

**DRAFT SYLLABUS****Last saved 2/3/2021 8:49 AM**

PH 234W/ PSC 231

MATERNAL AND CHILD HEALTH POLICY & ADVOCACY

Prof. Molly McNulty J.D., Assistant Professor of Public Health, with Community Partners:

The Children's Agenda, <https://thechildrensagenda.org>Common Ground Health, <https://www.commongroundhealth.org>Prof. [Molly McNulty](#) JDm.mcnulty@rochester.edu

PH 234W/ PSC 231

Spring 2021

Office hours & location:

By appointment

TA Madeline Bordo

mbordo@u.rochester.edu

412-926-6942

ZOOM Meet over Zoom

This is a course¹ that applies public policymaking models to government decisions, laws, and policies for specific vulnerable populations: mothers, children, and adolescents. This course² focuses on the public policymaking process in government, the role of advocacy by interest groups & stakeholders in the agenda setting and policymaking process, and policy analysis. This course is an Upper Level Writing course, as well as a Level III community-engaged course. Development of this course was supported by an Innovative Teaching Award 2019-2020 from the Association of Teachers of Maternal Child Health, www.atmch.org.

We will be learning in depth about our community partners' policy and advocacy priorities, which right now are New York State policies for the Early Intervention program, and child care for children of all ages.

Prerequisites: Students must have taken PH 116 US Healthcare System, HIST 373 US Health Policy and Politics, 230 Public Health Law and Policy, **or** permission of instructor.

COURSE POLICIES

Honesty and Ethics: I take cheating and plagiarism very seriously; it constitutes theft of ideas and unfair advantage over other students. Please take [Honesty Quiz # 1](#) to test your knowledge of the [University's code](#). You will be asked to insert and sign the compliance pledge with the University's code of honesty for all written assignments. "I affirm that I have not given or received any unauthorized help on this assignment, and that this work is my own."

Disability Statement: Your success in this course is important to me, and it is the policy and practice of the University of Rochester to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an "accommodation," please contact me (m.mcnulty@rochester.edu) privately as soon as possible so that we can discuss with the relevant office how to meet your specific needs and the requirements of the course. If you're not sure what

¹ Grateful thanks to Drs. Arden Handler, Joan Wightkin, and Sonya S. Brady, for making their syllabi available; this syllabus is based in part on their work. Special thanks to Kay Johnson for the background materials, and to U of R undergraduates Devin Hott and Madeline Bordo for their teaching assistance.

counts as a disability, check out this page: <https://www.rochester.edu/college/disability/faculty/common-disabilities.html>

General information about disability support services is here: <https://www.rochester.edu/college/disability/>

STUDENT LEARNING OBJECTIVES

1. Describe and analyze the major values and assumptions that influence the development and implementation of health and health-related public policies.
2. Describe and critically analyze stages of the policymaking process: framing a problem, agenda setting, and stakeholders in the policy formation process; assessing policy options.
3. Collect and summarize data relevant to decision-making by the government.
4. Communicate in a variety of ways to policy makers and other stakeholders about a policy problem and potential policy solutions.
5. Create policy-relevant written products.

TEXTBOOKS

Required {e-book link for Snyder in Rush Rhees will be available soon}

1. Snyder & Iton, **Advocacy for Public Health Policy Change: An Urgent Imperative** (APHA Press: 2020) – *1.30.21 No ebook yet – check bookstore for print*
2. Kotch, **Maternal and child health: programs, problems, and policy in public health** (3 ed. 2013) <https://tinyurl.com/y5tn9t6v>

TIP: watch video on how to access ebooks since we only have 3 licenses for the Kotch book: https://youtu.be/XmxT_Oz1BVk

Recommended (links are to library ebook)

Bardach, A Practical Guide for Policy Analysis: The Eightfold Path, PDF Excerpts in Blackboard (What Governments Do)

Birkland, *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making* (Routledge Taylor & Francis Group: 5th Edition 2020) <http://tinyurl.com/yyc28zbs>

Burris et al, *The New Public Health Law* (Oxford University Press, 2018) <http://tinyurl.com/y6fqsmom>

Wilensky & Teitelbaum, *Essentials of Health Policy and Law* (Jones & Bartlett: 2020) <http://tinyurl.com/y4zghmx3>

POLICY LAB (IN-CLASS) ACTIVITIES

The following activities will take place in class; those classes are called “Policy Lab” on the schedule. The purpose of these activities is to give you supervised practice writing for different types of law and policy audiences (e.g., media, executive agencies, legislators, etc). Points for Policy Lab will total 80 points.

