

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 3850 – HEALTHY PUBLIC POLICY
Course Outline, Fall 2013
Wednesday, 3:00 – 5:50 p.m., AH176

INSTRUCTOR: Steve Pedersen, MPH
OFFICE: Markin Hall, Room M3040
PHONE: 403-332-4536
OFFICE HOURS: Wednesday, 12:00 p.m. – 2:00 p.m. or by appointment
E-MAIL: steve.pedersen@uleth.ca

COURSE DESCRIPTION:

Healthy public policies are policies created by any level of government (federal, provincial, municipal, tribal, school board, etc) that influence health. Healthy public policy was identified in the Ottawa Charter for Health Promotion as a key health promotion strategy, and has been found to be a very cost-effective way to improve health by regulating the environments in which people live, work, play, and learn. The purpose of this course is to familiarize students with the process of developing and advocating for healthy public policy.

COURSE LEARNING OUTCOMES:

Students will be able to:

1. Describe how government makes policy
2. Describe the role of healthy public policy in influencing health
3. Understand and describe the role of evidence in public policy
4. Apply evidence in public policy
5. Analyze public policy options
6. Frame public policy options
7. Identify and describe strategies to advocate for healthy public policies

COURSE FORMAT

Classes consist of 170-minute sessions once a week including lectures, audio-visuals, group discussions, guest lectures, case scenarios and participatory exercises. Readings and other class materials will be posted on Moodle in advance of the class. Students are expected to check regularly for class updates on Moodle.

COURSE MATERIALS

There is no text for this class. All required class readings will be posted on Moodle at the start of the semester. Class slides and any other resources will be posted to Moodle immediately after each class.

CLASS PREPARATION AND PARTICIPATION

Students are expected to attend all classes and to come to class prepared. Readings are to be completed before class and students should be ready to participate actively in class discussion and activities. You are responsible for materials covered in class. If you miss a class, it is your responsibility to see me or another student for information on that class.

COURSE REQUIREMENTS:

Paper 1: Summarizing the Evidence for Public Policy	September 25	20%
Paper 2: Analyzing Public Policy Options	October 16	20%
Paper 3: Framing Public Policy	October 30	20%
Paper 4: Public Policy Advocacy Strategy	November 20	20%
Class Presentations	December 4	5%
Class Participation	Ongoing	15%
Total		100%

DESCRIPTION OF COURSE REQUIREMENTS:

Each paper will be 5 to 10 pages (not including title page and references), typed, single-spaced, 12 point font citing references in APA 6th Edition format. They are to be submitted through Moodle prior to the start of each class. Students will be shown how to do this during the first class.

For the papers required for this class, students will be selecting a single public policy issue to focus on, as the papers will build on each other in sequence towards the development of a public policy and its advocacy strategy.

Paper 1: Summarizing the Evidence for Public Policy

The purpose of this paper is to summarize the available evidence for public policy strategies to address a public health issue. This will include reviewing peer-reviewed and grey literature as well as looking at evidence sources unique to public policy (i.e. public opinion polls, newspaper editorials, government statements). The paper will include a discussion of what can be learned from the various forms of evidence about both the effectiveness and replicability of the reviewed public policy strategies.

Paper 2: Analyzing Public Policy Options

The purpose of this paper is to select five public policy options from the evidence reviewed in paper 1, analyze these five policy options according to the NCCHPP's effectiveness and implementation criteria, and select and justify a preferred policy option based on this analysis.

Paper 3: Framing Public Policy

The purpose of this paper is to analyze how your issue is being framed in the news media, legislative debates, and public discourse and then to develop a framing strategy for your issue that would serve to optimize the conversation in a manner consistent with your preferred policy option.

Paper 4: Public Policy Advocacy

The purpose of this paper is to develop an advocacy strategy for your issue. This will include describing the stakeholders you are seeking to influence and your strategy for doing so. Required components of this paper include relationship mapping of key decision makers and influencers, a developed elevator speech to engage people about your issue, a description of the current political and public perception of your issue and how you will work to change this to build support for your issue, and a description of the key stakeholders you will engage in your advocacy strategy and their respective roles.

