

THE UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
PUBH 3850 – HEALTHY PUBLIC POLICY
Course Outline, Fall 2014
Wednesday, 3:00 – 5:50 p.m., M3023

INSTRUCTOR: Stasha Donahue, MHS, RN
OFFICE: Markin Hall, Room TBA
PHONE: TBA
OFFICE HOURS: Wednesday, 6:00-7:30 pm or by appointment
E-MAIL: TBA

COURSE DESCRIPTION:

Healthy public policies are those 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. Demonstrate an understanding of communicating with policy makers
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:

| | | |
|--|-------------|------|
| Exam 1 | October 8 | 20% |
| Paper 1: Analyzing Public Policy Options | October 22 | 25% |
| Paper 2: Public Policy Advocacy Strategy | November 26 | 30% |
| Class Presentations | December 3 | 10% |
| Class Participation | Ongoing | 15% |
| Total | | 100% |

DESCRIPTION OF COURSE REQUIREMENTS:

The exam will consist of short answer questions and be held during class on October 8, 2014.

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.

Exam 1 – October 8, 2014

The purpose of this exam is to assess student understanding of basic policy concepts and use of evidence in healthy public policy. The exam will consist of 4-5 short answer questions and be administered during class.

Paper 1: Analyzing Public Policy Options (Due October 22, 2014)

The purpose of this paper is to select five public policy options, 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 2: Public Policy Advocacy (Due November 26, 2014)

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 framing 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 (December 3, 2014)

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. Each student's presentation is to be 5-10 minutes in length plus Q+A.

The presentation is to be persuasive and engaging – it is 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) participation in other student-led discussions.

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 will include 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 for marking after the class. Due to the class size, there may 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 the overall grade.

Students are expected to actively take part in discussions led by other students and invited guests. Engaging in discussion with thoughtful questions and comments is worth 5% of the overall grade.

GRADING BREAKDOWN:

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

| Lette r | GP A | Percen t | Lette r | GP A | Percen t |
|------------|---------|-------------|------------|---------|-------------|
| 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% |

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 must be able to submit both electronic and hard copy versions of their work upon request.

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 Accommodated Learning Centre to set up an appointment at 403-329-2766 <http://www.uleth.ca/ross/counselling/index.html>. After registering with the Accommodated Learning 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 |
|---------|--|
| Sept 3 | Intro to Healthy Public Policy |
| Sept 10 | Canadian Issues and Problems |
| Sept 17 | Case Studies in Southern Alberta and Elsewhere |
| Sept 24 | Use of Evidence in Public Policy |
| Oct 1 | Communicating with Policy Makers |
| Oct 8 | EXAM Analyzing Policy Options |
| Oct 15 | Framing Public Policy Options |
| Oct 22 | PAPER #1 DUE Framing Policy Options |
| Oct 29 | Developing Public Policy Options |
| Nov 5 | Advocating for Healthy Public Policy Case Studies |
| Nov 12 | Advocating for Healthy Public Policy |
| Nov 19 | Evaluating Healthy Public Policy |
| Nov 26 | PAPER #2 DUE Health Equity and Public Policy |
| Dec 3 | 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. _____

HEALTHY PUBLIC 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: 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 • Describe and justify selection of 5 policy options | 10% |
| Analysis of 5 Issues • Analyze 5 policy options according to NCCHPP criteria | 40% |
| Select and Justify Preferred Policy Option • Based on analysis, describe and justify selection of preferred policy option | 40% |
| Reference Section • APA Format; minimum of 10 references | 10% |

Paper 2: 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 framing 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 • Appropriately use evidence, effectively engage your audience | 20% |
| Describe the current political and public framing of your issue and how you will work to change or strengthen this to build/increase support for your issue | 30% |
| Describe the key stakeholders you will engage in your advocacy strategy and their respective roles | 20% |
| Reference Section • APA Format; minimum of 10 references | 10% |