PAI/PSC 300 Policy Implementation
Spring 2021
Tuesday & Thursday, 2:00PM – 3:20PM
Eggers Hall 111

Instructor: Zach Huitink, Ph.D.
Office: Eggers 529
Office Hours: Tue/Thurs 4:00-5:00, or by appointment[1]
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Course Description

This course is about how public policy gets put into action, with a focus on developing knowledge and skills essential for addressing some of society's most complex problems. The course will help you understand what we really mean when we say "policy implementation," as well as some of the realities of implementation as it is done in practice. The course will stress, in particular, the widespread roles of not only government but also the private and nonprofit sectors at all levels in the implementation process, and how these actors use tools like regulations, grants, vouchers, and public-private partnerships to get things done. Government and non-governmental actors have taken numerous approaches to tackling public policy problems ranging from (among many others) ensuring public health and safety, to alleviating poverty, improving education, preventing terrorism, and recovering from disasters. What are the trade-offs of different strategies to addressing problems like these, and why has the record of achievement been mixed? How do government, business, nonprofits, and individual members of the public contribute to implementation efforts? How can they work better with one another to make public policy successful? How do we assess whether policies have had their intended impacts on people and communities?

Students will consider these questions through a mix of lecture, discussion, examples, and hands-on exercises, and develop competency in areas including policy field mapping, logic modelling, performance measurement, and applied implementation analysis.

Audience

Upper-level undergraduate students seeking additional knowledge and skills applicable to the study and practice of public policy.

Credits

3.0

[1] All office hours and individual appointments this semester will take place on Zoom.

Learning Objectives

1. Define and Analyze Complex Public Policy Problems
2. Assess Public Policy Designs and Analyze Trade-offs of Using Different Policy Solutions
3. Map and Analyze Implementation Systems, Actors, and Relationships
4. Develop Indicators of Implementation Effectiveness and Build Logic Models
5. Investigate and Identify Reasons for Failure or Success of Policy Implementation Efforts
6. Communicate Technical Information and Ideas Clearly, both Orally and in Writing

Required Texts
None. Assigned readings are available on Blackboard.

Grading

Policy Solutions: Analysis of Alternatives	(15%)
Policy Field Map	(15%)
Performance Indicators and Logic Model	(15%)
Applied Implementation Analysis	(25%)
Policy Simulation Reflection	(5%)
Pop Quizzes – 5/6	(15%)
Class Participation	(10%)

Assignments, quizzes, and class participation are each graded out of 100 points. Final grades will be calculated as a weighted average based on the percentages above. The grade scale is as follows:

A	93.00 – 100.00
A-	90.00 – 92.99
B+	87.00 – 89.99
B	83.00 – 86.99
B-	80.00 – 82.99
C+	77.00 – 79.99
C	73.00 – 76.99
C-	70.00 – 72.99
D	60.00 – 69.99
F	< 60.00

Policy Solutions: Analysis of Alternatives (2 Page Analysis)
In this assignment, you will be given an example public policy problem, and challenged to consider the application of different policy solutions in a two page memo for a policymaker. You will be asked to consider the trade-offs of each solution under consideration, and make a recommendation based on your assessment of the policy problem and each solution's design features.

Policy Actors and Field Map (2 Page Analysis, 1 Page Diagram)

In this assignment, you will be given an example public policy, along with a description of the actors involved and their relationships with one another. On the basis of the description, you will create a policy field map and prepare an accompanying 2 page memo for a director of your organization. You will be asked to analyze the policy field map to identify important actors and relationships that present, respectively, threats and opportunities for your organization, and describe these for your director.

Performance Indicators & Logic Model (2 Page Analysis, 1 Page Diagram)
In this assignment, you will be given an example public policy, along with a description of the accompanying program. On the basis of the description, you will develop a logic model and set of 5 performance indicators, and describe how they can be used in the operation in a 2 page memo for a director of your organization.

Applied Implementation Analysis (5 Page Analysis)
In this assignment, you will take a public policy example of your own and write a 5 page report for a policymaker analyzing (depending upon the example you choose) either (i) whether you think the policy *will be* implemented successfully, (ii) why the policy *was* implemented successfully, or (iii) why the policy *was not* implemented successfully.

Final Simulation Reflection (2 Page Analysis)
In this assignment, you will be asked to critically reflect upon your experiences in the policy simulation exercise, connecting your experiences to relevant course topics. This reflection will be written with the instructor as the audience in mind.

