

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 6634

Advocacy and Children's Rights

Fall 2015

Credits: 2
Meeting Days: Tuesday
Meeting Time: 5:45-7:40 PM
Meeting Place: Mayo Building, Room D199
Instructor: Lauren Gilchrist, MPH
Office Address: N/A
Office Phone: 612-205-6367
E-mail: gilc0010@umn.edu
Office Hours: By appointment

I. Course Description

The purpose of this course is to provide students with an overview of current issues affecting children's rights and health. The course will focus on how public policies influence these issues at the federal, state and local levels. Students will develop practical skills to understand, analyze, communicate, and advocate for children's policy issues.

II. Course Prerequisites

Students must be enrolled in the School of Public Health or another graduate program.

III. Course Goals and Objectives

Upon completion of this course, students should be able to:

1. Identify key issues in children's rights and children's health policy
2. Understand how policies affecting children's rights and health are created at the federal and state levels.
3. Understand the political context and the key stakeholders who advocate for children's health issues.
4. Analyze the risk and benefits of different policy approaches affecting children's rights and health.
5. Communicate verbally and in writing to advocate for specific policy positions regarding children's health and rights

This course fulfills a requirement for the 7-credit Health Disparities Interdisciplinary Concentration. For more information on the concentration and a full list of requirements, please visit <http://www.sph.umn.edu/academics/ic/disparities/>.

IV. Methods of Instruction and Work Expectations

The course will utilize a range of learning techniques including readings, lectures, guest speakers, small group discussions and oral and written presentation. The readings include academic sources, government documents and news media. It is expected that all students will come to class having read the required readings and be prepared to discuss the content.

If there are any questions or concerns regarding the course expectations, please communicate via phone or email. I will aim to respond within 24 hours, Monday through Friday. Emails sent after 5 pm CT on Friday may not be answered until Monday morning.

V. Course Text and Readings

The course requires reading from academic journals, government agencies, non-governmental organizations, advocacy organizations and news media. Readings must be completed prior to each class.

In addition to the articles and resources listed in the IX. Weekly Schedule, the course will use the following text:

Bardach, Eugene. *Practical guide for policy analysis: the eightfold path to more effective problem solving*. Sage, 2012.

VI. Course Outline

Week	Topics	Assignment/Speaker
1-Sept 8	Introduction to children’s rights, policy and advocacy <u>Advocacy topic:</u> Framing public policy problems	
2-Sept 15	<u>Children’s issue:</u> Adverse childhood events, social determinants of health <u>Advocacy topic:</u> Working with elected officials	Speaker: MN Senator Tony Lourey, Chair of Senate Health and Human Services Finance Committee
3-Sept 22	<u>Children’s topic:</u> Early childhood opportunities <u>Advocacy topic:</u> Influencing public policy at different levels of government	Speaker: Melvin Carter, Governor Dayton’s Children’s Cabinet
4-Sept 29	<u>Children’s issue:</u> Child protection <u>Advocacy topic:</u> Stakeholder analysis	Assignment #1 Due: Problem statement and stakeholder analysis Speaker: Jim Koppel, MN Dept of Human Services Assistant Commissioner for Children and Family Services

5-Oct 6	<u>Children's issue:</u> Health reform <u>Advocacy topic:</u> Use of data/evidence in policy/advocacy	Speaker: Dr. Jeff Schiff, MN Dept of Human Services, MN Medicaid Medical Director
6-Oct 13	<u>Children's issue:</u> Mental health issues <u>Advocacy topic:</u> Framing public messages	
7-Oct 20	<u>Children's issue</u> Family-friendly social policies <u>Advocacy topic</u> Building coalitions	Assignment #2 Due: Brief/memo for an an elected official
8-Oct 27	<u>Children's issue:</u> Environmental health <u>Advocacy topic:</u> Working with coalitions	Speaker: Kathleen Schuler, Conservation Minnesota
9-Nov3	<u>Children's issue:</u> Adolescent health <u>Advocacy topic:</u> Youth voice in advocacy efforts	Speaker: TBD
10-Nov10	<i>Raising of America</i> documentary event at community location (more details will be provided)	Assignment #3 Due: Outreach and Advocacy Plan
11-Nov17	<u>Children's issue:</u> Children with disabilities and special health care needs <u>Advocacy topic:</u> Compromise and consensus	Speaker: Kevin Goodno, Lobbyist, former state legislator, former Commissioner of MN Dept of Human Services.
12-Nov24	<u>Children's issue:</u> Immigrant and refugee children	Speaker: Kara Lynum, Immigration attorney
13-Dec 1	<u>Children's issue:</u> Youth violence	Assignment #4 Due: Op/ed
14-Dec 8	<u>Children's issue:</u> Homelessness	Speaker: Cathy tenBroeke, MN

