I. Course Description

The purpose of this course is to provide students with an overview of current policy issues affecting children’s and family health. The course will focus on how public policies and advocacy efforts can be used as tools to improve the health of children and families. Students develop practical skills to understand, analyze, communicate, and advocate for policy issues, with a focus on state-level policy making.

II. Course Prerequisites

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

III. Course Goals and Objectives

After completion of this course, students will be able to:

1. Identify key public health issues related to children and families.
2. Understand how state and federal public policies affecting children and families are created.
3. Understand the political context and key stakeholders who advocate for children’s & family health issues.
4. Analyze the risk and benefits of different public policy approaches.
5. Communicate verbally and in writing to advocate for specific policy positions regarding children’s and family health.
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 IX. Weekly Schedule, the course will use the following text:


VI. Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignment/Speaker</th>
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<tbody>
<tr>
<td>Week 1-Sept 6</td>
<td>Introduction to policy and advocacy for children and families</td>
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<tr>
<td>Week 2-Sept 13</td>
<td>Issue: Adverse childhood events, social determinants of health</td>
<td>Speaker: Jim Koppel Assistant Commissioner for Children and Families, MN Dept of Human Services</td>
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<td>Advocacy topic: Stakeholder analysis</td>
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<td>Week 3-Sept 20</td>
<td>Policy issue: Substance abuse</td>
<td>Speaker: Jackie Dionne Director of American Indian Health, MN Dept of Health</td>
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<td>Advocacy topic: Partnerships with marginalized communities</td>
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<td>Week 4-Sept 27</td>
<td>Policy issue: Mental health</td>
<td>Assignment #1 Due: Problem statement and stakeholder analysis</td>
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<td>Advocacy topic: Working with elected officials</td>
<td>Speaker: MN Senator Tony Lourey</td>
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<td>Week 5-Oct 4</td>
<td>Policy issue:</td>
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<tr>
<td>Week</td>
<td>Policy topic</td>
<td>Advocacy topic</td>
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<tr>
<td>6-Oct 11</td>
<td>Family-friendly workplace policies</td>
<td>Building coalitions</td>
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<td>7-Oct 18</td>
<td>Health reform</td>
<td>Effective messaging</td>
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<tr>
<td>8-Oct 25</td>
<td>Environmental health</td>
<td>Working with coalitions</td>
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<td>9-Nov 1</td>
<td>Adolescent health</td>
<td>Youth voice in advocacy efforts</td>
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<td>10-Nov 8</td>
<td>Child care</td>
<td>Compromise</td>
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<td>11-Nov 15</td>
<td>Human trafficking</td>
<td>Effective messaging</td>
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<tr>
<td>12-Nov 22</td>
<td>NO CLASS</td>
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<tr>
<td>13-Nov 29</td>
<td>Immigrant and refugee health issues</td>
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<td>14-Dec 6</td>
<td>Homelessness</td>
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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 (10 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 (20 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 CoursEval: 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:

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/](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](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](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, (Dr.Kristin Anderson, SPH Dean of Student Affairs), 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".

Student Academic Success Services (SASS): [http://www.sass.umn.edu](http://www.sass.umn.edu):
Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

