SCHOOL OF
PUBLIC HEALTH
UNIVERSITY OF MINNESOTA

PUBH 7710, SECTION 320

Setting Priorities and Framing Public Health Issues
Spring Semester 2019

COURSE & CONTACT INFORMATION

Credits: 2 credits
Meeting Day(s), Time, and Place:
    On-campus: 1/9-1/12/19, 9:00am-4:00pm, Tate B85
    Online: 1/13-4/14/19 (This course is partly web-based, delivered via Moodle at http://moodle.umn.edu.)

Contact Type	Contact Information	Role	When to Contact
Instructor	Jonathon P. Leider, PhD leider@umn.edu	Primary instructor for this course	Questions or concerns about the class, assignments, deadlines, etc.
Technical Support	Technical support options are available on the SPH website. https://z.umn.edu/sphquickhelp	Troubleshoots technical issues related to the course site or course content.	Technical issues with the course site, media, quizzes or assignments.

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

Communication in Online Courses

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. You are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have. We strongly recommend that you check your U of M email daily. My goal is to respond to emails within 24 hours.

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.

Acknowledgments

The contents of PubH 7710 have been developed with the contributions of numerous instructors. Dr. Leider, the current instructor, has been involved with the majority of recent content and modifications. Former faculty, including Dr. Lynn Blewett, had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contribution. Thanks to Bernadette Gloeb and the Office of E-Learning Services for their assistance in the preparation of this course.

COURSE PREREQUISITES

Accepted and enrolled E-PHAP student.

COURSE GOALS & OBJECTIVES

Upon completing this course students will be able to:
1. Think and write effectively using a policy analysis framework.
2. Write clearly, concisely, and effectively in various formats including issue briefs and provide effective peer review input.
3. Understand the role of framing and audience identification.
4. Articulate the role of Public Health and medical care delivery in the new health reformed environment.
5. Demonstrate the difference between public health and population health care and health.
6. Define core components of the governmental public health system.

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.

Course Workload Expectations

PubH 7710 is a 2 credit course. The University expects that for each credit, you will spend a minimum of three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. Thus, this course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade.

This is a hybrid course, in the beginning we will meet in a classroom, the remaining weeks will be entirely online. Therefore, time you would otherwise be in class will be incorporated into work for the course in the form of online discussions, lectures, etc.

COURSE TEXT & READINGS

There are no required textbooks to be purchased for this course. All materials (articles, reports, web pages, etc.) will be posted on Moodle. Readings are listed below.

This course uses journal articles, which are available via the University Libraries' E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at https://www.lib.umn.edu/pim/citation.

COURSE OUTLINE/WEEKLY SCHEDULE

This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments are due by 11:55pm CST unless indicated otherwise.**

Dates	Topic	Readings
Day 1, Wednesday 1/9/19 **11:00 am – 12:00 pm** **1:15 pm – 2:30 pm**	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: • The Future of Public Health, 1988. Institute of Medicine (Read Executive Summary only, pp 119) • The 10 Essential Public Health Services, CDC, March 2014 • Defining and constituting Foundational Capabilities and areas V1. RESOLVE – Public Health Leadership Forum. Foundational Public Health Services, March 2014. • An Introduction in Health in All Policies: A Guide for State and Local Governments. (Read pp 1-4).
Day 2, Thursday 1/10/19 **9:15 am – 12:00 pm**	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 morning session: • Busse et al. Chapter 1. The health policy framework, 2005 (read pp. 5-17) • Henry, Nicholas. In: Public Administration and Public Affairs. 10th Ed. Upper Saddle River, NJ: Pearson/Prentice-Hall, 2007, pp. 288-290 (read Kingdon's three streams) • Bardach, Eugene. A practical guide for policy analysis: the eightfold path to more effective problem solving / Eugene Bardach. 4th ed. Sate publications, 2011. (read pp. xv-xix)
Day 2, Thursday 1/10/19 **1:15 pm – 5:00 pm**	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 afternoon session: • Evidence for Action. Investigator-initiated research to build a culture of health. • Weaving the Threads of Health. • Building a Culture of Health. 2014 President's Message. Risa Lavizzo-Mourey, MD, MBA, President and Chief Executive Officer, Robert Wood Johnson Foundation.
Day 3, Friday 1/11/19 **9:15 am – 12:00 pm**	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 morning session: • Summary of the Affordable Care Act, Apr 25, 2013. • Berwick DM, Nolan TW, Whittington J. The Triple Aim: Care, Health, And Cost. Health Affairs, 27, no. 3 (2008):759-769 doi: 10.1377/hlthaff.27.3.759 • Ortega AN, Rodriguez HP, Bustamante AV. Policy Dilemmas in Latino Health Care and Implementation of the Affordable Care Act. Annu Rev Public Health 205;36:525-544. doi: 10.1146/annurev-publhealth-031914-122421 (read pp. 525-537)