Distributed Pop Quizzes – 5/6
In addition to the assignments, the instructor will distribute a set of six brief, unannounced pop quizzes (on the order of 5 questions) about a given week's assigned readings. Each quiz will be distributed 72 hours before your assigned class day (either Tuesday or Thursday), and must be returned via Turnitin by the start of class that day. You can consider these quizzes an incentive to do the reading, and provided you do it, an easy way to bolster your grade.

Class Participation
In addition to the assignments and quizzes, class participation is a component of your grade, and essential to your and your colleagues' success in the course. Participation means both attendance and contribution to class activities. I expect you to be at every class (except in cases of an excused absence), arrive on time, and contribute constructively. This does not mean speaking up multiple times every class, but does mean offering a thoughtful comment or question periodically. If you attend class, speak up from time to time, and make a good faith effort in reporting out from a group discussion activity (e.g., the policy simulation), you will earn an A-range participation grade. If you attend class but rarely speak and make only a modest effort in reporting out from a group discussion activity, you are likely to earn a B-range participation grade. If you do not ever speak unless asked to, only make a modest effort in reporting out from a group discussion activity, and are otherwise disengaged (e.g., not paying attention, using electronic devices, etc.), you will earn C or D range participation grade (depending upon the severity of your non-participation). If you combine poor participation with repeated unexcused absences, you will receive an F for your participation grade. If you wish to speak with me anytime about how I am evaluating your participation, please do not hesitate to ask – I am happy to talk with you.

University Attendance Policy:
Students are expected to arrive on campus (or make necessary preparations for online learning) in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Faculty should use "ESPR" and "MSPR" in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA is posted to any student for whom the Never Attended flag is raised in Orange SUccess. More information regarding Orange SUccess can be found here, at http://orangesuccess.syr.edu/getting-started-2/. Students should also review the University's religious observance policy and make the required arrangements at the beginning of each semester.

For purposes of this class, I will expect you to attend each class session, either in-person or through video conferencing, according to the alternate-day schedule to be discussed the first day of class. Students learning remotely for some or all of the term are expected to join by video conferencing for each class. If you are otherwise slated to attend class in-person but feel unwell, please **do not** report to the classroom. You can join class through video conferencing. If you are not feeling well enough to join in that format, email me in advance of class and I will excuse your absence. Likewise, I will excuse absences provided I receive advanced notice and the absence is for an extenuating personal circumstance. I evaluate requests for excused absence on a case-by-case basis, and may reject them if I do not deem the circumstance sufficiently extenuating.

Additional Syracuse University Policies
Syracuse University has a variety of other policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students. Some of the most important of these policies concern the following:

COVID-19 and the University *Stay Safe* Pledge: Syracuse University's Stay Safe Pledge reflects the high value that we, as a university community, place on the wellbeing of our community members. This pledge defines norms for behavior that will promote community health and wellbeing. Classroom expectations include the following: **wearing a mask** that covers the nose and mouth at all times, **maintaining a distance of six feet from others**, and **staying away from class if you feel unwell**. Students who do not follow these norms will not be allowed to continue in face-to-face classes; repeated violations will be treated as violations of the Code of Student Conduct and may result in disciplinary action.

In addition to the above, I expect students to adhere to all applicable university policies pertaining to COVID-19 and the university's associated public health protocols.

Students in Quarantine or Isolation: Students who enter quarantine (exposure to COVID-positive person) or isolation (confirmed COVID infection) will not be able to attend in-person class sessions. Affected students may continue to participate in classes remotely.

Food and Drink in the Classroom: Eating and drinking require the lowering of the facemask, creating a potentially dangerous situation. For this reason, students are not allowed to eat or drink in class during the COVID-19 pandemic. We will take a short, mid-session break to allow for stretching, getting a drink, and using the restroom if needed.

Special Calendar for Fall 2020: In order to maximize public health outcomes, the university has adopted a modified calendar for the fall semester, in which regular instruction ends prior to Thanksgiving. This semester's calendar deviates from the university's normal fall semester calendar in several ways:

- Monday classes will meet on Labor Day (September 7).
- Monday and Tuesday classes will meet on the week of Thanksgiving (November 23, 24).
- Classes will take place on three weekend days:
    - Wednesday classes will meet at their normal times, in their assigned rooms, on Saturday, September 5.
    - Thursday classes will meet at their normal times, in their assigned rooms, on Sunday, October 25.
    - Friday classes will meet at their normal times, in their assigned rooms, on Sunday, November 8.
- Final exams will be conducted online after the Thanksgiving holiday.