POLICY LAB	SKILLS	ASSESSMENT	POINTS
Policy Lab 1	Translating/Using Data in the Policy Process	Translation Exercises	10
Policy Lab 2	Problem Framing & Fact sheet	Policy Brief Part 1	10
Policy Lab 3	Agenda Setting and Stakeholders	Policy Brief Part 2	15
Policy Lab 4	Lit. Review & Policy Options	Policy Brief Part 3	30
Policy Lab 5	Op-Ed Column	Op/Ed Column	5
Policy Lab 6	Legislative Testimony	Legislative Testimony	10

ASSESSMENTS**POLICY BRIEF – 4 PARTS**

Create a policy brief based on your interpretation of the data and policy.

PART 1: TRANSLATING AND USING DATA IN THE POLICY PROCESS (20 POINTS: DATA + FRAME)

Summary of the data (charts or infographic).

PART 2: FRAMING THE ISSUE FACT SHEET(10 POINTS)

PART 3: AGENDA SETTING AND STAKEHOLDER ANALYSIS (15 POINTS)

- A. Background and Context - a description of the scope and consequences of the problem/issue, including a description of the major data sources for information on this problem/issue
- B. Stakeholder analysis. Imagine you are legislative staff and are addressing this paper to policy-maker. (15 points)

PART 4: POLICY OPTIONS AND RECOMMENDATIONS (30 POINTS)

5 pages-double spaced

This assignment has 2 parts: a literature review about what programs and policies work, and a summary of the different policy options (decisions).

Research and report on the major policy options (decisions) with the strongest evidence (interventions, programs, and policies) being utilized to address this problem/issue. Students should describe the approaches and select one to analyze in depth. Base the critique of these approaches on available research and evaluation data.

PART 4: FINAL POLICY BRIEF (5 POINTS)

A synthesis of the previous 3 parts, with added narrative explaining the data in words.

OPINION-EDITORIAL COLUMN (5 POINTS)

2 pages maximum, addressed to the general public, advocacy-oriented.

LEGISLATIVE TESTIMONY (10 POINTS)

Testimony is advocacy-oriented, and is part of the agenda-setting stage of policymaking. The testimony should include all arguments, data, and anecdotes that support your position. 3 double-spaced pages maximum. Also, an outline for your oral testimony (very short!)

DISCUSSION BOARDS – 5 POSTS, 3 POINTS EACH

There will be 5 Discussion Boards on which you will participate. Professor McNulty will post a question that will evaluate your knowledge of the reading & viewing assignments (including guest speakers and workshops) and ask you for an example of an application of the reading to a current event. Each post will be worth 3 points, as part of your participation grade. You must reply to at least 1 post of your classmates to get credit. (That's what makes this a discussion, as opposed to a bulletin board!)

