PH 234 PSC 231

Maternal Child and Adolescent 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

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PH 234/ PSC 231	Spring 2020	T Th 2:00 – 3:15 LeChase 124
Office hours & location:	Monday 4:00-5:00 or by apt	Morey 206
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This is a course[1] that applies public policymaking models to government decisions, laws, and policies for specific vulnerable populations: mothers, children, and adolescents. This course[2] 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.

Collaboration with Community Partners will yield:

1. Lobby Day organizing assistance (TCA)
2. Issue fact sheet (CGH)
3. Letter to the Editor (for CGH & TCA)
4. Blog Posts – 2 blog posts about CGH policy priorities (1) recreation & youth development/after-school care (2) violence from a neighborhood/health perspective; TCA blog posts to be determined

Prerequisites: Students must have taken PH 116 US Healthcare System, 236 Healthcare and the Law, or 230 Public Health Law and Policy, or permission of instructor.

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[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.

[2] 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.

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 these assignments: coalition overview paper, issue policy brief, public comments, and legislative testimony. "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 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 & CORRESPONDING ASSESSMENTS

1. Describe and analyze the major values and assumptions that influence the development and implementation of health and health-related public policies. Blog posts
2. Describe and critically analyze stages of the policymaking process: create a problem definition, agenda setting, and stakeholders in the policy formation process. Stakeholder Map; Policy paper #1.
3. Collect and summarize data relevant to decision-making by the government. Letter to the Editor; Policy Paper #2 , Legislative side-by-side
4. Communicate in a variety of ways to policy makers and other stakeholders about a policy problem and potential policy solutions. Letter to the Editor, Translation Exercise; Policy Brief; Legislative Testimony, Public Comment
5. Create policy-relevant products. Fact Sheet, Blog Post, Letter to the Editor

MATERIALS

Birkland, *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making* (Routledge Taylor & Francis Group: 5th Edition 2020)

Kotch, *Maternal and Child Health: Programs, Problems, and Policy in Public Health* (Jones & Bartlett, 2013) <note: this book is NOT available in digital format – must buy the book, or read the print version from the library reserves>

Burris et al, *The New Public Health Law* (Oxford University Press, 2018)

Downloadable or free PDF on Blackboard:

Children's Defense Fund, State of America's Children 2017.
https://www.childrensdefense.org/reports/2017/the-state-of-americas-children-2017-report/
(Download the full PDF, the 2 page summary, and a single state's fact sheet.)

[Wilensky &Teitelbaum, Chapter 14, The Art of Structuring and Writing a Health Policy Analysis in Essentials of Health Policy and Law (Jones & Bartlett: 2020) – PDF in Blackboard]

Bardach, A Practical Guide for Policy Analysis: The Eightfold Path, PDF Excerpts in Blackboard

POLICY LAB (IN-CLASS) ACTIVITIES UNGRADED

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).

Policy Lab 1   Translating/Using Data in the Policy Process

Policy Lab 2   Problem Definition & Fact sheet

Policy Lab 3   Agenda Setting and Stakeholders

Policy Lab 4   Develop Policy Options & Recommendation

Policy Lab 5   Budget Advocacy & Testimony

Policy Lab 6   Letter to the Editor

Policy Lab 7   Implementation: Public Comments

GRADED INDIVIDUAL ASSESSMENTS

COURSE BLOG (10)

2 blog entries about news updates on one of the course blogs; 10-15 minute oral summary twice during the semester. (5 points each x 2 = 10 points)

LETTER TO THE EDITOR/ OPINION COLUMNS (5)

One letter to the editor or opinion column including stated values. 5 points.

POLICY BRIEF– 2 PARTS (30)

Using a topic of your choosing (approved by prof.) create a policy brief based on your interpretation of the data.

Paper Part 1-Problem Identification & Context: (3 pages-double spaced plus 2 pages summarizing the data) Each student will select a Maternal or Child Health topic and cover the following: 1) definition and description of the problem/issue, 2) 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, including 2 pages of tables/graphs of the data and 3) stakeholder analysis. Address this paper to a state policy-maker (specify title of policy-maker). 15 points

Paper Part 2-Policy Analysis/Options: (5 pages-double spaced) Using the topic in Paper 1, 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. 15 points

VOICETHREAD SUMMARIES (10)

Voicethread will be used to assess your understanding of the readings

LEGISLATIVE TESTIMONY (INDIVIDUAL): NY HEALTH ACT (15)

Write testimony based upon a particular stakeholder's position (pro vs con) 15 points

EXECUTIVE AGENCY POLICYMAKING: PROPOSED REGULATIONS (INDIVIDUAL) (20)

Write a Public Comment on a proposed regulation related to the former food stamps program. 20 points.