### IX. Weekly Schedule and Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/resources</th>
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</table>
| **Wk 1-Sept 6** | Introduction to policy and advocacy for children and families | **Readings**  
MN Secretary of the Senate Office. (2010). The Lawmaking Process  
**Resources**  
| **Wk 2-Sept 13** | **Policy topic:** Adverse childhood events, social determinants of health  
**Advocacy topic:** Stakeholder analysis  
**Speaker:** Jim Koppel, Assistant Commissioner for Children and Family Services, MN Dept of Human Services | Center on the Developing Child at Harvard University. (2010). The Foundations of Lifelong Health Are Built in Early Childhood.  
MN Dept of Human Services. (2015). How prevalent are family risk factors among Minnesota children who receive Medical Assistance (MA) or MinnesotaCare?  
**Resources**  
CDC Adverse Childhood Events website [http://www.cdc.gov/violenceprevention/acestudy/](http://www.cdc.gov/violenceprevention/acestudy/)  
Aces Too High [http://aces toohigh.com/](http://aces toohigh.com/) |
| **Wk 3-Sept 20** | **Policy topic:** Substance abuse  
**Advocacy topic:** Partnerships with marginalized communities  
**Speaker:** Jackie Dionne, | **Readings**  
Testimony of Mille Lacs Chief Executive Melanie Benjamin before the US ||
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>wk 4-Sept 27</td>
<td><strong>Policy topic:</strong> Mental health</td>
<td><strong>Assignment #1 Due:</strong>&lt;br&gt;Problem statement and stakeholder analysis</td>
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<td>Week</td>
<td>Policy topic:</td>
<td>Advocacy topic:</td>
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<td>Wk 7- Oct 18</td>
<td>Health reform</td>
<td>Effective messaging</td>
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| Wk 8- Oct 25 | Policy topic: Environmental health  
Advocacy topic: Working with coalitions  
Speaker: Kathleen Schuler, Lobbyist, Healthy Kids and Families Program Director, Conservation Minnesota | **Readings**  
**Resources**  
Healthy Legacy  
[www.healthylegacy.org](http://www.healthylegacy.org)  
Environmental Working Group  
[http://www.ewg.org/research](http://www.ewg.org/research)  
MN Dept of Health Biomonitoring website  
[http://www.health.state.mn.us/biomonitoring](http://www.health.state.mn.us/biomonitoring)  
National Institute of Environmental Health Sciences, Children’s health page:  
CDC website on lead  
[http://www.cdc.gov/nceh/lead/default.htm](http://www.cdc.gov/nceh/lead/default.htm) |
|---|---|
| Wk 9- Nov 1 | Policy topic: Adolescent health  
Advocacy topic: Youth voice in | **Readings**  
<table>
<thead>
<tr>
<th>Week</th>
<th>Speaker/Assignment</th>
<th>Policy Topic</th>
<th>Advocacy Topic</th>
<th>Readings</th>
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<td>How to Support Working Families, January 22, 2015 Star Tribune commentary by Representative Mary Franson and Peggy Flanagan, Children's Defense Fund-Minnesota</td>
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<td>Resources</td>
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| Wk 12-Nov 22 | Effective messaging  
**Speaker:** Jeff Bauer, ice President, The Family Partnership |
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<tr>
<td><strong>Video to watch:</strong> Human Trafficking: Rachel Lloyd TedTalk</td>
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<td><strong>Resources:</strong> Institute of Medicine toolkit on sex trafficking of minors</td>
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<td>US Dept of Health and Human Services Office on Trafficking in Persons <a href="http://www.acf.hhs.gov/endtrafficking">http://www.acf.hhs.gov/endtrafficking</a></td>
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| Wk 13-Nov 29 | Policy issue: Immigrant and refugee health  
**Speaker:** Kara Lynum, Immigration attorney |
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<tr>
<td><strong>Assignment #4 Due:</strong> Op/ed</td>
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</table>
| **Readings:**  
| **Resources:** MN Dept of Health Refugee Health website http://www.health.state.mn.us/refugee/ |

| Wk 14-Dec 6 | Policy issue: Homelessness  
**Advocacy topic:** Working across public and private sectors |
|---|---|
| **Readings:**  
<table>
<thead>
<tr>
<th>Resources</th>
<th>Heading Home Minnesota</th>
<th><a href="http://www.headinghomeminnesota.org/">http://www.headinghomeminnesota.org/</a></th>
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<tr>
<td>Wk15-Dec 13</td>
<td>Elevator speech presentations and wrap up</td>
<td><strong>Assignment #5 Due:</strong> Elevator speech and FAQs</td>
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