * Understand key public sector challenges such as accountability, managing with partners in an increasingly complex array of organizational service delivery systems and the changing landscape due to external factors (law, societal change, etc). |
| Required Reading  Putting Policy to Work: A Framework for Public Management (Andrew Graham) Posted to OnQ  Presentation Articles (You must be logged in with your Queen’s ID and Password, to access the full text articles Signup sheet week 1).   1. Hamlin, R. G., & Whitford, S. (2020). Perceived managerial and leadership effectiveness within the Canadian public sector. *Human Resource Development Quarterly*, *31*(4), 423–448. <https://doi.org/10.1002/hrdq.21406> 2. Pepler EF, Kinsman L. (2024) The call for an evidence-based integrated funding and service delivery system for newcomers. Healthcare Management Forum <Https://doi.org/10.1177/08404704241267243> 3. Lidman, L. (2021)The Gap Between the Rhetorical Why and the Practical What and How of Public Sector Innovation International Journal of Public Administration, Vol. 47, No. 11, 748–758 <https://doi.org/10.1080/01900692.2023.2197175> 4. Mosera, B., Koraca, S. (2021) Gender Perspectives in the Budgetary Process at the Central Government Level, International Journal of Public Administration, Vol. 44, No. 14, 1274–1285 <https://doi.org/10.1080/01900692.2020.1755683> 5. Bardwell, G., Ayden Scheim,A.. Mitra, S., Kerr, T. (2017) Assessing support for supervised injection services among community stakeholders in London, Canada, International Journal of Drug Policy, Vol.48, Pages 27-33, https://doi.org/10.1016/j.drugpo.2017.05.009. 6. Valaitis, R.; Meagher-Stewart, D.; Martin-Misener, R.; Wong, et al. (2018) Organizational Factors Influencing Successful Primary Care and Public Health Collaboration. *BMC health services research*, *18* (1), 420 Pages 1-17 <https://doi.org/10.1186/s12913-018-3194-7> 7. Islam, M. Z.; Said, T. F.; Sumardi, W. A.; Rahman, S. (2020) Factors Affecting Organizational Effectiveness: A Proposed Framework for Brunei’s Public Sector. *International journal of Asian business and information management*  *11* (2), 15–27. <https://doi.org/10.4018/IJABIM.2020040102>. 8. Klein, N.; Ramos, T. B.; Deutz, P. (2022) Factors and Strategies for Circularity Implementation in the Public Sector: An Organisational Change Management Approach for Sustainability. *Corporate social-responsibility and environmental management* *29* (3), 509–523. <https://doi.org/10.1002/csr.2215>. 9. Park, S.; Lee, D. S.; Son, J. (2021) Regulatory Reform in the Era of New Technological Development: The Role of Organizational Factors in the Public Sector. *Regulation & governance*, *15* (3), 894–908. <https://doi.org/10.1111/rego.12339> 10. Wagner, A. Avoiding the Spotlight: Public Scrutiny, Moral Regulation, and LGBTQ Candidate Deterrence. *Politics, groups & identities* **2021**, *9* (3), 502–518. https://doi.org/10.1080/21565503.2019.1605298. 11. Ross, J. M., & Mughan, S. (2018). The Effect of Fiscal Illusion on Public Sector Financial Management: Evidence from Local Government Property Assessment. *Public Finance Review*, *46*(4), 635-664. <https://doi-org.proxy.queensu.ca/10.1177/1091142116676360> 12. Andrade, M. S., & Westover, J. H. (2023). Job Satisfaction – An International Comparison of Public and Private Sector Employees. *International Journal of Public Administration*, *46*(16), 1151–1165. <https://doi.org/10.1080/01900692.2022.2076696> 13. Masoumi, A. The Politics of “Doing Exactly Nothing”: Feminist Legal Change and Bureaucratic Administration of Refugee Protection. *Fem Leg Stud* **27**, 243–261 (2019). <https://doi-org.proxy.queensu.ca/10.1007/s10691-019-09410-5> 14. Pendakur, K.; Pendakur, R. The Impact of Self-Government, Comprehensive Land Claims, and Opt-In Arrangements on Income Inequality in Indigenous Communities in Canada. *Canadian public policy*, *47* (2), 180–201. <https://doi.org/10.3138/cpp.2020-004>. 15. Healey Akearok, G. K.; Rana, Z. (2024) Community Perspectives on COVID-19 Outbreak and Public Health: Inuit Positive Protective Pathways and Lessons for Indigenous Public Health Theory. *Canadian journal of public health*, *115* (3), 395–407. <https://doi.org/10.17269/s41997-024-00863-z>. 16. Jones, P. (2017) The Futures of Canadian Governance: Foresight Competencies for Public Administration in the Digital Era. *Canadian public administration*, *60* (4), 657–681. <https://doi.org/10.1111/capa.12241>. 17. Delisle, M.; Lajoie, D. (2022) Skills of the Future for a High‐performing Workforce: Implications of Recent Evidence for the Public Sector. *Canadian public administration*, *65* (1), 144–165. <https://doi.org/10.1111/capa.12440>. 18. Pettinicchio, D.; Maroto, M.; Lukk, M. (2021) Perceptions of Canadian Federal Policy Responses to COVID-19 among People with Disabilities and Chronic Health Conditions. *Canadian public policy*, *47* (2), 231–251. <https://doi.org/10.3138/cpp.2021-012>. 19. Perri, M.; McColl, M. A.; Khan, A.; Jetha, A. (2021) Scanning and Synthesizing Canadian Policies That Address the School-to-Work Transition of Youth and Young Adults with Disabilities. *Disability and health journal*, *14* (4), 101122–101122. <https://doi.org/10.1016/j.dhjo.2021.101122>. 20. Levac, L.; Stinson, J.; Manning, S. M.; Stienstra, D. (2021) Expanding Evidence and Expertise in Impact Assessment: Informing Canadian Public Policy with the Knowledges of Invisible Communities. *Impact assessment and project appraisal*, *39* (3), 218–228. https://doi.org/10.1080/14615517.2021.1906152. |
| This is an interactive course in which students will be assigned groups and a project of which the outcome must be presented via Powerpoint© on the last day of classes. Anticipate that time will be spent during class time working in your small groups working, therefore, attendance is very important to stay on track. The final week of the course will be presenting the project outcome to your fellow students and potentially external guests . Please note that all members of the group **must** participate in the final presentation. |

# ACADEMIC INTEGRITY:

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities [www.queensu.ca/secretariat/policies/senate/report-](http://www.queensu.ca/secretariat/policies/senate/report-) principles-and-priorities).

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment or the failure of a course to the rescinding of a degree.

# ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Students with physical and learning disabilities must contact the instructor as soon as possible in order for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen’s Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

# COPYRIGHT:

The link below provides a brief summary of the Copyright Act of Canada (the Act) as it relates to instruction at Queen’s University.

https://library.queensu.ca/help-services/copyright-fair-dealing/copyright-basics-instructors