SCHEDULE

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Class	Date	Topic	TO DO	DEADLINES
Module #1 Basics of MCH Law, Policy and Advocacy				
1	16-Jan	Syllabus Introduction;	READ Introduction chapter and Rosenbaum, S. and Blum, R. How healthy are our children? Policies to Promote Child Health, Future of Children. BRING: PHOTO of you and mom; 1 NEWS ITEM about MCH policy or issues. REGISTER FOR ALBANY BUS TRIP FEB 4TH	Syllabus will be distributed in class
2	21-Jan	Intro to MCH public policy and advocacy. Lobby Day Prep.	READ Required: Planning A Lobby Day; Burris Ch17 Optional: Kotch Ch20 VIEW Handler, MCH Policy and Advocacy: A Focused Look https://www.mchnavigator.org/trainings/2003-policy-advocacy.php SUBSCRIBE to listservs: TCA, CGH, SCAA, CDF SELECT TOPIC	TOPIC SELECTED.
3	23-Jan	Intro to the public policymaking process	READ: Birkland CH1 & 2; Burris CH7; Bardach Appx VIEW: Handler What is Policy?	
4	28-Jan	Intro to The Role of Law in Public Policymaking:	READ Burris Chapter 1, Public Health and Law Chapters 5,6 Solving Problems with Law; & ChangeLab Blueprint for Changemakers ExSum	
Module #2 Introducing Community Partners				
5	30-Jan	Field Trip to The Children's Agenda: Creating a Children's Campaign	READ Children's agenda - Blogs; - Advocacy Toolkit News, Advocacy Priorities 2019	BLOG #1
	1/31	Assemble Albany packets	Out of class activity @ TCA	
6	2/4	NO CLASS – BUS TRIP TO ALBANY	TCA Bus Trip	
7	2/6	Policy Lab 1 Translating/Using Data in the Policy Process	READ Bardach Step 2 (PDF); Burris CH7 VIEW Local data sources (CGH Insights, Rocdata) CREATE detailed data profile of an MCH Policy Issue	
8	11-Feb	Field Trip to Common Ground Health - Using Data in Advocacy and Policymaking	READ Common Ground Health's website, esp. Health Equity Chartbook, and Overloaded report	
9	2/13	Policy Lab 2 Problem Definition & Fact sheet	READ Birkland Ch6, Bardach pp 1-14, Burris Ch15 CREATE an issue fact sheet	
Module #3 MCH Policy Issues by Developmental Stage				

10	2/18	Life Course of Women	READ Kotch Ch 4 & 11	
11	2/20	PolicyLab3 – Agenda Setting and Stakeholders	READ Birkland Chs 6; Burris Ch15 Proactive Kids Agenda: How to Create Lasting, Positive Change W.H.O., Stakeholder Analysis Guidelines CREATE Stakeholder Map	
12	25-Feb	Family Planning: The Case of Title X	READ: U.S. Healthy People 2020 Family Planning Objectives; Title X Notice of Final Rule; Rosenbaum Catastrophe for Public Health	STAKEHOLDER MAP
13	27-Feb	Early Childhood: Policymaking around Lead Poisoning	U.S. Healthy People 2020, Maternal, Infant and Child Health; CDC Low Level Lead Exposure Harms Children; Korfmacher Ch4 Coalition to End Lead Poisoning in Rochester NY	
14	3-Mar	Guest Speaker: Stephanie David JD	Child Health Policymaking at the Community Level	PAPER #1
15	5-Mar	Adolescents	READ: U.S. Healthy People 2020; Kotch Ch9; Vaping on Campus: No Parents, No Principals, a Big Problem (NYTimes article) LISTEN: UNICEF Youth Voices on Adolescent Health	
16	17-Mar	Children with Special Needs/ Early Intervention	READ: Kotch Ch12; Law Atlas on SSI for disabled children; Class Exercise on Applying for Public Benefit SSI	
Module #4 The MCH Healthcare Systems				
17	19-Mar	Policy Lab 4 Develop Policy Options & Recommendation	READ CDF's Legislative Side-by-Side of SNAP in Farm Bill; Burris p 91 box 7.1	BLOG #2
18	24-Mar	MCH Providers & Safety Net	Assessing Gaps in the Maternal and Child Health Safety Net	
19	26-Mar	Policy Lab 5 Budget Advocacy & Testimony	READ The Urban Institute "Kids' Share"; Children's Agenda – ExSums of Budget Analyses of City, School Board OR NYS Budgets; United Nations, Toward Better Investment in the Rights of the Child CREATE County of Monroe Budget Analysis	TESTIMONY
20	31-Mar	MCH Insurance, National Health Reform, Medicaid	The Future of Children (2015), Child Health and Access to Medical Care	PAPER #2
Module #5 Social Determinants of MCH				
21	2-Apr	Mical Raz, PHD, MD	Child Abuse Policies Disproportionately Target Low Income and Minority Families : What Should be Done?	
22	7-Apr	Policy Lab 6 Letters to the Editor	VIEW Examples of Letters CREATE Letter to the Editor/Op-Ed	
23	9-Apr	Childhood Hunger & Nutrition	READ Links of the Supplemental Nutrition Assistance Program with Food Insecurity, Poverty, and Health: Evidence and Potential	LETTER TO THE EDITOR
24	14-Apr	Policy Lab 7 Implementation: Public Comments	READ: New rule on SNAP eligibility standards ; newspaper article CREATE Public Comments	
25	16-Apr	Poverty & MCH	LISTEN Grand Rounds Poverty & Policy: We Can't Just Program Our Way Out	PUBLIC COMMENT

26	21-Apr	Policy Brief Presentations		
27	23-Apr	Policy Brief Presentations		
28	28-Apr	Policy Brief Presentations		