

COURSE OUTLINE		
TERM: Fall 2021	COURSE NO: PADM 305	
INSTRUCTOR:	COURSE TITLE: Problem Solving and Decision Making Skills: Policy Analysis Writing Skills for Local Government Professionals	
OFFICE: E-MAIL: @capilanou.ca	SECTION NO(S):	CREDITS: 3.0
OFFICE HOURS:		
COURSE WEBSITE:		

Capilano University acknowledges with respect the Lil'wat, Musqueam, Squamish, Sechelt, and Tsleil-Waututh people on whose territories our campuses are located.

COURSE FORMAT

Six days delivered over 15 week semester for a total of 60 hours, which includes 15 hours of on-line (eLearn)/other activities. This course may also be offered online, mixed-mode and/or in a condensed format.

COURSE PREREQUISITE

PADM 200

CALENDAR DESCRIPTION

The goal of this course is to provide local government professionals with the skills and knowledge they need to understand and analyze complex public policy issues and options, and to recommend action to decision makers. This course will give students the opportunity to understand the key elements of the public policy making process and examine current policy issues, constraints and opportunities in the BC local government context. The course will help students develop a systematic approach to problem solving and prepare them for more senior leadership roles in their local government organizations.

REQUIRED TEXTS AND/OR RESOURCES

Hammond, John S., Keeney, Ralph L., Raiffa, Howard. (1999). Smart Choices: A Practical Guide to Making Better Decisions. Harvard Business School Press. 244 pgs.

Page, Stephen. (2012) 7 Steps to Better Written Policies and Procedures. 117 pgs.

The texts will be distributed on the first day of class. Additional readings will be provided by the course instructors in class and electronically.

COURSE STUDENT LEARNING OUTCOMES

On successful completion of this course, students will be able to do the following:

1. Identify public policy issues; learn to recognize types and characteristics

2. Explain the advantages of and be able to apply a systematic, stepped approach to policy analysis and problem solving and the role of strategic planning in setting the policy agenda
3. Define a policy issue effectively and accurately and identify and describe key policy issues facing local government in BC today
4. Employ a range of techniques to generate alternatives for solving policy problems
5. Learn to efficiently analyze and compare policy alternatives and select a preferred alternative
6. Identify a range of policy implementation tools available to governments to take action on a policy issue, including effective consultation approaches and techniques
7. Use a collaborative approach to problem solving and analysis in classroom activities and contribute to collective understanding of issues through group discussion and debate
8. Outline the political, organizational and legal context for policy making; and constraints and opportunities for local governments
9. Integrate public interest and natural justice into situation analysis and decision making
10. Effectively communicate policy issues, options and recommendations to Council or Board through report writing and oral presentations

Through seminars, course readings, case studies, role playing exercises, group exercises, written assignments and oral presentations, students will demonstrate competence in critical and strategic thinking; research and analysis; policy development; oral presentation skills and report preparation.

COURSE CONTENT

	CONTENT	Typical Readings/ Activities/speakers
.	<p>Module 1 Introduction</p> <ul style="list-style-type: none"> • What is policy? • The language of policy analysis • Policies and procedures • Anatomy of a policy • Are bylaws & resolutions policies? • Why are policies important? • Imagine a world without policies.... • Policies & Service delivery. • Local government policy hierarchy. • Your role in policy making: developer, contributor, and/or implementer. • Role of council/role of staff in policy making 	Smart Choices Chapter 1
	<p>Module 2 Decision and Policy Making in the Real World</p> <ul style="list-style-type: none"> • Political, organizational and legal context for policy making • Constraints and opportunities for local governments. 	
	<p>Module 3 Step Policy Analysis</p> <ul style="list-style-type: none"> • The policy making process • Using a step approach to analysis 	Smart Choices: A roadmap to smart choices pages 235-242