	and sex trafficking <u>Advocacy topic:</u> Working across public and private sectors	Housing Finance Agency, Director of the State Interagency Council on Homelessness
15-Dec 15	Elevator speech presentations and wrap up	Assignment #5 Due: Elevator speech and FAQs

VII. Evaluation and Grading

Grading will be based on the following 100-point system

- Written/oral assignments 90 points
 - Assignment 1: Problem definition and stakeholder analysis (15 points)
 - Assignment 2: Brief to an elected official (20 points)
 - Assignment 3: Outreach/advocacy plan (20 points)
 - Assignment 4: Op-ed (20 points)
 - Assignment 5: Elevator speech and frequently asked questions (15 points)
- Class participation 10 points
 - Participation points are earned by:
 - Participating in full class and small group discussions and activities (5 points)
 - Submitting questions for guest speakers to me by 5:00 pm CT on Friday before class. (5 points)

The points for late work will be reduced by 10% for each day late unless arrangements have been made beforehand with the instructor.

A 95-100 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

A- 90-94

B+ 85-89

B 80-84 - Represents achievement that is significantly above the level necessary to meet course requirements

B- 75-79

C+ 70-74

C 65-69 - Represents achievement that meets the course requirements in every respect

C- 60-64

D+ 55-59

D 50-54 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

Those choosing an S/N grading option must complete all assignments S Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html> .

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CourseEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy - A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The

classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

The Office of Student Affairs at the University of Minnesota

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

Academic Freedom and Responsibility: for courses that do not involve students in research

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".

IX. Weekly Schedule and Readings

Week	Topics	Readings/resources
1-Sept 8	<p>Introduction to children's rights, policy and advocacy</p> <p><u>Advocacy topic:</u> Framing public policy problems</p>	<p>Readings</p> <p>The text of the United Nations' Convention on the Rights of the Child (1990).</p> <p>Fass, P. S. (2011). a Historical Context for the United Nations Convention on the Rights of the Child. <i>The Annals of the American Academy of Political and Social Science</i>, 633(1), 17-29.</p> <p>Keating, E. M., Chock, M., & Fischer, P. R. (2011). Big hopes for the children of the world: a review of the Millennium Development Goals. <i>Annals of tropical paediatrics</i>, 31(4), 287-295.</p> <p>Bardach, Eugene. <i>Practical guide for policy analysis: the eightfold path to more effective problem solving</i>. Sage, 2012. (Pages 1-16)</p> <p>Resources</p> <p>Children's Rights Information Network: http://www.crin.org/</p>
2-Sept 15	<p><u>Children's issue:</u> Adverse childhood events, social determinants of health</p> <p><u>Advocacy topic:</u> Working with elected officials</p> <p>Speaker: MN State Senator Tony Lourey, Chair of Senate Health and Human Services Finance Committee</p>	<p>Center on the Developing Child at Harvard University. (2010). The Foundations of Lifelong Health Are Built in Early Childhood.</p> <p>MN Dept of Health. (2011). Minnesota ACES Report .</p> <p>MN Dept of Human Services. (2015). How prevalent are family risk factors among Minnesota children who receive Medical Assistance (MA) or MinnesotaCare?</p> <p>Bardach, Eugene. <i>Practical guide for policy analysis: the eightfold path to more effective problem solving</i>. Sage, 2012. (Pages 16-47)</p> <p>Resources</p> <p>CDC Adverse Childhood Events website http://www.cdc.gov/violenceprevention/acesstudy/</p> <p>Aces Too High http://acestoohigh.com/</p>
3-Sept 22	<p><u>Children's topic:</u> Early childhood opportunities</p> <p><u>Advocacy topic:</u> Influencing public policy at different levels of government</p>	<p>Readings</p> <p>Zaslow, M., Anderson, R., Redd, Z., Wessel, J., Tarullo, L. and Burchinal, M. (2010). Quality Dosage, Thresholds, and Features in Early Childhood Settings: A Review of the Literature, OPRE 2011-5. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.</p> <p>Beth Hawkins Minnpost article about the end of the legislative session (2015) https://www.minnpost.com/learning-curve/2015/05/despite-daytons-angry-rhet</p>

