

PubH 7710
Setting Priorities and Framing Public Health Issues
Spring Semester 2018

Credits:	2
Meeting Days:	January 3-6, on campus, Jan 16-April 13, online *Although students complete course work early in the semester, their grades will not be posted to the University system until the end of the semester.
Meeting Time:	9am-4pm
Meeting Place:	Bruininks Hall/Online
Instructor:	Jonathon P. Leider, PhD
E-mail:	leide024@umn.edu
Office Hours:	By appointment

I. Course Description

The course is designed to develop the skills required to define researchable policy questions, critically analyze policy issues and problems, articulate relevant policy options and bring research and data to help frame decision-making. Additionally, this course will familiarize students with the governmental public health system in the United States. In the field of health policy, there are always multiple sides to every issue and complex political and socio-economic dynamics that create a certain level of uncertainty about what to do. This complexity makes predicting outcomes and making recommendations for policy solutions difficult. Yet decisions still need to be made and are often made given the best information available at that particular time. Providing recommendations based on an analysis of available evidence is an important part of any decision-making process. Through the use of varied writing and presentation exercises students will learn to identify issues, develop problem statements, define an audience and analyze an issue based on a set of key criteria.

II. Course Prerequisites

Admitted and enrolled E-PHAP student

III. Course Goals and Objectives

Upon completing this course students will be able to:

- Think and write effectively using a policy analysis framework
- Write clearly, concisely, and effectively in various formats including issue briefs and provide effective peer review input.
- Understand the role of framing and audience identification
- Articulate the role of Public Health and medical care delivery in the new health reformed environment.
- Demonstrate the difference between public health and population health care and health.
- Define core components of the governmental public health system

IV. Methods of Instruction and Work Expectations

This is the first course offered in the School of Public Health's – Executive Public Health Administration and Policy (E-PHAP) degree program. This course will provide you a foundation in policy analysis, to use a policy analysis framework in a public health context and to examine the role of public health in the context of health reform under the Affordable Care Act. There will be presentations from the instructor on specific topics related to the policy process, policy analysis, and effective communication. Much of the class time will be devoted to discussion and analysis of health policy topics. Students are required to participate in class discussions and written course assignments.

V. Course Text and Readings

There are no required textbooks to be purchased for this course. All materials (articles, reports, web pages, et al.) will be posted to Moodle.

VI. Course Outline/Weekly Schedule

In person sessions (January 3-6)

January 3, Day 1: 11:00am-12pm; 1pm-2:30pm

Topics: Course overview; Introduction to governmental public health, social determinants and health in all policies

- Review course syllabus and expectations
- Provide brief history of governmental public health in the United States from a systems perspective
- Review Federalism and its implications for public health at national, state, and local levels
- Examine financing of governmental public health in the United States

- Introduction to relationship between governmental public health and public/private health care systems
- Introduction to social determinants and health in all policies approaches

Read before class: Institute of Medicine's 1988 Report (Executive Summary only, pp1-19); CDC's Essential Public Health Services, PHLF's Foundational Public Health Services; Health in all Policies pp 1-4

January 4, Day 2 Morning: 9:15am-12:00pm

Topics: Introduction to policy analysis; systems thinking

- Define policy analysis, when it is used, and how it differs from academic research
- Review and discuss major theoretical approaches to policy analysis
 - Bardach, Multiple streams, Policy triangle
- Examine why a basic understanding of the policy and political processes are critical for developing effective policy analyses
- Framing and Messaging – how and when to use. Being objective vs. being persuasive. Being an objective analyst vs being an advocate

Read before class: Ch1 Busse et al. – The health policy triangle framework pp5-17; Kingdon's three streams model pp1-2; Bardach's approach pp xv-xix . **Read before afternoon session:** *RWJF's Culture of Health*

Day 2 Afternoon 1:00pm-3:30pm

Topics: Motivating policy change

- Guest lecture on policy change and leadership
- Examine aspects of brief policy analysis – creating a background/primer and conducting stakeholder and power analyses

Read before class: *RWJF's Culture of Health*

January 5, Day 3 Morning 9a-12:00pm

Topics: Health care and public health; Affordable Care Act

- Review genesis and implementation of ACA
- Examine how and where ACA is impacting public health
- Discuss implications of ACA for administrative decision-making and budget setting
- Defining the terms (population health, prevention, pay for performance, et al.)
- Describe state efforts and new financing sources to improve local population health
- Review IOM theoretical model on integration of public health and primary care
- Discuss implications of integration movement for governmental public health

- Examine aspects of brief policy analysis – formulating policy alternatives and making recommendations

Read before class: Kaiser Family Foundation’s Summary of the ACA; Berwick’s Triple Aim pp759-769; Ortega Policy dilemmas in Latino Health Care pp525-537

January 6, Day 4 Morning 9am-12pm

Topics: Translating research to policy and practice; Critically reading a research article

- Identify resources for translation and dissemination
- Examine shortcuts to reading public health research articles
- Understand what role research evidence has in influencing policy, in light of all the other influences we have discussed
- Identify lessons the field of “knowledge transfer” offers for influencing policy.
- Describe best practices for presenting research evidence to policy stakeholders.