Dates	Topic	Readings
Day 4, Saturday 1/12/19 9:15 am – 12:00 pm 1:15pm – 3pm	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 morning session: • Brownson RC, Fielding JE, Maylahn CM. Evidence-Based Public Health: A Fundamental Concept for Public Health Practice. Annu Rev Public Health 2009;30:175-201. doi: 10.1146/annurev.publhealth.031308.100134. (Read pp. 175-194) • Goubil-Gambrell P. A Practitioner's Guide to Research Methods. Technical Communication, Fourth Quarter 1992. pp. 582-590 • Brownson RC, Royer C, Ewing R, McBride TD. Researchers and Policymakers: Travelers in Parallel Universes. Am J Prev Med 2006;30(2):164-172. (Read Policymakers and practitioners: travelers in parallel universes, pp. 164-171) Read before afternoon session: • County Health Rankings website (including Roadmaps) http://www.countyhealthrankings.org/
Online, 1/13-4/14/19	Social determinants and health inequalities lesson	Watch lecture and additional videos before you turn in your draft policy analysis (due 2/24) • Read "US Mayors' and Health Commissioners' Opinions About Health Disparities in Their Cities" in AJPH
Tuesday, 2/5/19 7:00pm CT	Group Presentation on Policy Issue	Groups will work together on an assigned policy topic.
Final Policy Analysis Assignment (assignment guides available in January)		
Sunday, 2/10/19 11:55 pm	Confirm topic with instructor	Students must confirm their desired policy topic/question and receive approval from instructor before submitting the draft assignment.
Sunday, 2/24/19 11:55 pm	Draft policy analysis due	Submit a draft of the final policy analysis for peer review.
Sunday, 3/17/19 11:55 pm	Peer feedback on draft policy analysis due	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.
Sunday, 4/14/19 11:55 pm	Final Policy Analysis due	Written policy analysis (5-10 pages, 1.5 spaced, 12 point Times New Roman font)

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

Evaluation in this course consists of five primary components:
1. **Participation (15% of final grade/15 points)**
   Students are expected to actively engage in lectures, class discussions and case studies, and participate in online discussions and activities.
2. **Group Presentation on Policy Issue (20% of final grade/20 points) – be ready 2/5/19** at 7pm CST
   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 Policy Analysis assignment (10% of final grade/10 points) – due by 11:55pm CST on 2/24/19**
   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 2/10/19**. 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 Policy Analysis Assignment (10% of final grade/10 points) – due by 11:55pm CST on 3/17/19.**
   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.
5. **Final Policy Analysis Assignment** – **(45% of final grade/45 points) – due by 11:55pm CST on 4/14/19.**
   Students will complete a 5-10 paged (1.5 space, size 12 Times New Roman font) written policy analysis.
   There are **no** in-person assignments due for on-campus lectures. However, student participation will be assessed as outlined above.

Individual assignment guides will be handed out to students in advance of submission deadlines.

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
< 63%	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 (70+ points/percent)
- 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.

Evaluation/Grading Policy	Evaluation/Grading Policy Description
	Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).
Late Assignments	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.
Attendance Requirements	See Course Participation above.
Makeup Work for Legitimate Reasons	If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your instructor within 24 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include: • illness • serious accident or personal injury • hospitalization • death or serious illness within the family • bereavement • religious observances • subpoenas • jury duty • military service • participation in intercollegiate athletic events 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. For complete information, view the U of M's policy on Makeup Work for Legitimate Absences (http://z.umn.edu/sphmakeupwork).
Extra Credit	There is no extra credit in this course.
Saving & Submitting Coursework	**Documents that students submit are considered final;** students may not submit more than one version or draft of each assignment.

Technical Issues with Course Materials	You are expected to submit all coursework on time and it is your responsibility to ensure that your work is submitted properly before the deadline.
	
	If you experience technical difficulties while navigating through the course site or attempting to submit coursework:
	
	• Go to Quick Help: http://z.umn.edu/sphquickhelp.
	• Connect with the appropriate person or office within 30 minutes of the problem's occurrence.
	   o Provide as much information as possible, so the tech team can best help you as soon as possible.
	   o You can expect a response within 1-2 business days to help resolve the problem.

Technology
You will use the following technology tools in this course. Please make yourself familiar with them.
- Google Docs, training is available via OIT https://it.umn.edu/self-help-guide/google-drive-work-files-folders.
- *Note: if you need assistance compiling this list or require a resource that does not exist for a specific technology, please visit http://www.sph.umn.edu/academics/academic-technology/guides.*

Learning Community
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.

In group work, this can mean:
- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the TA or instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:
- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

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

CEPH COMPETENCIES

Competency	Learning Objectives	Assessment Strategies
Interpret results of data analysis for public health research, policy or practice	1. Think and write effectively using a policy analysis framework. 3. Understand the role of framing and audience identification.	Group project; Final paper
Communicate audience-appropriate public health content, both in writing and through oral presentation	2. Write clearly, concisely, and effectively in various formats including issue briefs and provide effective peer review input. 3. Understand the role of framing and audience identification.	Group project; Final paper
Compare the organization, structure and function of health care and public health systems across national and international settings	4. Articulate the role of Public Health and medical care delivery in the new health reformed environment. 5. Demonstrate the difference between public health and population health care and health. 6. Define core components of the governmental public health system	In-class participation
Discuss multiple dimensions of the policy- making process, including the role of ethics and evidence	1. Think and write effectively using a policy analysis framework.	Group project; Final paper
Evaluate policies for their impact on public health and health equity	1. Think and write effectively using a policy analysis framework.	Group project; Final paper
Apply systems thinking tools to a public health issue	1. Think and write effectively using a policy analysis framework.	Group project; Final paper