	<p>Speaker: Melvin Carter, Governor Dayton's Children's Cabinet</p>	<p>oric-advocates-see-potential-roadmap-out-early-ed-i</p> <p>Lori Sturdyvant Star Tribune opinion piece on early childhood investments (2015) http://www.startribune.com/minnesota-s-debate-on-universal-preschool-exposes-differences/304012611/</p> <p>Frank Forsberg Star Tribune Opinion piece on early childhood investments: http://www.startribune.com/scholarships-for-early-ed-mean-choice/294456201/</p> <p>Arthur Reynolds Star Tribune Opinion piece on early childhood investments: http://www.startribune.com/universal-school-readiness-requires-universal-access/304647991/</p> <p>Bardach, Eugene. <i>Practical guide for policy analysis: the eightfold path to more effective problem solving</i>. Sage, 2012. (Appendix B: Things Governments Do, Pages 141-150)</p> <p>Video to watch</p> <p>Art Rolnick - Economic Case for Early Childhood Development https://www.youtube.com/watch?v=M02Z1vAuwBs</p> <p>Resources</p> <p>Help Me Grow MN http://helpmegrowmn.org/</p> <p>Minneminds http://www.minneminds.com/</p> <p>Think Small http://www.thinksmall.org/</p> <p>ParentAware http://parentaware.org/</p>
4-Sept 29	<p><u>Children's issue:</u> Child protection</p> <p><u>Advocacy topic:</u> Stakeholder analysis</p>	<p>Assignment #1 Due: Problem statement and stakeholder analysis</p> <p>Speaker: Jim Koppel, MN Dept of Human Services Assistant Commissioner for Children and Family Services</p> <p>Readings</p> <p>Fang, X., Brown, D. S., Florence, C. S., & Mercy, J. A. (2012). The economic burden of child maltreatment in the United States and implications for prevention. <i>Child abuse & neglect</i>, 36(2), 156-165.</p> <p>Governor's Task Force on the Protection of Children Final Report, Minnesota (2015).</p> <p>Miller, T. R. (2015). Projected Outcomes of Nurse-Family Partnership Home Visitation During 1996–2013, USA. <i>Prevention Science</i>, 16(6), 765-777.</p> <p>Bardach, Eugene. <i>Practical guide for policy analysis: the eightfold path to more effective problem solving</i>. Sage, 2012. (Pages 47-78)</p> <p>Resources</p>

