School of Public Health
Syllabus and Course Information

UNIVERSITY OF MINNESOTA
Driven to Discover℠

PubH 6634: Children and Families: Public Health Policy & Advocacy
Fall 2016

Credits:	**2**
Meeting Days:	**Tuesday**
Meeting Time:	**5:45-7:40 PM**
Meeting Place:	**Mayo Building, Room A110**
Instructor:	**Lauren Gilchrist, MPH**
Office Address:	**N/A**
Office Phone:	**612-205-6367**
E-mail:	gilc0010@umn.edu
Office Hours:	**By appointment**

I.   Course Description

The purpose of this course is to provide students with an overview of current 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.

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

IV.   Methods of Instruction and Work Expectations

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

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

V.   Course Text and Readings

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

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

Bardach, Eugene. *Practical guide for policy analysis: the eightfold path to more effective problem solving.* Sage, 2016.

VI.   Course Outline

Week	Topics	Assignment/Speaker
Week 1-Sept 6	Introduction to policy and advocacy for children and families	
Week 2-Sept 13	Issue: Adverse childhood events, social determinants of health Advocacy topic: Stakeholder analysis	**Speaker**: Jim Koppel Assistant Commissioner for Children and Families, MN Dept of Human Services
Week 3-Sept 20	Policy issue: Substance abuse Advocacy topic: Partnerships with marginalized communities	**Speaker**: Jackie Dionne Director of American Indian Health, MN Dept of Health
Week 4-Sept 27	Policy issue: Mental health Advocacy topic: Working with elected officials	**Assignment #1 Due: Problem statement and stakeholder analysis** **Speaker**: MN Senator Tony Lourey
Week 5-Oct 4	Policy issue:	

	Health equity	
Week 6-Oct 11	Policy topic: Family-friendly workplace policies Advocacy topic: Building coalitions	**Speaker:** Jessica Anderson, Legislative and Communications Director, Children's Defense Fund-MN
Week 7-Oct 18	Policy topic: Health reform Advocacy topic: Effective messaging	**Assignment #2 Due: Brief/memo for an an elected official**
Week 8-Oct 25	Policy topic: Environmental health Advocacy topic: Working with coalitions	**Speaker**: Kathleen Schuler, Conservation Minnesota
Week 9-Nov 1	Policy topic: Adolescent health Advocacy topic: Youth voice in advocacy efforts	
Week 10-Nov 8	Policy topic: Child care Advocacy topic: Compromise	**Speaker:** Melinda Hugdahl, Staff Attorney, MN Legal Aid **Assignment #3 Due: Outreach and Advocacy Plan**
Week 11-Nov 15	Policy topic: Human trafficking Advocacy topic: Effective messaging	**Speaker**: Jeff Bauer, Vice President, The Family Partnership
Week 12-Nov 22 **NO CLASS**		
Week 13-Nov 29	Policy topic: Immigrant and refugee health issues	**Assignment #4 Due: Op/ed** **Speaker:** Kara Lynum, Attorney
Week 14-Dec 6	Policy topic: Homelessness	

	Advocacy topic: Working across public and private sectors	
Week 15-Dec 13	Elevator speech presentations and wrap up	**Assignment #5 Due:** Elevator speech and FAQs

VII.   Evaluation and Grading

Grading will be based on the following 100-point system

- Written/oral assignments 90 points

    - Assignment 1:   Problem definition and stakeholder analysis (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: 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, (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:

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

Week	Topics	Readings/resources
Wk 1- Sept 6	Introduction to policy and advocacy for children and families	**Readings** Annie E. Casey Foundation. (2015). Creating Opportunities for Families: A Two Generation Approach MN Secretary of the Senate Office. (2010). The Lawmaking Process Bardach, Eugene. *Practical guide for policy analysis: the eightfold path to more effective problem solving*. Sage, 2016. (Pages 1-18) **Resources** Making Laws, Minnesota House Research http://www.house.leg.state.mn.us/hrd/pubs/makinglaws.pdf MN State Law process http://www.house.leg.state.mn.us/hinfo/govser/GOVSER6.pdf
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 Health. (2011). Minnesota ACES Report . MN Dept of Human Services. (2015). How prevalent are family risk factors among Minnesota children who receive Medical Assistance (MA) or MinnesotaCare? Bardach, Eugene. *Practical guide for policy analysis: the eightfold path to more effective problem solving*. Sage, 2016. (Pages 18-65) **Resources** CDC Adverse Childhood Events website http://www.cdc.gov/violenceprevention/acestudy/ Aces Too High http://acestoohigh.com/
Wk 3- Sept 20	Policy topic: Substance abuse Advocacy topic: Partnerships with marginalized communities **Speaker**: Jackie Dionne,	**Readings** Murphy, K., Becker, M.,Locke, J.,Kelleher, C.,McLeod J., and Isasi, F.(2016), Finding Solutions to the Prescription Opioid and Heroin Crisis: A Road Map for States. National Governors Association Center for Best Practices. Association of State and Territorial Health Officers. (2014). Neonatal Abstinence Syndrome: How States Can Help Advance the Knowledge Base for Primary Prevention and Best Practices. Testimony of Mille Lacs Chief Executive Melanie Benjamin before the US

	Director of American Indian Health, MN Dept of Health	Senate Committee on Indian Affairs (July 25, 2015). Serres, C. (March 5, 2015). Minnesota comes to the aid of opioid-exposed babies. *Star Tribune.* Bardach, Eugene. *Practical guide for policy analysis: the eightfold path to more effective problem solving.* Sage, 2016. (pages 65-82) **Story to listen to** MPR News Staff. (April 19, 2016). Battling opioid addiction on the reservation
Wk 4- Sept 27	Policy topic: Mental health Advocacy topic: Working with elected officials **Speaker:** MN Senator Tony Lourey, Chair of the Health and Human Services Finance Committee	**Assignment #1 Due:** Problem statement and stakeholder analysis **Readings** Zajac, K., Sheidow, A. J., & Davis, M. (2015). Juvenile justice, mental health, and the transition to adulthood: A review of service system involvement and unmet needs in the US. *Children and youth services review, 56*, 139-148. Robert Wood Johnson Foundation. (2013). Improving Access to Children's Mental Health Care: Lessons from a Study of Eleven States Minnesota State Advisory Council on Mental Health- Subcommittee on Children's Mental Health. (2014). 2014 Report to the Governor and Legislature. **Resources** Governor's Task Force on Mental Health https://mn.gov/dhs/mental-health-tf/ American Academy of Pediatrics children's mental health resources https://www.aap.org/en-us/advocacy-and-policy/federal-advocacy/pages/mentalhealth.aspx NAMI Minnesota http://www.namihelps.org/
Wk 5- Oct 4	Policy topic: Health equity	**Readings** MN Dept of Health. (2014). Advancing Health Equity in Minnesota: A Report to the Legislature. Thornton, R. L., Glover, C. M., Cene, C. W., Glik, D. C., Henderson, J. A., & Williams, D. R. (2016). Evaluating Strategies For Reducing Health Disparities By Addressing The Social Determinants Of Health. Health Affairs, 35(8), 1416-1423. Gakh,M. & Weisman, S. , Pub. Health Law Ctr. at Mitchell Hamline Sch. of Law, & Ctr. for Prevention at Blue Cross & Blue Shield of Minn., STRIDE toward Health Equity: Health in All Policies in Minnesota, Findings and Recommendations for Advancing Health Equity through Multisector Collaborations (2016), www.publichealthlawcenter.org.

| | | Bardach, Eugene. *Practical guide for policy analysis: the eightfold path to more effective problem solving*. Sage, 2016. (Pages 83-139)

Resources
Unnatural Causes: Is inequality making us sick?
http://www.unnaturalcauses.org/

ASTHO 2016 Health Equity Challenge
http://www.astho.org/Health-Equity/2016-Challenge/ |
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| Wk 6-
Oct 11 | Policy topic:
Family-friendly
workplace policies

Advocacy topic:
Building coalitions

Speaker: Jessica
Anderson,
Legislative and
Communications
Director,
Children's
Defense Fund-MN | **Readings**
Borrell, C., Palència, L., Muntaner, C., Urquía, M., Malmusi, D., & O'Campo, P. (2014). Influence of macrosocial policies on women's health and gender inequalities in health. *Epidemiologic reviews*, *36*(1), 31-48.

