

# PUBH 6045

Skills for Policy Development  
Spring 2019

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## COURSE & CONTACT INFORMATION

**Credits:** 1

**Meeting Day(s):** T, Th

**Meeting Time:** 1:25-3:00

**Meeting Place:** Jackson Hall, 2-137

**Instructor:** Traci L. Toomey, PhD

**Email:** toome001@umn.edu

**Office Phone:** 612-626-9070

**Office Hours:** By appointment

**Office Location:** 380 WBOB

**TA:** Sara Dufour

**Email:** dufou023@umn.edu

**Office Hours:** By appointment

## COURSE DESCRIPTION

Students will enroll in this course spring term for 1 credit. Students will identify a public health-related policy issue that they will focus on throughout the course. This course focuses on developing skills that are relevant to policy development and implementation. Class meetings will include a combination of lectures, guest speakers, and skill-development sessions. Students will be expected to actively participate.

## COURSE PREREQUISITES

The course is intended for graduate students who have an interest in public health policy and have previous policy-relevant coursework. This course serves as the capstone course for the SPH policy concentration. This course also serves as an option for an intervention course for Community Health Promotion MPH students.

## COURSE GOALS & OBJECTIVES

The goals of this course are:

- To introduce students to strategies used to influence and shape public policy development;
- To develop skills and self-efficacy to implement these strategies;
- To apply these skills to one policy issue related to public health.

Objectives: As a result of this course, students will understand how to:

1. Give an effective media interview;
2. Structure and give effective oral testimony;
3. Develop fact sheets and other written materials for legislators and media;
4. Communicate with elected officials;
5. Understand different strategies for influencing policy changes.

## METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Students are expected to fully participate in the course by attending classes, participating in class and small group discussions, reading course materials, and completing assignments by the assigned due date. Students are expected to be respectful of other students' opinions expressed in class.

**Assignments:** Choose one public health policy issue that will be the focus of all of your class assignments. This policy issue may be: (1) one that you have worked on in previous courses, (2) one that you focused on as part of your paid or volunteer work, and/or (3) one that you have interest in working on. Given the shortness of the course, it is better to select a policy issue that you already know. **More detailed descriptions of each assignment, including grading criteria, are posted on Canvas. Written assignments should be turned in during class on the day they are due.**

### *Brief Descriptions of Assignments:*

- Assignment – Representatives: Identify and submit the names and contact information of each of your own city, county, state, and federal representatives (up to 5 points)
- Assignment – Draft Key Messages: Draft 3 key messages for your practice media interview (up to 5 points, no review by instructor)
- Assignment – Finalize Key Messages: Finalize 3 key messages for your practice media interview (up to 10 points for written key messages)
- Assignment – Practice Broadcast Media Interview: Review guidelines for practice interviews (10 points for completing media practice interview)
- Assignment – Testimonial Strategy: Write a brief summary of your testimonial strategy for your advocacy campaign (up to 10 points)
- Assignment – Oral Testimony: Prepare a 4-minute oral testimony in support of your policy issue. You will present this testimony in front of half the class. (10 points for completing oral testimony in class)
- Assignment – Draft Fact Sheet/Resolution: Draft a 1-page fact sheet or resolution that describes key components of your policy and rationale for the policy (up to 5 points for turning in full assignment; no review by instructor)
- Assignment – Draft Op-ed: Draft a 300-500 word op-ed in support of your policy issue along with a cover letter (up to 5 points for turning in full assignment)
- Assignment – E-mail Communications: Draft two brief e-mail messages to a legislator. The first message should be framed in terms of the research evidence that supports the proposed policy; the second e-mail message should be framed in terms of an economic perspective (up to 10 points)
- Assignment – Peer Review: Provide written, constructive feedback for assigned fact sheet/resolution and op-ed drafts (up to 10 points)
- Assignment – Meeting: Prepare and execute practice meeting with a “senator” (10 points)
- Assignment – Final Fact Sheet/Resolution : Finalize fact sheet or resolution (up to 15 points)
- Assignment – Final Op-ed: Finalize op-ed (up to 15 points)

### **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 discussion, this can mean:

- Respecting the identities and experiences of your classmates.
- Avoiding broad statements and generalizations.
- Considering 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>).

## COURSE TEXT & READINGS

Required readings are posted on Canvas or will be distributed in class. Some readings are from the following:

- Avner, M. *The Lobbying and Advocacy Handbook for Nonprofit Organizations*, Fieldstone Alliance: St. Paul, MN: 2013.,
- Fox, J.A. & Levin, J. *How to Work with the Media*, Sage: Newbury Park, CA, 1993; Chapters 5,6.
- Nelson, D.E., Brownson, R.C., Remington, P.L., Parvanta, C. *Communicating Public Health Information Effectively*, APHA, 2002, Chapters 6,7.
- Wagenaar & Associates, *Community and State Coalitions for Public Health Policy Change: A Quick-start Guide*, University of Florida, Gainesville, FL.

Additional readings may be added as the course progresses.