		<p>MN Dept of Human Services Task Force on the Protection of Children webpage http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_189877</p> <p>MN Legislative Task Force on Child Protection http://www.lcc.leg.mn/tfcp/</p> <p>Youth Transitions Funders Group http://www.ytfg.org/foster-care-work-group/</p>
5-Oct 6	<p><u>Children's issue:</u> Health reform</p> <p><u>Advocacy topic:</u> Use of data/evidence in policy/advocacy</p>	<p>Speaker: Dr. Jeff Schiff, MN Medicaid Medical Director</p> <p>Readings:</p> <p>The Affordable Care Act: A Guide for Working MCH Professionals http://www.amchp.org/Transformation-Station/Documents/ACA-guide.pdf</p> <p>J. Alter & G. Kenney. A first look at how the Affordable Care Act is affecting coverage among parents and children. [Health Affairs blog]. Retrieved from: http://healthaffairs.org/blog/2014/09/09/a-first-look-at-how-the-affordable-care-act-is-affecting-coverage-among-parents-and-children/</p> <p>Hudson, J. L., & Abdus, S. (2015). Coverage And Care Consequences For Families In Which Children Have Mixed Eligibility For Public Insurance. <i>Health Affairs</i>, 34(8), 1340-1348.</p> <p>ASTHO Overview of Bright Futures and the ACA http://www.astho.org/Maternal-and-Child-Health/bright-futures/</p> <p>Bardach, Eugene. <i>Practical guide for policy analysis: the eightfold path to more effective problem solving</i>. Sage, 2012. (Pages 79-107)</p>
6-Oct 13	<p><u>Children's issue:</u> Mental health issues</p> <p><u>Advocacy topic:</u> Framing public messages</p>	<p>Readings</p> <p>Zajac, K., Sheidow, A. J., & Davis, M. (2015). Juvenile justice, mental health, and the transition to adulthood: A review of service system involvement and unmet needs in the US. <i>Children and youth services review</i>, 56, 139-148.</p> <p>Robert Wood Johnson Foundation. (2013). Improving Access to Children's Mental Health Care: Lessons from a Study of Eleven States</p> <p>Minnesota State Advisory Council on Mental Health- Subcommittee on Children's Mental Health-2014 Report to the Governor and Legislature.</p> <p>Bardach, Eugene. <i>Practical guide for policy analysis: the eightfold path to more effective problem solving</i>. Sage, 2012. (Pages 109-123)</p> <p>Resources</p> <p>American Academy of Pediatrics children's mental health resources https://www.aap.org/en-us/advocacy-and-policy/federal-advocacy/pages/mentalhealth.aspx</p>

		NAMI Minnesota http://www.namihelps.org/
7-Oct 20	<p><u>Children's issue</u> Family-friendly social policies</p> <p><u>Advocacy topic</u> Building coalitions</p>	<p>Assignment #2 Due: Brief/memo for an an elected official</p> <p>Readings Borrell, C., Palència, L., Muntaner, C., Urquía, M., Malmusi, D., & O'Campo, P. (2014). Influence of macrosocial policies on women's health and gender inequalities in health. <i>Epidemiologic reviews</i>, 36(1), 31-48.</p> <p>National Women's Law Center (2015). Our moment: An economic agenda for women & families.</p> <p>C. Miller, (2015, May 26). When Family-Friendly Policies Backfire. [New York Times Blog]. Retrieved from: http://www.nytimes.com/2015/05/26/upshot/when-family-friendly-policies-back-fire.html?_r=0</p> <p>Resources Women's Economic Security Act website http://www.mnwesa.org/the-legislation/</p> <p>White House Summit on Working Families http://workingfamiliesummit.org/about/</p> <p>Raising of America- The Family Leave Shuffle http://www.raisingofamerica.org/family-leave</p>
8-Oct 27	<p><u>Children's issue:</u> Environmental health</p> <p><u>Advocacy topic:</u> Working with coalitions</p>	<p>Speaker: Kathleen Schuler, Lobbyist, Healthy Kids and Families Program Director, Conservation Minnesota</p> <p>Readings Bearer, C. F. (1995). How are children different from adults? <i>Environmental Health Perspectives</i>, 103(Suppl 6), 7–12.</p> <p>Kelly, C. S., Morrow, A. L., Shults, J., Nakas, N., Strobe, G. L., & Adelman, R. D. (2000). Outcomes evaluation of a comprehensive intervention program for asthmatic children enrolled in Medicaid. <i>Pediatrics</i>, 105(5), 1029-1035.</p> <p>Patel, K. et al. (2014, Sept 8). Pediatric Asthma: An Opportunity in Payment Reform and Public Health (Health Affairs Blog). Retrieved from: http://healthaffairs.org/blog/2014/09/18/pediatric-asthma-an-opportunity-in-payment-reform-and-public-health/</p> <p>Rosner, D., & Markowitz, G. (2012). With the best intentions: lead research and the challenge to public health. <i>American journal of public health</i>, 102(11), e19-e33.</p> <p>Environmental Law Institute. (2015). Reducing Environmental Exposures in Childcare Facilities: A Review of State Policy.</p>

