

**The University of Lethbridge**  
**Faculty of Health Sciences**  
**PUBH 3850A – “Healthy Public Policy & Advocacy – Taking on Tobacco”**  
**Tuesdays & Thursdays, 9:00 – 11:50 a.m., May 7-June 18, 2009, Room AH118**  
**Course Outline: Summer Session I, 2009**

**Instructor:** Ken Kyle  
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**Office Hours:** By appointment

**Course Description:**

This course will give students a theoretical and practical understanding of both public policy advocacy and media advocacy. The course will examine successful lobbying strategies and tactics used to achieve legislative reform in Canada and in other countries. Lessons learned and real-life examples from the Canadian tobacco wars will be explored for application to emerging public health issues such as, for example, the obesity epidemic and global warming. Two text books (one is on-line only) are described under May 7 class, below.

**Learning Objectives:**

**Students will be able to:**

1. Distinguish among various public health terms
2. Describe key standard public policy advocacy strategies and tactics
3. Describe the “comprehensive approach” in tobacco control
4. Explain the role and importance of advocacy for tobacco control
5. Describe key components of the economics of tobacco control
6. Identify key concepts in media advocacy including issue framing and criteria for newsworthiness
7. Describe why Canada became a leader in tobacco control
8. Explain the importance of Canadian precedents for international tobacco control
9. Show how the advocacy model for tobacco control could be applied to the obesity epidemic, alcohol abuse and climate change

**Instructional Methodology:**

Classes will consist of 75-minute sessions including lectures, audio-visuals, group discussions, case studies and participatory exercises. Discussion questions and case studies will be posted in WebCT in advance of the class. Students are expected to check regularly for class updates in WebCT.

**Evaluation Procedures:**

**Mid-term Exam (25%)**

The exam will include a combination of multiple choice, short- and long-answer questions covering material presented in class, in the course readings and the resource material provided.

**Group Presentation – Telling how a public health issue can be addressed through advocacy (25%)**

In small groups (maximum 5 people), identify, explore and present a scenario of how a public health issue could be addressed through public policy advocacy strategies and tactics. Gather evidence from the literature (cite 3 -5 scholarly references) to develop the scenario. You may use a variety of creative approaches (e.g., audio clips, oral presentation, story board, poster, artwork, video clips, PowerPoint) for the class presentation (maximum 25 minutes per group). Include the following key points in the presentation:

- Choose a public health problem that would require legislative or regulatory reform to solve.
- How does this issue affect health? How do you know?
- How would success be defined?
- How can advocacy make a difference?
- What are the perspectives of different groups?
- How can this be framed as health issue?
- What advocacy tactics and strategies would be used to effect change?
- What media strategies would be employed?
- How will success or failure be evaluated?

**Media Advocacy Presentation (5%)**

Students will participate in a media advocacy exercise through participating in two mock media interviews on a tobacco control issue. Students will play the part of a tobacco company spokesperson in one interview and a health spokesperson in the other interview.

**Final Exam (30%)**

The final exam will include a combination of multiple-choice, short- and long- answer questions covering material presented in class in the course readings and the resource material provided. The final exam will be a non-cumulative exam focused on the second half of the course (all content after the mid-term exam).

**Participation Mark (15%)**

The purpose of the participation mark is to encourage regular attendance and student accountability for cooperative learning as part of a group. All students are expected to participate in class, in group discussions and in the group presentation. Participation will be rated by your peers (group members). See the marking criteria and the peer evaluation form.

**General Instructions for Assignments:**

- Late assignments will be deducted 5% of the total mark per day late unless an extension has been granted (Faculty of Health Sciences policy).
- The instructor will return the mid-term exam and other materials in class, or they may be made available for pick-up in the Faculty of Health Sciences office (AH165).
- Submit paper and electronic versions (E-mail, CD or stick) of any presentation materials used as part of the group presentation.
- Submit a copy of the 'marking criteria' with your group presentation materials.
- Utilize the American Psychological Association's 5<sup>th</sup> Edition for all referencing in assignments.

**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%
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	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 take

advantage of university resources set up to assist students with writing. Further, students are referred to the University of Lethbridge Calendar regarding academic offenses.