	CONTENT	Typical Readings/ Activities/speakers
	Participant case study – oral presentations	Each student presents a policy issue they chose to work on throughout the course.
	Module 4 Policy Infrastructure <ul style="list-style-type: none"> • Take a bird’s eye view • Why build a policy infrastructure? • What is a policy framework? How to build and maintain a policy framework	
	Module 5 Natural Justice & Administrative Fairness <ul style="list-style-type: none"> • Why is it important that local government policies and decisions are fair? • What makes a policy or decision-making process unfair? • The rules of natural justice • Applying natural justice to the policy-making process • Benefits of fair policy-making processes • A roadmap to fair policy-making 	Small Group exercise: Review three different local government scenarios (provided) and identify how administrative fairness could be improved.
	Module 6 Define the Problem and Your Objectives <ul style="list-style-type: none"> • Making sure you are clear about objectives • Common objectives that are relevant to local government policies • How to define a problem effectively and accurately – avoiding common pitfalls. • Problem definition techniques – Brainstorming, 5 Whys, Fishbone (Ishikawa) Analysis, Root Cause Analysis (RCA), the 5 Whys, • Problem identification Checklist 	Smart Choices Chapters 2 and 3 Videos - The 5 Whys Small Group exercise Internet readings
	Module 7 Collecting Information <ul style="list-style-type: none"> • How to collect information and do research. 	Small Group exercise: what research should you do?
	Module 8 Identifying, Evaluating, and Deciding on Policy Alternatives <ul style="list-style-type: none"> • How to generate different policy alternatives • How to compare and evaluate policy alternatives • Assess the potential consequences of different policy alternatives and describe how each alternative meets your objectives • Evaluate the trade-offs • Decide which policy alternative to recommend 	Smart Choices Chapters 3-6 Small Group exercise: Generating policy alternatives for individual challenges Small Group exercise: Assess the potential consequences of

	CONTENT	Typical Readings/ Activities/speakers
		different policy alternatives for individual challenges
	<p>Module 9 Consultation</p> <ul style="list-style-type: none"> • Develop an understanding of who to consult at each stage of the policy development process • Effective consultation techniques 	Small group exercise: Developing a consultation strategy
	<p>Module 10 Writing your report to Council/Board (or Senior Manager)</p> <ul style="list-style-type: none"> • How to write a policy analysis report to your Council or senior manager 	Reading: City of Kelowna Guidelines
	<p>Module 11 Writing Policy Documents</p> <ul style="list-style-type: none"> • How to write a policy document • Policies – standard content • Procedures – standard content 	7 Steps Chapters 1-12
	<p>Module 12 Presenting to Council/Board (or Senior Manager)</p> <ul style="list-style-type: none"> • How to make a policy analysis presentation to your Council/Board or senior manager 	In class exercise: Policy report presentation
	<p>Module 13 Communicating and Implementing Policies</p> <ul style="list-style-type: none"> • Determining who needs to know • Notifying the right people • Making new policy ‘hit the ground’ • Integrating policy into day-to-day operations and keeping it alive 	Small Group exercise: Identifying problems in policy communication
	<p>Module 14 Evaluating Policy Effectiveness</p> <ul style="list-style-type: none"> • Techniques for on-going assessment and evaluation of policy effectiveness - What was the objective? • Monitoring - linkages to the strategic plan • Identifying potential indicators • Measuring and reporting 	Small Group exercise: Identifying indicators for your policy challenge
	<p>Module 15 Reviewing and Updating Policies</p> <ul style="list-style-type: none"> • When to update and when not to; Scheduled updates • Tips for policy revision – inventorying discrepancies, clarifying revisions, tracking revisions, communicating changes 	
	Course review & wrap up	

EVALUATION PROFILE

Assessment/Assignment	% of Final	Individual/
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	Grade	Group
Assignment 1 Oral Presentation	10%	Individual
Assignment 2 First Written Report	25-30 %	Individual
Assignment 3 First eLearn discussion forum	10-20%	Individual
Assignment 4 Oral Presentation of First Written Report OR group activity	10%	Individual or group
Assignment 5 Second Written Report OR written test	25-30%	Individual
In-class participation – the participation grade will be assessed throughout the course and will be based on contributions to class discussions and activities including presenting for a group activity and questions and answers in class discussions.	10%	Individual/ Group
Total	100%	

ASSIGNMENTS

For a detailed description of assignments, please refer to the course syllabus and eLearn site.

GRADING PROFILE

A+ = 90-100	B+ = 77-79	C+ = 67-69	D = 50-59
A = 85-89	B = 73-76	C = 63-66	F = 0-49
A- = 80-84	B- = 70-72	C- = 60-62	

Incomplete Grades

Grades of Incomplete “I” are assigned only in exceptional circumstances when a student requests extra time to complete their coursework. Such agreements are made only at the request of the student, who is responsible to determine from the instructor the outstanding requirements of the course.

