PUBH 6049

Legislative Advocacy Skills for Public Health
Spring 2019

COURSE & CONTACT INFORMATION
Credits: 3
Meeting Day(s): 1/24, 1/31, 2/7, 2/21, 3/7, 3/28, 4/4, 4/18, 5/2, 5/7 (dinner, 4:30-7:30)
Meeting Time: 3:35-5:30
Meeting Place: Weaver-Densford Hall W2-110

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Office Hours: By appointment
Office Location: 380 West Bank Office Building (WBOB)

COURSE DESCRIPTION
The state legislature is an arena for public health practice. This course will provide skills necessary to operate in that arena. Each student will be assigned to work with a lobbyist for a non-profit agency, a legislative staff person, or a legislative liaison from a public health organization. With the help of that person, the student will identify one or two issues that will be addressed during the legislative session and follow that issue from beginning to end at the legislature. Students will be matched with organizations that: (1) take positions on issues that are supportive of public health, and (2) have strong legislative advocacy experience. Pro public health issues will be defined based on current APHA policy positions, if they are available, or on instructor judgment, if APHA has not taken a position on the issue.

Acknowledgments
The concept of PubH 6049 was developed by Dr. Jean Forster. She wanted students to have a chance to learn about the legislative process by experiencing it in the real world.

COURSE PREREQUISITES
PubH 6078 or instructor permission.

COURSE GOALS & OBJECTIVES
The goals of this course are:
• To introduce students to the state legislature as an arena for public health practice;
• To provide the opportunity to develop skills necessary to operate in that arena;

This course is designed to be an intervention course in the Community Health Promotion major.

As a result of this course, students will begin to be able to:
• To analyze the emergence, development, and resolution of legislative issues of public health importance.
• To understand policy making at other levels (e.g., federal, city, or institutional level)

- Identify the information resources at the state legislature available to public health advocates;
- Understand the opportunities and limitations of various roles such as lobbyist for voluntary agencies, contract lobbyist, legislative staff person, and state agency legislative liaison as each works for the enactment of a legislative agenda;
- Frame public health issues, and marshal information and arguments on the issues to maximize the support of legislators;
- Identify relevant constituencies for a public health issue, and mobilize them to influence their elected representatives in the legislature;
- Analyze the configuration of political forces in the legislature around a public health issue, and determine strategies for mobilizing political pressure in support of the issue;
- Identify key sources of support from individuals and agencies representing related interests, and develop effective coalitions with these representatives;
- Develop effective working relationships with relevant legislators and legislative staff persons.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Students will enroll in this course spring semester for 3 credits. Each student will be assigned to work with a lobbyist for a non-profit agency, a legislative staff person, or a legislative liaison from a public health organization. With the help of that person, the student will identify one or two issues which will be addressed in the 2019 legislative session, and, for the course, follow that issue from beginning to end (or close to the end) at the legislature. The student may follow additional issues as part of their work with their lobbyist. The lobbyists have agreed to permit the student to accompany them at functions and meetings related to the issue, so that the student will learn firsthand the political skills necessary to see an issue through the session. In addition, students may be required to participate in the necessary background work as needed (tracking bills, taking notes at committee hearings, developing materials, calling constituents, researching the issue, helping to organize testimony, etc.). Each match is unique. Some students may primarily shadow their preceptor while others may be asked to do a lot of background work. Please see the instructor if you have questions about your match and overall experience.

Students will be required to commit **a minimum of 110 hours** to the course in the field, with the expectation that those hours will be used flexibly depending upon how their issue proceeds through the legislature. Typically students put in 8 hours per week in the field for most of the semester. Often times fewer hours may be accrued in the field at the beginning and the end of the semester depending on the issue and organization.

Students will meet as a group with the instructors: (1) 8 times for 2 hours each during regular classroom hours, (2) one time for 1.5 hours at the Capitol for a tour during the beginning of the semester, and (3) one time for 3 hours (final class) at the end of the semester. During class meetings, the instructors or guest speakers will be scheduled to present a particular perspective on policy activity, and/or students will report on progress on their issues, and discuss their observations and activities at the legislature.

Learning Community [Note: you can customize this to your course or delete]
School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways. This means:
- Respecting the identities and experiences of your classmates.
- Avoiding broad statements and generalizations.

- Considering your tone and language.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (https://z.umn.edu/studentconduct).

COURSE TEXT & READINGS

Required text:
- Avner, M. *The Lobbying and Advocacy Handbook for Nonprofit Organizations*, 2nd edition. Fieldstone Alliance, St. Paul, MN, 2013. Available on Amazon.com.

