

# Make a Difference: Public Health Policy and Advocacy

## CPH 4210

**Time/Location:** Tuesdays and Thursdays 9:30 -10:45 am  
Room S025 CPHB

**Instructors:** Corinne Peek-Asa                      David Osterberg  
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**Office Hours:** By appointment only

### Introduction

Policy is one of the most effective means of impacting the public's health, yet topics such as the policy process, advocacy, and policy evaluation are often not included in public health curricula. This course will teach students about public health policy with the goal of preparing them to be actively involved in the policy process. The course is intended for undergraduate students studying public health and related fields.

### Course Objectives

The main goals of this course are to introduce students to the process and impact of public health policies; develop advocacy skills; and, to understand communication and evaluation of public health policies. At the end of the course the student will be able to:

- a. Understand and apply the organizational structures for different policy levels, including federal, state, local, and agency
- b. Evaluate the process through which public health policy is developed and enforced.
- c. Analyze and differentiate perspectives on public health policy and how to work with differing opinions on policy approaches and identifying economic interests behind some opinions.
- d. Participate in the advocacy process to promote public health policy.
- e. Create basic designs for evaluation of the process, impact, and outcomes of policy approaches.

### Expectations of Student Performance

1. Regular class attendance is required. Attendance is required and will be taken during each class period. Students are responsible for assuring their attendance is properly recorded. **Students are also asked to turn cell phones off during class.**
2. Students are expected to complete all readings before class and actively participate in class discussions. The readings and subsequent class discussion are essential to achieve the objectives of this course. Readings are posted on the ICON course site.
3. Assignments must be turned in on time at the beginning of the class, unless otherwise negotiated with the course instructors.
4. Class communication will be handled through the ICON course site. Students are expected to regularly check the site for updates, schedule changes and announcements. If you use an e-mail address other than that listed in ICON, please provide it to the instructors.

### Student Absences

It is the responsibility of the student to inform the instructor of absences and the reasons for them. Unless extenuating circumstances exist, students must inform instructors that they will be absent **before** the class. Unexcused absences will result in a one point deduction from the student's grade. A student may make up this deduction by reading the course materials and providing a summary (1/2 to one page) of the lecture materials within **one week** of the absence.

## Expectations of Course Assignments

All assignments will be evaluated using the following criteria:

1. The extent to which the stated requirements of the assignment are met; students will receive an outline for each assignment that articulates the required components of the assignment;
2. Clarity and quality of organization and writing; written assignments should be double-spaced with 1-inch margins and proofread for typographical, spelling and grammatical errors;
3. Appropriate application, analysis and synthesis of course content;
4. Use of citations, where appropriate, to avoid plagiarism. If you are not sure how to properly cite material, please consult with the course instructors.

**Required Reading:** Readings will be available on the course's ICON site

## Grading

Grading will be based on homework assignments, projects and presentations, and class participation. Letter grades will be assigned as follows: A= 90-100%, B= 80-89%, C= 70-79%, D= 60-69%, F= < 60%. Plus and minus grades will be given within this framework. A final exam will not be given. Grading rubrics will be used for each assignment, with different rubrics used for graduate and undergraduate students.

## Assignments: [think about this and add final]

Participation	5 points
Policy Topic	5 points
State Policy Comparison	10 points
Champions and Stakeholders	15 points
Advocacy Document	20 points
Elevator Speech	20 points
Final	25 points

**Draft Course Outline** (Outline will change based on availability of guest speakers, pace of lectures, and student needs)

Week 1:		
January 16	Introductions and discussion	
January 18	Case study 1: Science and policy (e.g. smoking)	
Week 2:		
January 23	Case study 2: Relation between federal and state policies (e.g. road safety)	
January 25	Case study 3: Tax credits as a public health change (solar energy)	Assignment 1 handout: Describe your state policy topic
Week 3:		
January 30	Case study 4: Federal, state, and local governmental structure (e.g. concentrated animal feeding operations)	
February 1	Student discussion	Assignment 1 due
Week 4:		
February 6	How does policy work, and what influences policy?	Assignment 2 handout: Describe the mechanism and instruments of how your policy works
February 8	Continue with policy instrument discussion, with class activity	
Week 5:		