SCHEDULE				
CLASS	DATE	TOPIC	TO DO	DEADLINES
MODULE 1: BASICS OF MCH POLICY AND ADVOCACY				
Week 1				
1	2-Feb	Values & Assumptions Underlying U.S. MCH Policy	Before Class: AMCHP Policy Agenda During Class: Listen to John Lewis manifesto; Syllabus Review Pew Political Typology quiz	
2	4-Feb	Intro to MCH public policy and advocacy.	VIEW Handler, MCH Policy and Advocacy: A Focused Look READ Snyder, Preface & Chapter 1 Advocacy Is Central To Public Health Practice Kotch, Chapter 2 History of MCH Policy & Advocacy	Subscribe 1 listserv & be prepared to present to class (sign-up sheet)
Week 2				
3	9-Feb	Public policymaking frameworks	READ Bardach, What Governments Do BB PDF CDC Policy Process VIEW: Handler What Is Policy?	Select Topic & Clear with Professor
4	11-Feb	Child Advocacy WORKSHOP by Bridget Hurley, The Children's Agenda	READ www.thechildrensagenda.org – especially the Kids Can't Wait campaign Snyder Ch 2 Strategy, Ch 4 Communicating the Message	
Week 3				
5	16-Feb	The Role of Law in Public Health Policymaking Part 1 (legislation)	Blueprint for Changemakers: Achieving Health Equity Through Law & Policy Snyder Ch 6,7,10	
6	18-Feb	The Role of Law Part 2 (regulations and public comments)		
MODULE 2: THE MCH POLICYMAKING PROCESS				
Week 4				
7	23- Feb	Policy Lab 1 Using and Translating Indicators	HealthyPeople 2030 Leading Health Indicators Callahan, T. (2015). From Theory to Measurement (how indicators are developed) Snyder Ch 3 Getting the Facts	
8	25- Feb	WORKSHOP, Using Data in MCH Policymaking by		

		Stephanie David JD MPH, & Jenn Biedeman, MPA, Common Ground Health		
Week 5				
9	2- Mar	Reframing the Issue: Poverty & MCH	LISTEN Grand Rounds, Poverty & Policy: We Can't Just Program Our Way Out	Policy Lab 1
10	4- Mar	Reframing the Issue: Child Abuse, Neglect, and Equity Guest speaker Mical Raz	READ Raz articles	
Week 6				
11	9- Mar	Adolescent e-cigarettes: worksheet & case study	Adolescent & Young Adult E-cigarette Law, Policy & Advocacy" (Implementation Stage)	Data Profile Due
12	11- Mar	Policy Lab 2 Framing the Issue Fact Sheet	CREATE an MCH policy issue fact sheet	Adolescent vaping worksheet due
Week 7				
13	16- Mar	MCH Providers, Safety Net	Assessing Gaps in the Maternal and Child Health Safety Net	Policy lab 2 due Fact Sheet Due
14	18- Mar	Policy Lab 3 Agenda-Setting and Stakeholder Analysis	READ - W.H.O., Stakeholder Analysis Guidelines CREATE Stakeholder Chart	
Week 8				
15	23- Mar	MCH Insurance, National Health Reform, and Medicaid	Child Health and Access to Medical Care in The Future of Children	Policy Lab 3 Due
16	25- Mar	Case study: Early Intervention	ATMCH Worksheet and Case Study	EI Case Study due
MODULE 3 REPRODUCTION				
Week 9				
17	30- Mar	No class: study break		
18	1- Apr	Policy Lab 4 Developing Policy Options	READ Examples of comparisons of policy options Stephanie Barrett	
Week 10				
19	6- Apr	Family Planning Part 1: The Case of Title X	READ: HP 2020 Family Planning Objectives; Title X Notice of Final Rule; Rosenbaum Catastrophe for Public Health.	Policy options lab due
20	8- Apr	Family Planning Part 2	Kotch, Chapter 5 Family Planning	Policy Brief 1 Draft
MODULE 4: CONTROVERSIAL MCH ISSUES				
Week 11				
21	13-Apr	Children with Special Needs	Kotch Chapter 12	
22	15- Apr	Policy Lab 5 Opinion/Editorial	VIEW Examples of Letters CREATE Letter to the Editor/Op-Ed	Peer feedback due

Week 12				
23	20- Apr	Maternal Mortality	TBA	OP/ED DUE NOON
24	22- Apr	Guest Speaker: Stephanie David JD MPH, Common Ground Health	Child Health Policymaking at the Community Level: Infant Mental Health	Policy Brief Part 1 due
Week 13				
25	27-Apr	Policy Lab 6 Legislative Testimony	READ	
26	29-Apr	Catching Up Time (NO CLASS)		Testimony DUE
Week 14				
27	4- May	Paper 2 workshop	Prof. and Madeline available for questions	Policy Brief 2 Draft Due
28	6- May	Wrapping Up	TBA	Peer review feedback due by noon