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PH 234W/ PSC 231

MATERNAL AND CHILD HEALTH POLICY & ADVOCACY
Prof. Molly McNulty J.D., Assistant Professor of Public Health, with Community Partner:

The Children's Agenda, https://thechildrensagenda.org

Prof. Molly McNulty JD   m.mcnulty@rochester.edu   [Put **234 MCH in the Email Subject** line]
PH 234W/ PSC 231   Spring 2022
Office hours & location: By appointment

TAs: Marguerite Curtis   mcurt14@u.rochester.edu 315-399-3323
        Tommy Oddo   toddo@u.rochester.edu   440-725-3788

TA Office Hours: Mondays @ 1pm or by appointment (all on Zoom)

Frederick Douglass Room 420

Class meeting link:
    https://rochester.zoom.us/j/96131028961?pwd=Wi9YUFpLTGRXNXlKUllldlROMnh4UT09

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 focuses on the public policymaking process in government, the role of advocacy in the 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 partner's (The Children's Agenda) policy and advocacy priorities in its Kids Can't Wait campaign, which right now are New York State policies for the Early Intervention program, Early Childhood, 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.

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COURSE POLICIES

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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. On each of the policy analysis assignments (Policy Labs # 1-3, Final Policy Brief), 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."

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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. Special thanks to Kay Johnson for the background materials, and to U of R undergraduates Devin Hott, Madeline Bordo, Meg Curtis and Tommy Bordo for their teaching assistance.

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/

Technology and Devices: On Zoom, you're encouraged to **have your camera on** as often as possible, though it's acceptable to briefly turn your camera off if you need to for any reason. In person, please bring a laptop to class, as you'll use it for Policy Lab days and select other class sessions. If it's helpful for you to take notes electronically, please do so! Otherwise, please limit the use of your laptops and cell phones to a minimum during class time.

Attendance and Late Work: In general, we'll ask that you attend every class and complete each assignment on time. With that said, please communicate to Prof. McNulty or one of the TAs in advance if you need to miss class or turn in work late for any reason. Given that we're in a pandemic, please don't stress if you need additional time or need to miss a class some reason (illness, emergency, rest, etc.). Just communicate with us as best you can!

TEXTBOOKS

Below are the textbooks we'll be drawing on for course readings. All of these textbooks will be made available on reserve at our River Campus libraries. If you need help locating/accessing the texbooks, watch this video on how to access ebooks, since we only have a limited number of licenses for the e-books.

REQUIRED:

Kirby, Russell S., and Sarah Verbiest. Kotch's Maternal and Child Health: Problems, Programs, and Policy in Public Health, Jones & Bartlett Learning, LLC, 2021. ("Kirby & Verbiest") **[ebook]****https://ebookcentral.proquest.com/lib/rochester/reader.action?docID=6639309&ppg=5

Snyder & Iton, Advocacy for Public Health Policy Change: An Urgent Imperative
*Available as a PDF in the "Textbook Links" folder on Blackboard.

RECOMMENDED

Birkland, Thomas A.. An Introduction to the Policy Process : Theories, Concepts, and Models of Public Policy Making, Taylor & Francis Group, 2015. [ebook]**

Burris, Scott, et al. The New Public Health Law: A Transdisciplinary Approach to Practice and Advocacy. Oxford University Press, New York, NY, 2018, [print & ebook]

Wilensky, Sara E., Joel B. Teitelbaum, and ProQuest (Firm). Essentials of Health Policy and Law. Jones & Bartlett Learning, Burlington, Mass, 2020;2019;. [print & ebook]

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: the use of data, framing a problem, the policy formation process; and 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.

COURSE PROJECTS

There are two projects in this class: **1)** a community-engaged project with The Children's Agenda — our community partner — which focuses on making deliverable materials on TCA's 2022-2023 policy priorities, and **2)** a policy analysis on an MCH topic of your choice that culminates in a longer ~10 page paper, which will synthesize a set of policy labs and provide additional commentary. Each of the class assignments will be focused towards either of these projects.

PROJECT #1: UNIVERSITY- COMMUNITY PARTNERSHIP WITH THE CHILDREN'S AGENDA (TCA) AND MATERNAL AND CHILD HEALTH POLICY AND ADVOCACY (PHLT 234W/PSCI 231)

The TCA *Kids Can't Wait* campaign is a statewide coalition of advocates, providers, parents, and community members working to strengthen the Early Intervention and Preschool Special Education systems in New York. Its focus is on eliminating inequities and expanding access to ensure children receive timely and effective services to support their development.

Students will develop skills for writing policy statements and advocacy materials to advance maternal and child health in New York. The Children's Agenda will make use of materials students create to support advocacy efforts in the areas of Early Intervention, Preschool Special Education, and other issues related to early childhood development.

The 2022-2023 TCA Kids Can't Wait priorities are to:

1. **RATES** Increase **Early Intervention rates** by 10% to move New York closer to meeting the needs of all young children with developmental delays or disabilities
2. **FUNDING** Ensure sufficient long-term resources and reduce disparities by:
   a. Enacting legislation to guarantee an **annual funding increase** to preschool special education providers commensurate with growth in the general support for public schools A.8013/S.6516-A).
   b. Allocating **$1.72 million in the state budget** to design a new preschool special education tuition rate-setting methodology that allows providers the flexibility to manage resources across a five-year period.
   c. Conducting a comprehensive **assessment** of the methodology used to determine payment for all Early Intervention evaluations, services, and service coordination and reset rates accordingly.