**Plagiarism Statement:**

The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students are required to submit both electronic and hard copy 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 Office at 403-329-2766 (<http://www.uleth.ca/ross/counselling/index.html>) to set up an appointment. Please notify the instructor of any accommodations needed for the course. This meeting can be held after class or privately during office hours. 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. The Students with Disabilities Office sets up exam accommodations upon receipt of exam requests from students. Late notification may mean that requested accommodation may not be available. Please note that all accommodations are made in collaboration with the student, instructor, a representative from the Dean’s office, and the Counselling Services/Students with Disabilities Office. For more information please refer to the Counselling Services website ([http://www.uleth.ca/reg-cou/DisabilityInfo/disability\\_home.html](http://www.uleth.ca/reg-cou/DisabilityInfo/disability_home.html)) . For WebCT resources see <http://webct.uleth.ca/webct/entryPageIns.dowebct> .

**CLASS SCHEDULE (tentative)**

DATE	TOPIC	TEXT CHAPTERS/ ASSIGNED READING
May 7	<p>Introduction to course</p> <ul style="list-style-type: none"> <li>• Learn the principles of public policy advocacy</li> <li>• Use tobacco control as the model</li> <li>• Texts:               <ul style="list-style-type: none"> <li>○ “Public Health Advocacy &amp; Tobacco Control” – Simon Chapman (purchase hard copy)</li> <li>○ “Smoke &amp; Mirrors” – Rob Cunningham (on-line-  <a href="http://books.google.com/books?id=_7XprHvrUrAC&amp;pg=PT1&amp;lpg=PT1&amp;dq=smoke+and+mirrors+rob+cunningham&amp;source=bl&amp;ots=rNPkohHWxc&amp;sig=RDTus8CEAZjYJRVxVRDAqLmYy6Y&amp;hl=en&amp;ei=TnD3SafOAZe6tgPjp6zfDg&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;resnum=1#PPP7,M1">http://books.google.com/books?id=_7XprHvrUrAC&amp;pg=PT1&amp;lpg=PT1&amp;dq=smoke+and+mirrors+rob+cunningham&amp;source=bl&amp;ots=rNPkohHWxc&amp;sig=RDTus8CEAZjYJRVxVRDAqLmYy6Y&amp;hl=en&amp;ei=TnD3SafOAZe6tgPjp6zfDg&amp;sa=X&amp;oi=book_result&amp;ct=result&amp;resnum=1#PPP7,M1</a> </li> </ul> </li> <li>• Best tobacco websites</li> <li>• Health &amp; death statistics</li> <li>• Definition of terms</li> <li>• Determinants of health</li> <li>• What is public policy advocacy?</li> <li>• Focus on tools and solutions</li> <li>• Advocacy “etiquette”</li> </ul>	Required: Chapman ch. 1, 7

DATE	TOPIC	TEXT CHAPTERS/ ASSIGNED READING
May 12	<ul style="list-style-type: none"> <li>• Place of advocacy in tobacco control</li> <li>• Objectives</li> <li>• Stock platforms in tobacco control</li> <li>• Agent controls</li> <li>• Host-directed factors</li> <li>• Vector controls</li> <li>• Environmental controls</li> <li>• Does advocacy actually work?</li> <li>• Tobacco industry</li> <li>• Farmers on tobacco road</li> </ul>	<p>Required: Chapman ch. 2 CTUMS survey see Web</p> <p>Optional: Cunningham ch. 4, 5, 6, 13, 17, App. 2</p>
May 14	<ul style="list-style-type: none"> <li>• Economics of tobacco control <ul style="list-style-type: none"> <li>○ The power of taxation</li> <li>○ Price elasticity</li> <li>○ Smuggling</li> </ul> </li> </ul>	<p>Required: Cunningham ch.11</p>
May 19	<ul style="list-style-type: none"> <li>• Media Advocacy <ul style="list-style-type: none"> <li>○ Framing an issue</li> <li>○ Criteria for newsworthiness</li> <li>○ How can advertising increase consumption?</li> <li>○ Product labelling</li> </ul> </li> </ul>	<p>Required: Chapman ch. 3</p> <p>Optional: Cunningham Ch. 7, 8, 9</p>
May 21	<ul style="list-style-type: none"> <li>• Smoke-free spaces</li> <li>• Second hand smoke</li> <li>• Impact of smoking restrictions</li> <li>• Responses of the tobacco industry</li> <li>• Smoke-free skies campaign</li> <li>• Three keys to successful advocacy</li> <li>• Smoke-free – the Australian experience</li> <li>• Cessation</li> <li>• Youth</li> <li>• Women</li> </ul>	<p>Required: Chapman ch. 5</p> <p>Optional: Cunningham ch..10, 14,15</p>
May 26	<ul style="list-style-type: none"> <li>• Case Study – Plain Packaging</li> <li>• Denormalization</li> <li>• Harm Reduction</li> </ul>	<p>Required: Chapman ch. 6, Cunningham ch. 12</p> <p>Optional: Chapman ch. 4</p>
May 28	<ul style="list-style-type: none"> <li>• Mid-Term Exam – 75 minutes</li> <li>• Video – Lobbying for Lives</li> </ul>	