- Assigned readings are also from: (1) Squire P. & Moncrief G. *State Legislatures Today: Politics Under the Domes*, Rowman & Littlefield: Lanham, MD, 1015; and (2) Moncrief G. & Squire P. *Why States Matter*. Rowman & Litlfield: Lanham, MD, 2017. These readings will be available through the course site.

Helpful Websites
- General information about MN Legislature: www.leg.state.mn.us
- House and Senate committee and session schedules: www.leg.state.mn.us/leg/sched.asp
- Bill tracking: www.leg.state.mn.us/leg/legis.htm
- General information about the Capitol area, including driving and parking: http://www.leg.state.mn.us/leg/faq/faqtoc.asp?subject=14
- Legislative Reference Library: www.leg.state.mn.us/lrl/lrl.htm
- Everything you need to know about Minnesota: www.state.mn.us

BRIEF DESCRIPTION OF ASSIGNMENTS

Assignment #1: Information Resources. Students should provide a brief summary for #1, #6, #7, #12 for "**1. Locate information resources**," which are described on the first page of Worksheet 7 in the Avner book (5 points). **(Due Date: February 7)**

Assignment #2: Draft Fact Sheet or Infographic: Students should create a one-page fact sheet/infographic for the primary bill they are following this session. The fact sheet should be simple, easy to read, and supportive of the policy change the student's organization is advocating for; the fact sheet should be written for legislators (5 points). **(Due Date: February 21)**

Assignment #3: Peer Review: Complete a written review of the assigned fact sheet/infographic. Complete oral review for rest of peer review group members (5 points). (**Due Date: March 7**)

Assignment #4: Final Fact Sheet/Infographic. Finalize your fact sheet or infographic based on peer and instructor review (20 points). **(Due Date: March 28).**

Assignment #5: Formal PowerPoint Presentation: Students will be required to make a formal presentation using PowerPoint on one of the two student presentation class periods. The presentations should provide an overview of their topic, their organization, and the progress they have made toward achieving their Capitol meetings requirement (30 points). (**Due Date: March 28 or April 4)**

Assignment #6: Viewing Legislative Activities: Stude nts' experiences in this course vary based on the matched organization, the issue they are following, and the legislative session. However, all students are expected to obtain exposure to legislative activities, either with their matched organization or on their own. By the end of the semester, at a minimum, students should have completed and summarized one of each of the following legislative activities:
   a. *One Senate committee hearing*

b. *One House committee hearing*

c. *One House floor session*

d. *One Senate floor session*

e. *One conference committee in the House or Senate*

f. *One Day on the Hill*

Students can attend activities directly related to the issue they are following or activities related to other topics. The summary for each of the required activities should include the date, beginning and end times, title of the activity, and a brief summary of topics and decisions that occurred (5 points each). **(Due Date: May 2)**

Assignment #7: Media Monitoring Summary: Students are expected to follow their issues in one of the local daily papers (websites: www.pioneerplanet.com or www.startribune.com). Students should track number of newspaper articles covering their topic and provide one-sentence summary for each article (10 points). **(Due Date: May 2)**

Assignment #8: Daily Log: Students will be required to keep a daily log of their hours and activities related to the course. The logs should include the date, a one sentence general description of each activity, and the time period in which the activity was completed. The intention of this log is not to have every detail listed, but rather to provide the instructors with information about the hours spent in the field and the general scope of activities that the student worked on (20 points). **(Due Date: May 2)**

Assignment #9: Brief Presentation: Students will be expected to provide a brief oral summary of the legislative outcome of their issue and final analysis of the session and organization (10 points). **(Due Date: May 7)**

Final Paper: Students will also be required to <u>write a paper</u> that presents the background on their issue, provides an analysis of the arguments for and against their policy issue, traces its progress through the session, analyzes the political forces that influenced the outcome, and analyzes the role of the media, constituents, and other interests in determining the outcome of the issue. Full details about the required paper will be provided in class (40 points). **(Due Date: May 2)**