Class Presentation (5%)

The last class of the semester will feature class presentations where each student will have an opportunity to share with the class their top three learnings from working on their public policy issue and advocacy strategy and present their prepared elevator speech that was part of Paper 4. Each student's presentation is to be 5-10 minutes in length plus Q+A.

The presentation is to be persuasive and engaging – intended to convince your audience of the relevance of your issue as a public issue and the wisdom of your public policy strategy as a means of addressing it.

Your presentation will be marked by the instructor based on its clarity and its appropriate use of evidence.

Participation Mark (15%)

The participation mark is comprised of two components: (1) facilitating a class discussion on a class reading, and (2) submitting reflections on public health learnings.

Each class will begin with a discussion of the readings for that class. Each student will have the opportunity to lead a class discussion focused on a reading. This includes identifying key points and key questions from the readings and creating a facilitation guide to use to guide the class discussion. The facilitation guide will be handed in after the class discussion for marking. Due to the class size, there will be multiple readings discussed in each class, and readings will be divided among the students so each student has a single reading on which to focus. Students will be marked on the quality of the content of their facilitator guide and on the quality of their facilitation of the class discussion. These will be worth 10% of your overall grade.

Five times throughout the semester, the student will also submit to the teacher a description of an issue or strategy related to public policy that describes interesting insights, evidence, research, or similar material. These are meant to be in the spirit of "let me tell you what I learned today!" and to demonstrate evidence of student learning and a spirit of inquisitiveness. These are worth 1% each, and should be at least a half-page in length. You may include audio, video, websites, reports, or other information that helps you describe what you have been learning. These are worth 5% of your overall grade.

GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

Letter	GPA	Percent	Letter	GPA	Percent
A+	4.0	95 - 100%	C+	2.3	71 - 74.9%
A	4.0	91 - 94.9%	C	2.0	67 - 70.9%
A-	3.7	87 - 90.9%	C-	1.7	63 - 66.9%
B+	3.3	83 - 86.9%	D+	1.3	59 - 62.9%
B	3.0	79 - 82.9%	D	1.0	55 - 58.9%
B-	2.7	75 - 78.9%	F	0	0 - 54.9%

It is expected that university students are familiar with correct spelling and grammar rules. If you feel that you need help in these areas, you are strongly advised to obtain and use dictionaries, and/or to take advantage of university resources set up to assist students with writing.

COURSE EXPECTATIONS

General

- All students should familiarize themselves with the Academic Regulations and Policies of the University of Lethbridge (see U of L Academic Calendar at <http://www.uleth.ca/ross/calendar/part04.pdf>).
- All assignments must be submitted by the due date. Late assignments will be deducted 5% of the total mark per day late unless an extension has been granted by the instructor (as per Faculty of Health Sciences policy).
- **Academic Dishonesty:** Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Calendar, specifically pg. 80. Please note that the authenticity of any submitted coursework may be verified through plagiarism detection software.
- **Citing your Work:** It is crucial that you know how to use citations correctly. Utilize the American Psychological Association (6th ed.) format for all citations. Information and guidelines on how to use these styles can be found at: <http://www.uleth.ca/lib/guides/research/display.asp?PageID=1>,

ACADEMIC DISHONESTY & PLAGIARISM

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences. It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Calendar, specifically page 80.

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course will be submitted to this system to verify its originality. Students are required to submit electronic versions of their work for this course.

ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Counselling Services/Students with Disabilities Resource Centre at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html> to set up an appointment. After registering with the Disabilities Resource Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least ***two weeks*** in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

COPYRIGHT STATEMENT:

All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

The University's Copyright website (www.uleth.ca/copyright) is a source of current copyright information that includes:

- answers to common copyright questions (see the [FAQs](#)),

- guidance on whether you need permission or a license to copy a particular work (see the [Copyright Permissions Flow Chart](#)),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the [Guidelines for Copying under Fair Dealing](#)), and
- a [permissions look-up tool](#) to help you determine the kinds of copying and other uses permitted by the Library's license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.