### **Access Course Canvas Site**

- Go to [www.umn.edu](http://www.umn.edu) click on the “myU” button
- Login with your University ID and password
- Scroll to your course and click on the Canvas site link.

## COURSE OUTLINE/WEEKLY SCHEDULE

(Note: Some lectures/topics/dates may be changed to meet course needs)

	Date	Topic(s)	Reading	Assignment Due
<b>WEEK 1</b>				
1	March 12	<b>Discussion/Lecture</b> <ul style="list-style-type: none"> <li>Course Overview</li> <li>Policy Process</li> </ul>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>How a bill becomes law in MN:  <a href="http://www.leg.state.mn.us/leg/ho/wbill">http://www.leg.state.mn.us/leg/ho/wbill</a> and  <a href="http://www.senate.leg.state.mn.us/publications/billlaw.pdf">http://www.senate.leg.state.mn.us/publications/billlaw.pdf</a></li> <li>Avner, pp. 125-129</li> </ul>	
2	March 14	<b>Lecture</b> <ul style="list-style-type: none"> <li>Effective Communication</li> <li>Developing Key Messages</li> </ul>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>Handout</li> <li><i>The Jargon Trap</i></li> </ul>	
<b>Spring Break</b> <b>March 18-March 22</b>				
<b>WEEK 2</b>				
3	March 26	<b>Lecture/Discussion:</b> <ul style="list-style-type: none"> <li>Giving an Effective Media Interview</li> </ul> <p><i>Guests: Lacey Nygard &amp; Emmalynn Bauer; Public Relations, U of MN</i></p>	<b>Required Readings:</b> <ul style="list-style-type: none"> <li>Fox &amp; Levin, Chapters 5,6;</li> <li>Nelson et al., Chapter 6;</li> <li>Avner, pp. 131-137</li> </ul>	<b>Assignment - Representatives:</b> Identify and submit the names and contact information of each of your own city, county, state, and federal representatives. (up to 5 points)
4	March 28	<b>Workshop</b> <ul style="list-style-type: none"> <li>Developing Key Messages (continued)</li> </ul>		<b>Assignment-Draft Key Messages:</b> Draft 3 key messages (up to 5 points, no instructor review)
<b>WEEK 3</b>				
5	April 2	<b>Exercises:</b> Practice Media Interviews  <p><i>Guest: Dr. Toben Nelson</i></p> <p><i>(Extra classroom = Mayo 1250)</i></p>		<b>Assignment – Finalize Key Messages:</b> Finalize your 3 key messages for your media interview (up to 10 points for written key messages) <b>Assignment – Practice Broadcast Media Interview:</b> Review guidelines (10 points for completing media practice interview)

6	April 4	<b>Lecture/Video</b> <ul style="list-style-type: none"> <li>Effective Testimony: Planning, Scheduling, Content, Implementation</li> </ul>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>Handout</li> </ul>	
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WEEK 4				
7	April 9	<b>Exercise:</b> <ul style="list-style-type: none"> <li>Practice Oral Testimony</li> </ul> <p><i>Guest: Dr. Toben Nelson</i></p> <p><i>(Extra classroom = Mayo 1250)</i></p>		<b>Assignment—Testimonial Strategy:</b> Write a brief summary of your testimonial strategy for your advocacy campaign (up to 10 points) <p><b>Assignment-Oral Testimony:</b> Prepare a 4-minute oral testimony in support of your policy issue. You will present this testimony in front of half the class. (10 points for completing oral testimony in class)</p>

8	April 11	<b>Lecture/Discussion:</b> <ul style="list-style-type: none"> <li>Communicating with Elected Officials</li> </ul> <p><i>Guest: Michelle Gin</i></p>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>Nelson et al., Chapter 7</li> </ul>	<b>Assignment – Draft Fact Sheet/Resolution:</b> Draft a 1-page fact sheet or resolution that describes key components of your policy and rationale for the policy (up to 5 points; no instructor review) <u><i>Bring copies of op-ed and fact/sheet resolution to distribute to peer review group.</i></u> <p><b>Assignment- Draft Op-Ed:</b> Draft a 300-500 word op-ed in support of your policy issue (up to 5 points; no instructor review)</p>
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WEEK 5				
9	April 16	<p><b>Lecture/Discussion:</b></p> <ul style="list-style-type: none"> <li>Strategies for Policy Change</li> </ul> <p><i>Guest: Jeff Nachbar</i></p>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>Wagenaar &amp; Associates, Community and State Coalitions for Public Health Change</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Lobbyist Handbook</li> <li>Political Committee and Political Fund Handbook</li> </ul>	<p><b>Assignment – E-mail Communications:</b> Draft two brief e-mail messages to a legislator (one with economic frame and other with research frame (up to 10 points)</p>
10	April 18	<p><b>Workshop</b></p> <ul style="list-style-type: none"> <li>Peer Review: fact sheets &amp; op-ed drafts</li> <li>Prepare for meeting with elected official</li> </ul>		<p><b>Assignment – Peer Review:</b> Provide written, constructive feedback for assigned fact sheet/resolution and op-ed drafts (up to 10 points)</p>