Read before class: Brownson EPH 175-194; A Practitioner’s Guide to Research Methods pp582-590; Brownson Policymakers and practitioners: travelers in parallel universes pp164-171; **Read before afternoon session:** *County Health Rankings website (including Roadmaps)*

Day 4 Afternoon 1:00-3:00pm

Topics: More on translation; Critical review of writing policy briefs

- Translating research to policy and practice
- Review assignment requirements and online schedule

Read before class: County Health Rankings website (including Roadmaps)

Telephone consultation with instructor

Each student must schedule a one hour telephone call with the instructor between our on-campus session and the date when final topics are due (Feb 8) to review topic, discuss it within the context of assigned readings, and outline planned analysis. Please do not leave this until the last minute.

Online content (January 16 – April 13):

Anytime

Four voice-over Powerpoint lectures (20 mins each) on social determinants and health inequalities

- Watch before you turn in your draft policy analysis
- Available on Moodle in late January

February 1st (7pm-9pm CST)

Session for group presentation of policy issue (assignment guide will be passed out in January). Presentations should be no longer than 10 minutes.

March 26th (7pm-8pm CST)

Session that will allow students to ask questions about final assignment

Discussion thread

The instructor will post a discussion thread question for 7 successive Mondays from January 23 to March 6. Students must post a reply which incorporates the reading material and reference to their own policy analysis. Students must reply to at least one post.

Other deadlines include:

February 9th – Final assignment topic due to instructor

February 23rd – Draft of final assignment due

March 12th – Feedback due to peers regarding draft assignment

April 13th – Final assignment due to instructor

VII. Evaluation and Grading

Evaluation in this course is constituted by five primary components:

- 1) Participation (15 points, **15% of final grade**)
 - a) Students are expected to actively engage in lectures, class discussions and case studies, and participate in online discussions and activities.
- 2) Group presentation on a policy topic (20 points, **20% of final grade**) – *be ready February 1st*
 - a) A group of students will work together on an assigned policy topic. All students will be expected to participate in assignment completion and final presentation. An assignment guide will be passed out to students in January.
- 3) Draft final assignment – policy analysis (10 points, **10% of final grade**) – *due February 23rd by 11:59pm CST*
 - a) Students will submit a draft of the final assignment for peer review. An assignment guide will be passed out to students in January.
Note: All students must confirm their desired policy topic and question is appropriate with the instructor by February 8th. Students must receive approval on their final policy question/issue from the instructor before they may submit the draft assignment.
- 4) Peer feedback on draft of final assignment (10 points, **10% of final grade**) – *due March 12th by 11:59pm CST*
 - a) Students will be required to provide constructive feedback to **three** assigned peers on drafts of their final policy analysis. Students will have two weeks to return all feedback. The quality of your feedback will be rated by your peers. An assignment guide will be passed out to students in February.
- 5) Final assignment – policy analysis (45 points, **45% of final grade**) – *due April 13th by 11:59pm CST*
 - a) Students will complete a 5-10 paged (1.5 space, size 12 Times New Roman font) written policy analysis. An assignment guide will be passed out to students in February.

There are **no** in-person assignments due for January 4-7 on-campus lectures. However, student participation will be assessed as outlined above.

Makeup work policy

Because this is a mixed in-person and distance learning course, the instructor has set up an assignment timeline to accommodate the schedules of students who are employed full-time. As such, there will not be an opportunity for makeup work, except as required for legitimate absences and other accommodations as outlined below (p8).

Late work policy

Late work will be penalized as follows: assignments that are 24-72 hours (1-3 calendar days) late will be penalized by a deduction of five percentage points (e.g., a student who would have scored 95% for an on-time assignment would have a final score of 90%); assignments that are 72.1-168 hours (3.1-7 calendar days) late will have ten percentage points deducted (e.g., a student who would have scored 95% for an on-time assignment would have a final score of 85%). Assignments later than 168 hours (one calendar week) will not be accepted. Exceptions may be made at the instructor's discretion for extenuating circumstances, but should not be expected.

Grading policy

Individual assignment guides will be handed out to students in advance of submission deadlines. Broadly speaking, the grading and evaluation policy is as follows:

A	93-100 %/points	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	90-92 %/points	3.667
B+	87-89 %/points	3.333
B	83-86 %/points	3.000 - Represents achievement that is significantly above the level necessary to meet course requirements
B-	80-83 %/points	2.667
C+	77-79 %/points	2.333
C	73-76 %/points	2.000 - Represents achievement that meets the course requirements in every respect
C-	70-72 %/points	1.667
D+	67-69 %/points	1.333
D	63-66 %/points	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	70+ %/points	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:

<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.

OR:

Academic Freedom and Responsibility, for courses that 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 and conduct relevant research. 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.* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

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".