CLASS SCHEDULE (Tentative)

DATE	TOPIC	Readings
Sept 4	<ul style="list-style-type: none"> Course Overview Government Policy Making Introduction to Healthy Public Policy 	<ul style="list-style-type: none"> The Canadian Partnership Against Cancer – Prevention Policies Directory Ottawa Charter for Health Promotion
Sept 11	<ul style="list-style-type: none"> Contemporary Public Policy Issues Wicked Problems 	<ul style="list-style-type: none"> Policy Options for 2020, Policy Options Journal Wicked Problems and Social Complexity, the CogNexus Institute
Sept 18	<ul style="list-style-type: none"> Evidence in Healthy Public Policy 	<ul style="list-style-type: none"> NCCHPP: Evidence and Healthy Public Policy: Insights from Health and Political Sciences Lomas, J. Improving Research Dissemination and Uptake in the Health Sector: Beyond the Sound of One Hand Clapping, McMaster University CHEPA, November 1997
Sept 25	<ul style="list-style-type: none"> Guest Presentation – MLA Gary Bikman The Art of the Elevator Speech Guest Presentation – Gillian Ayers, Downtown City Speakers Toastmaster Club <i>Paper 1 Due</i> 	<ul style="list-style-type: none"> RESULTS Canada: Laser Talk http://www.results-resultats.ca/Tools/Advocates/LaserTalk_eng.asp Harvard Business School – Elevator Pitch Builder http://www.alumni.hbs.edu/careers/pitch/
Oct 2	<ul style="list-style-type: none"> Case Studies in Lethbridge, Alberta, and Canada Guest Presentation – Diane Randell, City of Lethbridge 	<ul style="list-style-type: none"> City of Lethbridge, Social Policy Framework Alberta Social Policy Framework Promoting Public Policy through Community Based Participatory Research: Ten Case Studies
Oct 9	<ul style="list-style-type: none"> Analyzing Public Policy Options 	<ul style="list-style-type: none"> NCCHPP: Framework for Analyzing Public Policies NCCHPP: Method for Analyzing Public Policies
Oct 16	<ul style="list-style-type: none"> Framing Healthy Public Policy Options <i>Paper 2 Due</i> 	<ul style="list-style-type: none"> RWJF, A New Way To Talk About the Social Determinants of Health, Hawe, P. The Social Determinants of Health: How Can a Radical Agenda Be Mainstreamed? (2009) Can J Public Health, 100(4):291-93. Niederdeppe, J et al. Message Design Strategies to Raise Public Awareness of Social Determinants of Health and Population Health Disparities. (2008) The Milbank Quarterly, Vol 86, No 3, 481-513.
Oct 23	<ul style="list-style-type: none"> Framing Healthy Public Policy Options 	<ul style="list-style-type: none"> Frameworks Institute: Framing Public Issues
Oct 30	<ul style="list-style-type: none"> Developing Healthy Public Policy Options <i>Paper 3 Due</i> 	<ul style="list-style-type: none"> THCU: Eight Steps to Policy Development Equiate: A Lean Approach to Public Policy

DATE	TOPIC	Readings
Nov 6	<ul style="list-style-type: none"> • Advocating for Healthy Public Policy • Guest Presentation – Terry Vogt, CTV Lethbridge 	<ul style="list-style-type: none"> • Lobbying for the Greater Good – NY Times • Berkeley Media Studies Group – Working Upstream
Nov 13	<ul style="list-style-type: none"> • Guest Presentation – MP Jim Hillyer • Advocating for Healthy Public Policy 	<ul style="list-style-type: none"> • PHAC - Public Policy and Public Participation
Nov 20	<ul style="list-style-type: none"> • Evaluating Healthy Public Policy • Paper 4 Due 	<ul style="list-style-type: none"> • How I Helped Create A Flawed Mental Health System That's Failed Millions—And My Son. Health Affairs, September 2012 • Cohen Commission, Public Policy Evaluation
Nov 27	<ul style="list-style-type: none"> • Policy Paradox • Health Equity Policy 	<ul style="list-style-type: none"> • Fair Society, Healthy Lives – The Marmot Review • Health Disparity in Saskatoon, Analysis to Intervention
Dec 4	<ul style="list-style-type: none"> • Class Presentations 	