		<p>Resources</p> <p>Healthy Legacy www.healthylegacy.org</p> <p>Environmental Working Group http://www.ewg.org/research</p> <p>MN Dept of Health Biomonitoring website http://www.health.state.mn.us/biomonitoring</p> <p>National Institute of Environmental Health Sciences, Children's health page: http://www.niehs.nih.gov/health/topics/population/children/</p> <p>CDC website on lead http://www.cdc.gov/nceh/lead/default.htm</p> <p>Video</p> <p>Public Health Journal with MN Dept of Health Commissioner Ed Ehlinger on biomonitoring https://www.youtube.com/watch?v=nx13YKwVEwI</p>
9-Nov3	<p><u>Children's issue:</u> Adolescent health</p> <p><u>Advocacy topic:</u> Youth voice in advocacy efforts</p>	<p>Speaker: TBD</p> <p>Readings</p> <p>Viner, R. M., Ozer, E. M., Denny, S., Marmot, M., Resnick, M., Fatusi, A., & Currie, C. (2012). Adolescence and the social determinants of health. <i>The Lancet</i>, 379(9826), 1641-1652.</p> <p>Schwarz, S. W., & Aratani, Y. (2011). Improving the Odds for Adolescents: State Policies that Support Adolescent Health and Well-being.</p> <p>Schalet, A. T. (2011). Beyond abstinence and risk: A new paradigm for adolescent sexual health. <i>Women's Health Issues</i>, 21(3), S5-S7.</p> <p>Resources</p> <p>HealthyPeople 2020 Adolescent Health website http://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health</p> <p>Guttmacher Institute Adolescent Health website http://www.guttmacher.org/sections/adolescents.php</p> <p>Advocates for Youth http://www.advocatesforyouth.org</p>
10-Nov10	<p><i>Raising of America</i> documentary event at community location (more details will be provided)</p>	<p>Assignment #3 Due: Outreach and Advocacy Plan</p> <p>Readings</p> <p>The Urban Institute. (2013). The Negative Effects of Instability on Child Development: A Research Synthesis.</p>

		<p>D Desliver (2014, April 8) .Rising cost of child care may explain increase in stay-at-home moms.[Pew Foundation blog]. Retrieved from: http://www.pewresearch.org/fact-tank/2014/04/08/rising-cost-of-child-care-may-help-explain-increase-in-stay-at-home-moms/</p> <p>Resources</p> <p>Raising of America website http://www.raisingofamerica.org/</p> <p>Children’s Defense Fund- Kids Can’t Wait Coalition Fact Sheet (2015) http://www.cdf-mn.org/search/child-care-a-two-1.pdf</p>
11-Nov17	<p><u>Children’s issue:</u> Children with special health care needs</p> <p><u>Advocacy topic:</u> Compromise and consensus</p>	<p>Speaker: Kevin Goodno, Lobbyist, former state legislator, former Commissioner of MN Dept of Human Services.</p> <p>Readings</p> <p>Kuo, D. Z., Cohen, E., Agrawal, R., Berry, J. G., & Casey, P. H. (2011). A national profile of caregiver challenges among more medically complex children with special health care needs. <i>Archives of pediatrics & adolescent medicine</i>, 165(11), 1020-1026.</p> <p>Van Cleave, J., Boudreau, A. A., McAllister, J., Cooley, W. C., Maxwell, A., & Kuhlthau, K. (2015). Care Coordination Over Time in Medical Homes for Children With Special Health Care Needs. <i>Pediatrics</i>, peds-2014.</p> <p>Eneriz-Wiemer, M., Sanders, L. M., Barr, D. A., & Mendoza, F. S. (2014). Parental limited English proficiency and health outcomes for children with special health care needs: a systematic review. <i>Academic pediatrics</i>, 14(2), 128-136.</p> <p>Resources</p> <p>MN Dept of Human Services website on children with autism spectrum disorders http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_167464</p> <p>MN Dept of Health-Health Care Home website http://www.health.state.mn.us/healthreform/homes/</p> <p>National Survey of Children with Special Health Care Needs http://www.childhealthdata.org/learn/NS-CSHCN</p>
12-Nov24	<p><u>Children’s issue:</u> Immigrant and refugee children</p>	<p>Speaker: Kara Lynum, Immigration attorney</p> <p>Readings</p> <p>Vargas, E. D. (2015). Immigration enforcement and mixed-status families: The effects of risk of deportation on medicaid use. <i>Children and Youth Services Review</i>.</p>