COURSE OUTLINE/WEEKLY SCHEDULE

Week	Topic	Readings	Activities/Assignments
January 24	• **Introduction to Course** • **Bill Tracking: Guest: Maddy Tillemans**	• **Avner pp. 17-87 (i.e., Introduction & Ch. 1)**	• **None**
January 31	• **Tour of Capitol (meet at Capitol, 3:45)**	• **Avner, pp. 89-159 (i.e., Ch. 2-Ch. 4), Review p. 50 ("Treasure Hunt at the Capitol or City Hall")**	• **None**
February 7	• **How a Bill Becomes Law**	• **Avner, pg. 179-186 (i.e., Appendix C); 223-229, (i.e, Worksheet 7); Squire & Moncrief, Ch. 1; Moncrief & Squire, Ch. 8**	• **Locate Information Sources**
February 21	• **Guest Speaker: Todd Rapp**	• **None**	• **Draft Fact Sheet or Infographic**
March 7	• **Guest Speaker: Clark Goldenrod** • **Peer Review**	• **None**	• **Peer Review of Fact Sheet**
March 28	• **Student Presentations**	• **None**	• **Formal PowerPoint Presentation** • **Final Fact Sheet/Infographic**
April 4	• **Student Presentations**	• **None**	• **Formal PowerPoint Presentation**
April 18	• **Guest Speaker: Kathryn Eckhardt**	• **None**	• **None**
May 2	• **Guest Speaker: TBA**	• **None**	• **Media Monitoring Summary** • **Viewing Legislative Activities** • **Daily Log** • **Final Paper**
May 7 (4:30-7:30)	• **Presentations & Wrap up**	• **None**	• **Brief Presentation**

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:
- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:
- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

Students' grades will be based on successful completion of assignments, participation in the classroom, and participation in field activities. Students will be expected to take a participatory role in class discussions of the issues and strategies they observe during the legislative session. The instructor will conduct a brief interview with matched organizations to assess students' participation in field activities. All students will be graded on an A-F basis. Final grades will be based on class participation (10%), assignments #1-9 (35%), satisfactory participation with organization (15%), and paper (40%). Letter grades and associated points are awarded in this course as follows below and will appear on the student' official transcript.

Grading Scale
The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000
70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	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 (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity. If you have additional questions, please clarify with your instructor. 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. Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).
Late Assignments	One point will be taken off for each day assignments and final paper are late.
Attendance Requirements	Students should ask the instructor for permission to miss a class because of legislative schedule conflicts prior to the class meeting.

CEPH Foundational Competency	Learning Objectives	Assessment Strategies
12.Discuss multiple dimensions of the policy- making process, including the role of ethics and evidence	• To analyze the emergence, development, and resolution of legislative issues of public health importance. • To understand policy making at other levels (e.g., federal, city, or institutional level) • Understand the opportunities and limitations of various roles such as lobbyist for voluntary agencies, contract lobbyist, legislative staff person, and state agency legislative liaison as each works for the enactment of a legislative agenda • Analyze the configuration of political forces in the legislature around a public health issue, and determine strategies for mobilizing political pressure in support of the issue	• Viewing Legislative Activities • Formal Presentation • Brief Presentation • Final Paper
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	• Identify key sources of support from individuals and agencies representing related interests, and develop effective coalitions with these representatives • Identify relevant constituencies for a public health issue, and mobilize them to influence their elected representatives in the legislature	• Formal Presentation • Brief Presentation • Media Tracking • Final Paper Final Paper

14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	• Understand the opportunities and limitations of various roles such as lobbyist for voluntary agencies, contract lobbyist, legislative staff person, and state agency legislative liaison as each works for the enactment of a legislative agenda • Analyze the configuration of political forces in the legislature around a public health issue, and determine strategies for mobilizing political pressure in support of the issue • Identify key sources of support from individuals and agencies representing related interests, and develop effective coalitions with these representatives • Develop effective working relationships with relevant legislators and legislative staff persons	• Daily Log • Media Tracking • Viewing Legislative Activities • Formal Presentation • Final Paper
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	• Frame public health issues, and marshal information and arguments on the issues to maximize the support of legislators	• Draft Fact Sheet • Final Fact Sheet • Peer Review • Formal Presentation

CHP Foundational Competency	Learning Objectives	Assessment Strategies
CHP4: Critically assess existing interventions, evaluations, and/or public health organizations.	• Frame public health issues, and marshal information and arguments on the issues to maximize the support of legislators	• Final Paper • Formal Presentation • Informal Presentation
CHP7: Develop intervention skills and materials to use during development and/or implementation of public health interventions.	• Frame public health issues, and marshal information and arguments on the issues to maximize the support of legislators	• Draft Fact Sheet • Final Fact Sheet
CHP 8: Understand importance of getting ongoing feedback from and engagement with targeted community and other stakeholder during intervention development and implementation.	• Identify key sources of support from individuals and agencies representing related interests, and develop effective coalitions with these representatives	• Daily Log • Final Paper
CHP17: Communicate effectively using multiple frames and formats.	• Frame public health issues, and marshal information and arguments on the issues to maximize the support of legislators	• Draft Fact Sheet • Final Fact Sheet • Peer Review • Final Paper • Formal Presentation • Informal Presentation