**PUBH 3850
Fall 2013**

READINGS FACILITATION GUIDE

Name: _____

Date: _____

Citation (APA Format): _____

Key Learnings (minimum 3):

1. _____

2. _____

3. _____

Discussion Questions (minimum 3):

1. _____

2. _____

3. _____

**PUBH 3850
Fall 2013**

LEARNING SUMMARY TEMPLATE

Name: _____

Date: _____

Reflection on Public Health Learning:

POLICY PAPER MARKING GUIDES

Marks will be awarded based on the quality of following the outline and points for each paper. Marks will be deducted for spelling errors, grammar errors, errors in referencing, poor writing, poor paper structure, and poor presentation of ideas.

Paper 1: Summarizing the Evidence for Public Policy – Marking Guide

The purpose of this paper is to summarize the available evidence for public policy strategies to address a public health issue. This will include reviewing peer-reviewed and grey literature as well as looking at evidence sources unique to public policy (i.e. public opinion polls, newspaper editorials, government statements). The paper will include a discussion of what can be learned from the various forms of evidence about both the effectiveness and replicability of the reviewed public policy strategies.

Identify and describe a public health issue <ul style="list-style-type: none"> Describe extent of issue and its causes, using current data 	10%
Describing the evidence related to current knowledge for policy interventions focused on this issue <ul style="list-style-type: none"> Scholarly literature, grey literature, public opinion, newspaper editorials, government statements 	60%
Discuss policy evidence <ul style="list-style-type: none"> How effective is public policy? What are success factors? Is it successful across jurisdictions (is its success transferable?) 	20%
Reference Section <ul style="list-style-type: none"> APA Format; a minimum of 10 references 	10%

Paper 2: Analyzing Public Policy Options

The purpose of this paper is to select five public policy options from the evidence reviewed in paper 1, analyze these five policy options according to the NCCHPP's effectiveness and implementation criteria, and select and justify a preferred policy option based on this analysis.

Selection of 5 Policy Options <ul style="list-style-type: none"> Describe and justify selection of 5 policy options from evidence in paper 1 	10%
Analysis of 5 Issues <ul style="list-style-type: none"> Analyze 5 policy options according to NCCHPP criteria 	40%
Select and Justify Preferred Policy Option <ul style="list-style-type: none"> Based on analysis, describe and justify selection of preferred policy option 	40%
Reference Section <ul style="list-style-type: none"> APA Format; a minimum of 10 references 	10%

Paper 3: Framing Public Policy

The purpose of this paper is to analyze how your issue is being framed in the news media, legislative debates, and public discourse and then to develop a framing strategy for your issue that would serve to optimize the conversation in a manner consistent with your preferred policy option.

Describe the Framing of your issue <ul style="list-style-type: none"> Discuss framing constructs, cite examples from news media, legislative debates, and public discourses of how your issue is framed 	35%
Develop a Framing strategy for your Issue <ul style="list-style-type: none"> Identify a preferred frame for your policy option, and discuss how you would develop and build support for this frame 	55%
Reference Section <ul style="list-style-type: none"> APA Format; a minimum of 10 references 	10%

Paper 4: Public Policy Advocacy

The purpose of this paper is to develop an advocacy strategy for your issue. This will include describing the stakeholders you are seeking to influence and your strategy for doing so. Required components of this paper include relationship mapping of key decision makers and influencers, a developed elevator speech to engage people about your issue, a description of the current political and public perception of your issue and how you will work to change this to build support for your issue, and a description of the key stakeholders you will engage in your advocacy strategy and their respective roles.

Describe the current policy position for your issue and the decisions you want to be made by policy makers to implement your policy option	10%
Describe key decision makers and map your relationships with them	10%
Share Elevator Speech <ul style="list-style-type: none"> Appropriately use evidence, effectively engage your audience 	20%
Describe the current political and public perception of your issue and how you will work to change this to build support for your issue	30%
Describe the key stakeholders you will engage in your advocacy strategy and their respective roles	20%
Reference Section <ul style="list-style-type: none"> APA Format; a minimum of 10 references 	10%