WEEK 6				
11	April 23	<p><b>Exercise:</b></p> <ul style="list-style-type: none"> <li>Practicing communication with elected officials</li> </ul> <p><i>Guest: Ginger Hughes</i></p>		<p><b>Assignment – Meeting:</b> Prepare and execute practice meeting with a “senator” (10 points)</p> <p><b>Assignment – Final Fact Sheet/Resolution:</b> Finalize fact sheet (up to 15 points)</p> <p><b>Assignment – Final Op-Ed:</b> Finalize op-ed (up to 15 points)</p>

## 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/](http://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 may choose to be graded on an A-F or S-N basis. Final grades will be based on class participation (20%) and assignments (80%). One point will be taken off for each day the assignment is late. Class participation is based on attendance, class discussion, and active participation in exercises.

Grades will be determined by total effort as follows:

<b>A</b> = 95-100 pts	Represents achievement that is outstanding relative to the level necessary to meet course requirements
<b>A-</b> = 90-94 pts	
<b>B+</b> = 87-89 pts	
<b>B</b> = 83-86 pts	Represents achievement that is significantly above the level necessary to meet course requirements
<b>B-</b> = 80-82 pts	Represents achievement that meets the minimum course requirements
<b>C+</b> = 77-79 pts	
<b>C</b> = 73-76 pts	
<b>C-</b> = 70-72 pts	
<b>F</b> (or N)	Represents failure (or no credit) and signifies that the 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

For additional information, please refer to:

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

Evaluation/Grading Policy	Evaluation/Grading Policy Description
<p><b>Scholastic Dishonesty, Plagiarism, Cheating, etc.</b></p>	<p>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 <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a></p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>.</p> <p>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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</p>
<p><b>Late Assignments</b></p>	<p><b>One point will be subtracted for each day your assignment is late.</b></p>
<p><b>Attendance Requirements</b></p>	<p><b>Attendance in class is mandatory.</b> Students are expected to attend class, arrive on time, and participate in class discussion. If you are unable to attend class, please contact the instructor prior to class, by email, or by phone. <u>Missing more than one class may affect your grade in the class.</u></p>



MPH Foundational Competency	Learning Objectives	Assessment Strategies
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	<ul style="list-style-type: none"> <li>- Understand different strategies for influencing policy changes.</li> </ul>	<ul style="list-style-type: none"> <li>- Representatives</li> <li>- Draft key messages</li> <li>- Key messages</li> <li>- Meeting</li> </ul>
18. Select communication strategies for different audiences	<ul style="list-style-type: none"> <li>- Give an effective media interview;</li> <li>- Structure and give effective oral testimony;</li> <li>- Develop fact sheets and other written materials for legislators and media;</li> <li>- Communicate with elected officials;</li> </ul>	<ul style="list-style-type: none"> <li>- Draft key messages</li> <li>- Key messages</li> <li>- Meeting</li> <li>- Practice broadcast media interview</li> <li>- E-mail communications</li> <li>- Draft fact sheet/resolution</li> <li>- Draft op-ed</li> <li>- Final fact sheet/resolution</li> <li>- Final op-ed</li> </ul>
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	<ul style="list-style-type: none"> <li>- Give an effective media interview;</li> <li>- Structure and give effective oral testimony;</li> <li>- Develop fact sheets and other written materials for legislators and media;</li> <li>- Communicate with elected officials;</li> </ul>	<ul style="list-style-type: none"> <li>- Draft key messages</li> <li>- Key messages</li> <li>- Meeting</li> <li>- Practice broadcast media interview</li> <li>- E-mail communications</li> <li>- Draft fact sheet/resolution</li> <li>- Draft op-ed</li> <li>- Final fact sheet/resolution</li> <li>- Final op-ed</li> </ul>

## CEPH COMPETENCIES

CHP Competency	Learning Objectives	Assessment Strategies
<p><b>CHP7:</b> Develop intervention skills and materials to use during development and/or implementation of public health interventions.</p>	<ul style="list-style-type: none"> <li>- Develop fact sheets and other written materials for legislators and media;</li> </ul>	<ul style="list-style-type: none"> <li>- Draft key messages</li> <li>- Key messages</li> <li>- E-mail communications</li> <li>- Draft fact sheet/resolution</li> <li>- Draft op-ed</li> <li>- Peer review</li> <li>- Final fact sheet/resolution</li> <li>- Final op-ed</li> </ul>
<p><b>CHP17:</b> Communicate effectively using multiple frames and formats.</p>	<ul style="list-style-type: none"> <li>- Give an effective media interview;</li> <li>- Structure and give effective oral testimony;</li> <li>- Develop fact sheets and other written materials for legislators and media;</li> <li>- Communicate with elected officials;</li> </ul>	<ul style="list-style-type: none"> <li>- Draft key messages</li> <li>- Key messages</li> <li>- Meeting</li> <li>- Practice broadcast media interview</li> <li>- E-mail communications</li> <li>- Draft fact sheet/resolution</li> <li>- Draft op-ed</li> <li>- Final fact sheet/resolution</li> <li>- Final op-ed</li> </ul>