MN Dept of Health. (2015). White Paper on Paid Leave and Health

Glynn, S.J. (2015). Administering Paid Family and Medical Leave: Learning from International and Domestic Examples. Center for American Progress.

C. Miller, (2015, May 26). When Family-Friendly Policies Backfire. [New York Times Blog]. Retrieved from:
http://www.nytimes.com/2015/05/26/upshot/when-family-friendly-policies-backfire.html?_r=0

Strength in Numbers: A Guide to Building Community Coalitions. (2003). Community Catalyst.

Resources
Raising of America- The Family Leave Shuffle
http://www.raisingofamerica.org/family-leave

National Partnership for Women and Families: Expecting Better
http://www.nationalpartnership.org/issues/work-family/expecting-better-a.html

White House Summit on Working Families
http://workingfamiliessummit.org/about/ |
| Wk 7-
Oct 18 | Policy topic:
Health reform

Advocacy topic:
Effective
messaging | **Assignment #2 Due:**
Brief/memo for an an elected official

Readings:

The Affordable Care Act: A Guide for Working MCH Professionals
http://www.amchp.org/Transformation-Station/Documents/ACA-guide.pdf

Hudson, J. L., & Abdus, S. (2015). Coverage And Care Consequences For Families In Which Children Have Mixed Eligibility For Public Insurance. *Health Affairs*, *34*(8), 1340-1348.

Buchmueller, T. C., Levinson, Z. M., Levy, H. G., & Wolfe, B. L. (2016). Effect |

		of the Affordable Care Act on Racial and Ethnic Disparities in Health Insurance Coverage. Am J Public Health American Journal of Public Health, 106(8), 1416-1421. Schwartz, S., Chester, A., Lopez, S. & Vargas Poppe, S. (2016). Historic gains in health coverage for hispanic children in the Affordable Care Act's first year. Georgetown University Health Policy Institute: Center for Children and Families & National Council of La Raza.
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** Bearer, C. F. (1995). How are children different from adults? *Environmental Health Perspectives*, *103*(Suppl 6), 7–12. Bhaumik, U., Norris, K., Charron, G., Walker, S. P., Sommer, S. J., Chan, E., . . . Woods, E. R. (2013). A Cost Analysis for a Community-Based Case Management Intervention Program for Pediatric Asthma. *Journal of Asthma*, 50(3), 310-317. Rosner, D., & Markowitz, G. (2012). With the best intentions: lead research and the challenge to public health. *American Journal of Public Health*, *102*(11), e19-e33. Ross, T., Parson, C., & Vallas, R.(2016). Creating Safe and Healthy Living Environments for Low-Income Families. Center for American Progress. Susskind, L., McKearnan, S., & Thomas-Larmer, J. (1999). The consensus building handbook: A comprehensive guide to reaching agreement. Thousand Oaks, CA: Sage Publications. **Introduction only (scanned document)** **Resources** Healthy Legacy www.healthylegacy.org Environmental Working Group http://www.ewg.org/research MN Dept of Health Biomonitoring website http://www.health.state.mn.us/biomonitoring National Institute of Environmental Health Sciences, Children's health page: http://www.niehs.nih.gov/health/topics/population/children/ CDC website on lead http://www.cdc.gov/nceh/lead/default.htm
Wk 9- Nov1	Policy topic: Adolescent health Advocacy topic: Youth voice in	**Readings** Viner, R. M., Ozer, E. M., Denny, S., Marmot, M., Resnick, M., Fatusi, A., & Currie, C. (2012). Adolescence and the social determinants of health. *The Lancet*, *379*(9826), 1641-1652.