Academic Add-Drop Deadline: As part of our efforts to track satisfactory academic progress, the Academic Drop Deadline and the Financial Drop deadline will both occur on September 14, 2020 for the fall semester and February 8, 2021 for the spring semester. Students may still withdraw from courses after these deadlines; this would place a 'WD' grade on their transcripts. Students enrolled in "flex" classes (Flexibly formatted classes) have different deadlines and will need to check MySlice for the academic drop deadline that pertains to their class.

Use of Classroom Materials and Recordings: Original class materials (handouts, assignments, tests, etc.) and recordings of class sessions are the intellectual property of the course instructor. You may download these materials for your use in this class. However, you may not provide these materials to other parties (e.g., web sites, social media, other students) without permission. Doing so is a violation of intellectual property law and of the student code of conduct

Diversity and Disability: Ensuring that students are aware of their rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community, for which more information can be found here, at: https://www.syracuse.edu/life/accessibilitydiversity/

Religious Observances Notification and Policy: Steps to follow to request accommodations for the observance of religious holidays) can be found here, at:
http://supolicies.syr.edu/studs/religious_observance.htm

Orange Success: Tools to access a variety of SU resources, including ways to communicate with advisors and faculty members, can be found here, at:
http://orangesuccess.syr.edu/getting-started-2/

Disability-Related Accommodations

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Office of Disability Services (ODS) in this process.

If you would like to discuss disability-accommodations or register with ODS, please visit their website at: http://disabilityservices.syr.edu. Please call (315) 443-4498 or email disabilityservices@syr.edu for more detailed information.

ODS is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible to begin this process.

Academic Integrity Policy
Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. Syracuse University students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check- in on MySlice.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.

All academic integrity expectations that apply to in-person quizzes and exams also apply to online quizzes and exams. In this course, all work submitted for quizzes and exams must be yours alone. Discussing quiz or exam questions with anyone during the quiz or exam period violates academic integrity expectations for this course.

Discrimination and Harassment
The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.

Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University's Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211.

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-4715, 200 Walnut Place, Syracuse, New York 13244-5040). Incidents of sexual violence or harassment can be reported non-confidentially to the University's Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University's Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about to help make our campus a safer place for all.

Course-Specific Policies
Additional course specific policies are as follows:

Assignments: Assignments should be turned in on time. Late assignments will be reduced in single grade increments for each day they are overdue. So, otherwise A work will be graded as an A- if it is one day late, a B+ if it is two days late, a B if it is three days late, and so on. No extra credit will be given, and final grades will not be curved. The instructor will inform you as to how assignments should be turned in, and provide ample direction this regard. For purposes of submitting assignments, I reserve the right to use Turnitin on Blackboard. Turnitin is a plagiarism prevention system that identifies "matched text." This system allows you to view your "Originality Report" and check that all sources you have used are properly acknowledged and cited. In the event Turnitin is to be used, you should leave yourself some time to run this check before submitting a final version of the assignment in question. Note that submitted assignments will be included as source documents in the Turnitin.com reference database, solely for the purpose of detecting plagiarism of such assignments in the future. As necessary, the instructor will give students directions on the use of citations and references.

Electronic Devices: Tablets and laptops are permitted for **course purposes only (e.g., for taking notes)**. Please refrain from using these devices for personal reasons, and **do not use personal phones** – it can hinder everyone's learning experience (including your own). The instructor will inform you when tablet or laptop use will be helpful for an in-class activity.

Classroom Conduct: Please be courteous and respectful toward your colleagues and the instructor, following common sense rules. Examples: raise your hand; refrain from talking while others are talking; and avoid unnecessarily getting up during class (if you must do so, please sit near the exit).

Online Etiquette: Students participating remotely are equal participants in class. If you are joining class through online video conferencing, please be as professional as possible, dressing appropriately and remaining engaged. This includes keeping your camera on throughout the class, unless you otherwise experience a disruption that requires temporarily turning it off. **Habitually turning off your camera will negatively impact your participation grade**. **If you need it off for a prolonged period of class time, please consult me in advance**.

Beyond the above policies, I am ADAMANT about respect for diversity of thought, opinion, and ideas. We should welcome a variety of viewpoints, treating them in good faith and holding them up for meaningful consideration and scrutiny – not mockery or quick dismissal.