		<p>García-Pérez, M. (2013). Health care usage and health status of immigrant children: the effects of nativity versus citizenship. <i>The American Economic Review</i>, 103(3), 412-417.</p> <p>Pacione, L., Measham, T., & Rousseau, C. (2013). Refugee children: Mental health and effective interventions. <i>Current psychiatry reports</i>, 15(2), 1-9.</p> <p>U.S. Government Accountability Office. (July 2015). Unaccompanied Alien Children: Actions Needed to Ensure Children Receive Required Care in DHS Custody.</p> <p>Resources MN Dept of Health Refugee Health website http://www.health.state.mn.us/refugee/</p>
13-Dec 1	<p><u>Children's issue:</u> Youth violence</p>	<p>Assignment #4 Due: Op/ed</p> <p>Readings Matjasko, J. L., Vivolo-Kantor, A. M., Massetti, G. M., Holland, K. M., Holt, M. K., & Cruz, J. D. (2012). A systematic meta-review of evaluations of youth violence prevention programs: Common and divergent findings from 25 years of meta-analyses and systematic reviews. <i>Aggression and Violent Behavior</i>, 17(6), 540-552.</p> <p>Centers for Disease Control and Prevention. (2014). Report on Preventing Youth Violence, Opportunities for Action.</p> <p>Video to watch Gary Slutkin, From Conflict to Ceasefire https://www.youtube.com/watch?v=WjSfWU3Lp-c</p> <p>Resources Minneapolis youth violence prevention initiative http://www.minneapolismn.gov/health/youth/yvp/</p> <p>CDC Youth Violence Prevention http://www.cdc.gov/violenceprevention/youthviolence/prevention.html</p> <p>Stop Bullying www.stopbullying.gov</p> <p>Blueprints for Healthy Youth Development http://www.blueprintsprograms.com/about.php</p>
14-Dec 8	<p><u>Children's issue:</u> Homelessness and sex trafficking</p> <p><u>Advocacy topic:</u> Working across public and private sectors</p>	<p>Speaker: Cathy tenBroeke, Director of the State Interagency Council on Homelessness (invited)</p> <p>Readings Hallett, R. E., Miller, P. M., & Skrla, L. (2015). Homeless and highly mobile students: equity, access and institutional response. <i>International Journal of Qualitative Studies in Education</i>, 28(6), 637-640.</p>

		<p>Advocates for Human Rights. (2013). Safe Harbor: Fulfilling Minnesota's Promise to Protect Sexually Exploited Youth.</p> <p>Minnesota Interagency Council on Homelessness (2013). Heading Home: Minnesota's Plan to Prevent and End Homelessness.</p> <p>Eddin, J. P., Ganim, Z., Hunter, S. J., & Karnik, N. S. (2012). The mental and physical health of homeless youth: a literature review. <i>Child Psychiatry & Human Development</i>, 43(3), 354-375.</p> <p>Video to watch Human Trafficking: Rachel Lloyd TedTalk https://www.youtube.com/watch?v=9ij_6iMi9gA</p> <p>Resources Institute of Medicine toolkit on sex trafficking of minors: http://iom.nationalacademies.org/Reports/2013/Confronting-Commercial-Sexual-Exploitation-and-Sex-Trafficking-of-Minors-in-the-United-States/toolkit.aspx</p>
15-Dec 15	Elevator speech presentations and wrap up	<p>Assignment #5 Due: Elevator speech and FAQs</p>