DATE	TOPIC	TEXT CHAPTERS/ ASSIGNED READING
June 2	<ul style="list-style-type: none"> <li>• Comprehensive approach</li> <li>• What is Alberta's most important health facility?</li> <li>• John Snow – father of epidemiology</li> <li>• How should tobacco control interventions be ranked?</li> <li>• Scream test</li> <li>• Legislative frameworks</li> <li>• Research</li> <li>• Legal aspects, court cases</li> </ul>	Required: Cunningham ch. 20, 21
June 4	<ul style="list-style-type: none"> <li>• Group activity – media advocacy <ul style="list-style-type: none"> <li>○ See advice from the Advocacy Institute on media performances</li> <li>○ Assign one group to be health workers and another to be from the tobacco industry</li> <li>○ Lecturer will act as the TV moderator</li> <li>○ Videotape the proceedings</li> <li>○ Critique afterwards using sheet with points from Chapman (re-do after critique if time)</li> </ul> </li> <li>• Why Canada has been successful</li> <li>• Lessons learned and reason for success</li> </ul>	Required: Chapman pp. 245-246 Cunningham ch. 17
June 9	<ul style="list-style-type: none"> <li>• International dimensions <ul style="list-style-type: none"> <li>○ Progress in Canada is a drop in the bucket</li> <li>○ Four-stage process for TTC's to penetrate new markets</li> <li>○ WHO International Framework Convention on Tobacco Control</li> <li>○ How low can we go in the future? Radical measures (Chapman p. 203)</li> </ul> </li> </ul>	Required: Cunningham ch.18 Chapman ch. 8
June 11	<ul style="list-style-type: none"> <li>• Application to obesity epidemic</li> <li>• The Canadian trend lines for tobacco use and obesity have crossed</li> <li>• Fiscal policy</li> <li>• Reporting</li> <li>• Controls on advertising</li> <li>• Point-of-sale advertising</li> <li>• Incentives</li> <li>• Vending machines</li> <li>• Workplaces and public places</li> <li>• Labelling</li> <li>• Denormalization</li> <li>• School programs</li> <li>• Mass communications</li> <li>• Cessation</li> </ul>	Own research

DATE	TOPIC	TEXT CHAPTERS/ ASSIGNED READING
June 16	<p>Students come prepared to discuss application of advocacy principles to</p> <ol style="list-style-type: none"> <li>1. Climate change</li> <li>2. Alcohol abuse</li> </ol> <ol style="list-style-type: none"> <li>1. Climate change           <ol style="list-style-type: none"> <li>a) Half the students choose to represent an industry opposed to government action to address global warming</li> <li>b) Half the students choose to represent a group supporting government action to address global warming</li> </ol> <ul style="list-style-type: none"> <li>○ What is your general position on the issue?</li> <li>○ What are the key public issues?</li> <li>○ What is the relevance of the determinants of health?</li> <li>○ What are your objectives?</li> <li>○ What are your key advocacy strategies?</li> <li>○ Who would you choose for coalition partners?</li> <li>○ What is your media strategy?</li> <li>○ Are your media stories newsworthy?</li> </ul> </li> <li>2. Alcohol abuse           <ol style="list-style-type: none"> <li>a) Half the students choose to represent an alcohol company opposed to government action to address traffic accidents</li> <li>b) Half the students choose to represent a new organization called Parents Against Drunk Driving (PADD)</li> </ol> <ul style="list-style-type: none"> <li>○ What is your general position on the issue?</li> <li>○ What are the key public issues?</li> <li>○ What is the relevance of the determinants of health?</li> <li>○ What are your objectives?</li> <li>○ What are your key advocacy strategies?</li> <li>○ Who would you choose for coalition partners?</li> <li>○ What is your media strategy?</li> <li>○ Are your media stories newsworthy?</li> <li>○ Would you use denormalization tactics?</li> <li>○ What new research would be helpful?</li> <li>○ What are the international implications?</li> </ul> </li> </ol>	Own research
June 18	<ul style="list-style-type: none"> <li>• Video – Up from the Ashes</li> <li>• Final Exam – 75 minutes</li> </ul>	