Course Schedule

Week 1
Intentions Are NOT Results: What is Policy Implementation, and Why Should We Care?

Synchronous: Course Introduction and Overview
*Required Reading: None.

Synchronous: Policy Implementation – A First Look
*Required Reading:

Fukuyama, F. (2018). "What's Wrong with Public Policy Education?" *American Interest*, August 1, 2018.

Week 2
Defining and Analyzing Public Policy Problems

Asynchronous: Defining and Analyzing Public Policy Problems
*Required Reading:

Conklin, J. (2005). "Wicked Problems and Social Complexity," in J. Conklin, *Dialogue Mapping: Building a Shared Understanding of Wicked Problems*. West Sussex, England: John Wiley and Sons. Pgs. 7-11 only.

Community Toolbox: Chapter 17, Section 3: Defining and Analyzing the Problem.

Community Toolbox. Chapter 17, Section 4: Analyzing Root Causes of Problems: The "But Why?" Technique.

Synchronous: Skill Exercise – Defining and Analyzing the Root Causes of Public Policy Problems

Week 3
Dissecting Public Policies: The Building Blocks of Policy Design

Asynchronous: Goals, Targets, Tools, and Behavior: The Building Blocks of Policy Design
*Required Reading:

Schneider, A., & H. Ingraham (1990). "The Behavioral Assumptions of Policy Tools." *The Journal of Politics*, 52(2): 510-529.

Sunstein, C.R. (2014). "Nudging: A Very Short Guide." *Journal of Consumer Policy*, 37(4): 583-588.

Synchronous: Skill Exercise – Analysis of Alternatives: Comparing and Contrasting Different Policy Solutions

Week 4
The Players and the Field, Part I: The Roles of Government, Business, Nonprofits, and Individuals in Policy Implementation

Asynchronous: Unpacking the Roles of Government and Non-Governmental Actors in Policy Implementation

*Required Reading:
Kettl, D. (2015). "The Job of Government: Interweaving Public Functions and Private Hands." *Public Administration Review*, 75(2): 219-229.

O'Leary, R., & C. Gerard. (2012). *Collaborating Across Boundaries: Insights and Tips from Federal Senior Executives*. IBM Center for the Business of Government: Washington, D.C. Executive Summary only.

Popp, J.K., H.B. Milward, G. MacKean, A. Casebeer, & R. Lindstrom. (2014). *Inter-Organizational Networks: A Review of the Literature to Inform Practice*. IBM Center for the Business of Government: Washington, D.C. Executive Summary only.

Brown, T. (2013). A Guide for Agency Leaders on Federal Acquisition. IBM Center for the Business of Government: Washington, D.C. Pgs. 14-15, 17-21 only.

Nabatchi, T., A. Sancino, & M. Sicilia (2017). "Varieties of Participation in Public Services: The Who, What, When, and How of Coproduction. *Public Administration Review*, 77(5): 766-776.

Synchronous: Skill Exercise – Identifying Actors and Roles in Policy Implementation

Week 5
The Players and the Field, Part II: Mapping Policy Implementation, Systems, Actors, and Relationships

Asynchronous: Mapping Policy Implementation Systems, Actors, and Relationships
*Required Reading:

Sandfort, J., & M. Stone (2008). "Analyzing Policy Fields: Helping Students Understand Complex State and Local Contexts." *Journal of Public Affairs Education*, 14(2): 129-148.

Community Toolbox. Chapter 3, Section 14: SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats.

Synchronous: Skill Exercise – Analyzing Policy Field Maps

Week 6
Word – and Action – on the Street: Policy Implementation on the Frontlines

Asynchronous: Policy Implementation on the Frontlines
*Required Reading:

Elmore, R. (1980). "Backward Mapping: Implementation Research and Policy Decisions." *Political Science Quarterly*, 94(4): 601-616.

Akosa, F., & B.E. Asare. (2017). "Street-Level Bureaucrats and the Exercise of Discretion," in *Global Encyclopedia of Public Administration, Public Policy, and Governance*, Farazmand, A. (ed).

Thomhave, K. (2019). "Q&A: Sometimes Bureaucracy is Intentionally Complex." *The American Prospect*.