	advocacy efforts	Schwarz, S. W., & Aratani, Y. (2011). Improving the Odds for Adolescents: State Policies that Support Adolescent Health and Well-being. Schalet, A. T. (2011). Beyond abstinence and risk: A new paradigm for adolescent sexual health. *Women's Health Issues*, *21*(3), S5-S7. **Resources** HealthyPeople 2020 Adolescent Health website http://www.healthypeople.gov/2020/topics-objectives/topic/Adolescent-Health Guttmacher Institute Adolescent Health website http://www.guttmacher.org/sections/adolescents.php Advocates for Youth http://www.advocatesforyouth.org
Wk10- Nov 8	**Speaker:** Melinda Hugdahl, Staff Attorney, Legal Services Advocacy Projects Policy topic: Child care Advocacy Topic: Compromise	**Assignment #3 Due:** **Outreach and Advocacy Plan** **Readings** The Urban Institute. (2013). The Negative Effects of Instability on Child Development: A Research Synthesis. Horowitz, B. Making Affordable Childcare Available to More Minnesota Families. [MN Budget Project blog]. Retrieved from: http://www.mnbudgetproject.org/current-agenda/making-affordable-child-care-available-to-more-minnesota-families How to Support Working Families, January 22, 2015 Star Tribune commentary by Representative Mary Franson and Peggy Flanagan, Children's Defense Fund-Minnesota Desliver, D. (2014, April 8).Rising cost of child care may explain increase in stay-at-home moms.[Pew Foundation blog]. Retrieved from: **http://www.pewresearch.org/fact-tank/2014/04/08/rising-cost-of-child-care-may-help-explain-increase-in-stay-at-home-moms/** Gutman, A. & Thompson, D. (2013). Valuing compromise for the common good. *Daedalus*. 142(2). 185-198. **Resources** Raising of America website **http://www.raisingofamerica.org/** Children's Defense Fund- Kids Can't Wait Coalition Fact Sheet (2015) **http://www.cdf-mn.org/search/child-care-a-two-1.pdf**
Wk 11- Nov15	Policy Topic: Human trafficking Advocacy Topic:	**Readings** US. Department of State. (July 2015). Trafficking in Persons Report. Read Pages 1-39

	Effective messaging **Speaker:** Jeff Bauer, ice President, The Family Partnership	Atella, J. Schauben, L. & Connell, E. (September 2015). Safe Harbor: first year evaluation report. Wilder Research, St Paul, MN. **Video to watch** Human Trafficking: Rachel Lloyd TedTalk **Resources** Institute of Medicine toolkit on sex trafficking of minors US Dept of Health and Human Services Office on Trafficking in Persons http://www.acf.hhs.gov/endtrafficking
Wk 12- Nov 22		**NO CLASS**
Wk 13- Nov 29	Policy issue: Immigrant and refugee health **Speaker**: Kara Lynum, Immigration attorney	**Assignment #4 Due:** Op/ed **Readings** Vargas, E. D. (2015). Immigration enforcement and mixed-status families: The effects of risk of deportation on Medicaid use. *Children and Youth Services Review*. Pacione, L., Measham, T., & Rousseau, C. (2013). Refugee children: Mental health and effective interventions. *Current psychiatry reports*, *15*(2), 1-9. U.S. Government Accountability Office. (July 2015). Unaccompanied Alien Children: Actions Needed to Ensure Children Receive Required Care in DHS Custody. US Commission on Civil Rights-Statutory Enforcement Report (2015). With liberty and justice for all: the state of civil rights at immigration detention facilities. Read pp. 1-24. **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** Hallett, R. E., Miller, P. M., & Skrla, L. (2015). Homeless and highly mobile students: equity, access and institutional response. *International Journal of Qualitative Studies in Education*, *28*(6), 637-640. Minnesota Interagency Council on Homelessness (2013). Heading Home: Minnesota's Plan to Prevent and End Homelessness. Edidin, J. P., Ganim, Z., Hunter, S. J., & Karnik, N. S. (2012). The mental and physical health of homeless youth: a literature review. *Child Psychiatry & Human Development*, *43*(3), 354-375.

		Resources Heading Home Minnesota http://www.headinghomeminnesota.org/
Wk15- Dec 13	Elevator speech presentations and wrap up	**Assignment #5 Due:** Elevator speech and FAQs