Late Assignments

Assignments are due at the beginning of the class on the due date listed. If you anticipate handing in an assignment late, please consult with your instructor beforehand.

Missed Exams/Quizzes/Labs etc.

Make-up exams, quizzes and/or tests are given at the discretion of the instructor. They are generally given only in medical emergencies or severe personal crises. Some missed labs or other activities may not be able to be accommodated. Please consult with your instructor.

Attendance

Students are expected to attend all classes and associated activities.

English Usage

Students are expected to proofread all written work for any grammatical, spelling and stylistic errors. Instructors may deduct marks for incorrect grammar and spelling in written assignments.

Electronic Devices

Students may use electronic devices during class for note-taking only.

On-line Communication Outside of the classroom, instructors will communicate with students using either their official Capilano University email or eLearn; please check both regularly. Official communication between Capilano University and students is delivered to students' Capilano University email addresses only.

UNIVERSITY OPERATIONAL DETAILS**Tools for Success**

Many services are available to support student success for Capilano University students. A central navigation point for all services can be found at: <https://www.capilanou.ca/student-life/>

Capilano University Security: download the [CapU Mobile Safety App](#)

Policy Statement (S2009-06)

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Academic Integrity, Academic Probation and other educational issues. These and other policies are available on the University website.

Academic Integrity (S2017-05)

Any instance of academic dishonesty or breach of the standards of academic integrity is serious and students will be held accountable for their actions, whether acting alone or in a group. See policy and procedures S2017-05 Academic Integrity for more information: <https://www.capilanou.ca/about-capu/governance/policies/>

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Integrity Procedures.

Academic dishonesty is any act that breaches one or more of the principles of academic integrity. Acts of academic dishonesty may include but are not limited to the following types:

Cheating: Using or providing unauthorized aids, assistance or materials while preparing or completing assessments, or when completing practical work (in clinical, practicum, or lab settings), including but not limited to the following:

- Copying or attempting to copy the work of another during an assessment;
- Communicating work to another student during an examination;
- Using unauthorized aids, notes, or electronic devices or means during an examination;
- Unauthorized possession of an assessment or answer key; and/or,
- Submitting of a substantially similar assessment by two or more students, except in the case where such submission is specifically authorized by the instructor.

Fraud: Creation or use of falsified documents.

Misuse or misrepresentation of sources: Presenting source material in such a way as to distort its original purpose or implication(s); misattributing words, ideas, etc. to someone other than the original source; misrepresenting or manipulating research findings or data; and/or suppressing aspects of findings or data in order to present conclusions in a light other than the research, taken as a whole, would support.

Plagiarism: Presenting or submitting, as one's own work, the research, words, ideas, artistic imagery, arguments, calculations, illustrations, or diagrams of another person or persons without explicit or accurate citation or credit.

Self-Plagiarism: Submitting one's own work for credit in more than one course without the permission of the instructors, or re-submitting work, in whole or in part, for which credit has already been granted without permission of the instructors.

Prohibited Conduct: The following are examples of other conduct specifically prohibited:

- Taking unauthorized possession of the work of another student (for example, intercepting and removing such work from a photocopier or printer, or collecting the graded work of another student from a stack of papers);
- Falsifying one's own and/or other students' attendance in a course;
- Impersonating or allowing the impersonation of an individual;
- Modifying a graded assessment then submitting it for re-grading; or,
- Assisting or attempting to assist another person to commit any breach of academic integrity.

Sexual Violence and Misconduct

All Members of the University Community have the right to work, teach and study in an environment that is free from all forms of sexual violence and misconduct. Policy B401 defines sexual assault as follows:

Sexual assault is any form of sexual contact that occurs without ongoing and freely given consent, including the threat of sexual contact without consent. Sexual assault can be committed by a stranger, someone known to the survivor or an intimate partner.

Safety and security at the University are a priority and any form of sexual violence and misconduct will not be tolerated or condoned. The University expects all Students and Members of the University Community to abide by all laws and University policies, including B.401 Sexual Violence and Misconduct Policy and B.401.1 Sexual Violence and Misconduct Procedure (found on Policy page <https://www.capilanou.ca/about-capu/governance/policies/>).

Emergencies: Students are expected to familiarise themselves with the emergency policies where appropriate and the emergency procedures posted on the wall of the classroom.

DEPARTMENT OR PROGRAM OPERATIONAL DETAILS

See Course Syllabus