February 13	What is the public health vision for health-based policy?	
February 15	Jim Hodina Linn Co Public Health	
Week 6:		
February 20	Landscape analysis: who are the important policy players in policy development?	Assignment 2 due
February 22	Firearm safety	Cori on research, do on Iowa legislation 2017 & 18
Week 7:	FEB 27-MAR 1	
February 27	Eileen Fisher and Chris Squire of CAFE	
March 1	What are some tools advocates can use?	
Week 8:	MAR 6-8	
March 6	Stakeholders, champions, and opponents	Assignment 3 Cori continue advocacy lecture; do on IPP
March 8	Stakeholder activity	
Week 9:		
March 19	Policy briefs: goals, types, structure,	Assignment 3 due
March 21	Policy brief activity	Assignment 4
Week 10:		
March 26	Policy brief case examples in violence, opioids, novice driving	
March 28	Policy brief and advocacy case example in renewable energy, tobacco	
Week 11:		
April 3	The pitch – how to have a successful hill visit	Assignment 4 due
April 5	Activity: develop and practice pitches	Assignment 5
Week 12:		
April 10	Logic models: conceptual approaches to how policy works	
April 12	Logic model case example: NEISS and renewable energy	
Week 13:	April 17 - 19	
April 17	Policy evaluation: when and how to evaluate your policy	
April 19	Policy impact Case Study 1	
Week 14:		
April 24	Policy impact Case Study 2 motorcycle helmets	
April 26	Jeneane Moody from Ia PHA	
Week 15:		
May 1	Students deliver elevator pitches to guests	Assignment 5 due
May 3	Students deliver elevator pitches to guests	Assignment 5 due
FINAL EXAM		

#### Availability of Accommodations for Students with Disabilities

Any student eligible for and needing academic adjustments or accommodations under the Americans with Disabilities Act is requested to notify the instructor as soon as possible to make appropriate arrangements.

#### Additional Required UI and Policy and Procedures

## Administrative Home

This course is given by the College of Public Health. This means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College of Public Health. Students wishing to add or drop this course after the official deadline must receive the approval of the Associate Dean for Academic and Student Affairs in the College of Public Health. Details of the University policy of cross enrollments may be found at: <http://www.uiowa.edu/~provost/deos/crossenroll.doc>

## Electronic Communication

*University policy specifies that students are responsible for all official correspondences sent to their standard University of Iowa e-mail address (@uiowa.edu). Students should check this account frequently unless a different email address is provided on the ICON site.*

## Academic Misconduct

Academic misconduct is defined by the University of Iowa in its Code of Student Conduct:

<http://dos.uiowa.edu/policy-list/current/student-responsibilities-6/academic-misconduct-6/>. Please take the time to read this short description. Academic misconduct refers primarily to plagiarism or cheating. **It is the student's responsibility to seek clarification from the course instructor of any situation in which he/she is uncertain whether academic misconduct is/has been involved.**

Plagiarism includes but is not limited to the following:

- presentation of ideas of others without credit to the source;
- use of direct quotations without quotation marks and without credit to the source;
- paraphrasing without credit to the source;
- failure to provide adequate citation for material obtained through electronic research;
- downloading and submitting work from electronic databases without citation;
- submitting material created/written by someone else as one's own, including purchased research papers.

Cheating includes but is not limited to the following

- copying from someone else's homework assignments or research paper;
- allowing someone to copy or submit one's work as his/her own;
- submitting the same paper in more than one course without the knowledge and approval of the instructors involved;

Academic misconduct is a serious matter and is reported to the departmental DEO and to the Associate Dean for Education and Student Affairs. Instructors and DEOs decide on appropriate consequences at the departmental level while the Associate Dean enforces additional consequences at the collegiate level. For example, an incident involving plagiarism will result in consequences to the student ranging from a grade of 0 for that assignment to being terminated from his/her graduate program. Additional details concerning the consequences associated with acts of plagiarism, including a student appeals process, is provided in the Graduate College Manual section IV.F.

## Concerns about Faculty Actions

At the beginning of each course, students should be informed of departmental and collegiate complaint procedures and services of the Office of the University Ombudsperson. Complaints should be initiated at the faculty or departmental level. If a complaint cannot be resolved at the faculty, departmental and/or collegiate level, students may file a formal complaint utilizing the procedure specified in II-29.7. *Students who have a concern about a faculty action should first*

*address the issue with the instructor, then the course supervisor (if there is one), and then the departmental DEO. Students may also contact the Associate Dean for Education and Student Affairs in the College of Public Health. Another resource for students is the Office of the University Ombudsperson. If a complaint cannot be resolved at the departmental and/or collegiate level, students may file a formal complaint utilizing the procedure specified in the Operations Manual (II-29.7).*

### **Understanding Sexual Harassment**

*Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Operations Manual for the full University Policy: <http://www.uiowa.edu/~our/opmanual/ii/04.htm>.*

### **Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit <http://hawkalert.uiowa.edu/>.