D. 'Emidio, T., D. Malfara, & K. Neher. (2017) "Improving the Customer Experience to Achieve Government Agency Goals." *McKinsey & Company*

Synchronous: Skill Exercise – Analyzing "Customer Experiences" in Public Policy

Week 7
Let's Talk About Results: Gauging Performance, From Inputs to Impact

Asynchronous: Evaluating Implementation Performance – Metrics, Logic Models, and Evaluation
*Required Reading:

Kellogg Foundation: Step-by-Step Guide to Evaluation. Pgs. 1-18; boxes on pgs. 21, 24, and 28 only.

Kellogg Foundation: Logic Model Development Guide. Pgs. 1-13 only.

Synchronous: Skill Exercise – Developing Theories of Change, Logic Models, and Performance Indicators

Week 8
Putting it All Together: A Framework for Implementation Analysis

Asynchronous: A Framework for Implementation Analysis

Sabatier, P., & D. Mazmanian (1980). "The Implementation of Public Policy: A Framework for Analysis." *Policy Studies Journal*, 8(4): 538-560.

Weaver, R.K. (2010). "But Will it Work? Implementation Analysis to Improve Government Performance." Brookings Institution, *Issues in Governance Studies*, 32: 1-17. Pgs. 1-9 Only.

Coplin, B. (2017). "Forecasting Implementation Using the Prince System," in *Public Policy Skills in Action: A Pragmatic Introduction*, Bill Coplin. Rowman & Littlefield: Lanham, MD.

Synchronous: Skill Exercise – Implementation Analysis in Practice

Week 9
Review & Integration Week

Asynchronous: Review and Integration of Course Concepts and Ideas
*Required Reading: None.

Synchronous: Skill Exercise – Practice Integrating and Applying Course Concepts and Ideas

Week 10
Protecting Public Health and Safety:
Implementing Regulation, Corrective Taxes, and Tradable Permits

Asynchronous: Implementing Regulation, Corrective Taxes, and Tradable Permits
*Required Reading:

Litan, R. "Regulation." *EconLib*.

Pautz, M.C., & Rinfret, S. (2012). "A Fusion of Styles: Regulatory Enforcement Style and the Lilliputians," in *The Lilliputians of Environmental Regulation: The Perspective of State Regulators*, by Michelle C. Pautz and Sara Rinfret. Routledge. Pgs. 57-67 only.

Hines, J.R. (2007). "Taxing Consumption and Other Sins." *Journal of Economic Perspectives*, 21(1): 49-68.

Schmelansee, R., & R.N. Stavins (2015). "Lessons Learned from Three Decades of Experience with Cap and Trade." Working Paper, Harvard University Belfer Center for Science and International Affairs.

Synchronous: Skill Exercise – Implementation Analysis: Applications to Public Health and Safety Problems

Week 11
Promoting Innovation, Investment, & Development:
Implementing Tax Expenditures, Subsidies, and Grants

Asynchronous: Implementing Tax Expenditures, Subsidies, and Grants
*Required Reading:

Urban Institute (2019). "Tax Expenditures," in *Briefing Book: A Citizen's Guide to the Fascinating (Though Often Complex) Elements of the Federal Tax System*.

Nicholson-Crotty, S. (2015). "Using Grants to Achieve Public Purposes," in *The Handbook of Public Administration, 3e*, Perry, J., & T. Christensen (eds.). Jossey-Bass: San Francisco, CA.

Amadeo, K. (2019). "Government Subsidies (Farm, Oil, Export, Etc.)." *The Balance*, February 25, 2019.

Synchronous: Skill Exercise. Implementation Analysis – Applications to Investment, Innovation, and Development

Week 12
Providing Economic Security and Opportunity:
Implementing In-Kind Benefits, Transfer Payments, and Vouchers

Asynchronous: Implementing In-Kind Benefits, Vouchers, and Transfer Payments
*Required Reading:

Reinhardt, U.E. (2011). "Provide Cash, or In-Kind Benefits?" *New York Times Economix Blog.* January 21, 2011.

Steurle. (2000). "Common Issues for Voucher Programs," pgs. 1-10.

Synchronous: Skill Exercise: Implementation Analysis – Applications to Economic Security and Opportunity

Week 13
Policy Simulation

Synchronous: Introduction and Simulation Exercise, Part I
*Required Reading: Simulation Summary and Role

Synchronous: Simulation Exercise, Part II

Week 14
Wrapping Up: Simulation Reflection and Future Directions

Synchronous: Simulation Debrief
*Required Reading: Simulation Results (to Be Distributed by the Instructor)