3. **DISABILITIES** Ensure that expansions in New **York's child care assistance** prioritize coverage for families with children with disabilities by providing enhanced rates and supports for service providers
4. **REPORTING** Require the Bureau of Early Intervention publish an **annual report** on referrals, assessments, reenrollment, and timely receipt of services with data by county and disaggregated by race/ethnicity

Students will focus on one or more of the above policies and develop one or more of the following materials for that policy(ies):

- **POLICY BRIEF/BACKGROUNDER** Develop a series of **1-page policy briefs** that can be used to educate the public and legislators on needed and pending legislation.
- **INFOGRAPHIC/POSTS** Develop a series of **infographics and social media posts** on needed and pending legislation
- **LANDSCAPE** Conduct a **landscape analysis** of how New York state policies and legislation compare to other states
- **VIDEOS** Develop a series of **video clips with parents and providers** sharing how the needed and pending legislation will impact their children

Students will have a choice: They can EITHER choose to develop **4 policy briefs/backgrounders** for each of the KCW policy priorities, OR they can develop **1 each of the materials** for each of the KCW policy priorities.

More resources on TCA, the Kids Can't Wait Campaign, and their goals:

- Kids Can't Wait page: https://thechildrensagenda.org/the-agenda/earlychildhood/kids-cant-wait/
- 2018 report on reimbursement rate challenges in Monroe County: https://thechildrensagenda.org/wp-content/uploads/2019/03/Valuing-Early-Childhood-Developmental-Services-040518-1.pdf
- Kids Can't Wait Facebook page: https://www.facebook.com/kidscantwaitny

PROJECT #2: MCH POLICY ANALYSIS WORK

Over the course of the semester, students will create **a ~ 10-page policy analysis paper** based on your interpretation of the data and policy surrounding an MCH topic of your choice. Topics will be chosen based on student interest; a list of possible MCH topics will be provided as well. Consider this paper the main final product for the purposes of PHLT 234W/PSCI 231. Below are the **4 components** for the Policy Analysis:

*Note: All Policy Labs will be started together in class with support from Prof. McNulty and the TAs. Policy Lab assignments will be completed outside of class and submitted individually on Blackboard.

POLICY LAB 1: TRANSLATING AND USING DATA IN THE POLICY PROCESS (10%)
Summary of the data and indicators used in the policy process for your MCH topic area of choice. This assignment is part 1 of the Policy Analysis you will have completed by the end of the course. Instructions (and examples) can be found in the appropriate "Policy Lab 1" folder under Course Materials>"Classes" on Blackboard.

POLICY LAB 2: FRAMING THE ISSUE FACT SHEET

This assignment is a narrative description of the scope of the problem, artfully framing the data and indicators you've harvested in part 1. This is a 1-page summary of the problem and situates the audience around what's wrong and what can be done. It can often take the form of an infographic!

This assignment is part 2 of the Policy Analysis you will have completed by the end of the course. Instructions (and examples) can be found in the appropriate "Policy Lab 2" folder under "Classes" on Blackboard.

POLICY LAB 3: LITERATURE REVIEW AND POLICY OPTIONS

This consists of a literature review about what programs/policies/interventions are available 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 base the critique of these approaches on what you learned in the literature review.

This assignment is part 3 of the Policy Analysis you will have completed by the end of the course. Instructions (and examples) can be found in the appropriate "Policy Lab 3" folder under "Classes" on Blackboard.

FINAL POLICY ANALYSIS PAPER

This is the ~ 10 page paper that synthesizes the previous 3 parts, adds narrative explaining the data in words (e.g. don't just staple the first 3 parts together!), and includes citations. For this, you should aim to provide further commentary of what you found in your topic research. Your paper should elaborate on the review you did in part 3, and you should select one policy option to analyze in depth. Overall, provide your own insights as to what the issue is, what the data suggests, what the options are, and what you recommend should happen in the policy arena for your MCH topic.

There will be a drafting stage with peer and instructor review to provide feedback on your work. This assignment is part 4 of the Policy Analysis. Instructions (and examples) can be found in the appropriate "Final Policy Analysis Paper" folder under "Assignments" on Blackboard.

PARTICIPATION (5%)

There a few components for your participation grade:

- First, "**Joining the Advocacy Community**" is an assignment which provides the opportunity to join an emailing list of an organization related to one of the policy priorities from TCA or one of the MCH topics covered throughout the course. You can find a list of advocacy organizations on Blackboard; we'll provide more instructions for this

- Second, "**Peer Review of Final Policy Analysis Papers**" involves you reviewing a peer's policy analysis paper draft and providing feedback. We'll provide further instructions when we reach the drafting stages for the policy analysis paper.

- Third, **active participation** in class will be an important piece of your time in MCH Policy and Advocacy. This means doing your best to complete the assigned readings, offering your insights in class discussions (either verbally or via chat on Zoom), and engaging with guest speakers and the material they present. To reiterate, while we expect you ready to contribute at each class session, your participation grade is not dependent on your attendance.

ASSESSMENTS/GRADING

ASSESSMENT	DESCRIPTION	GRADE
MCH POLICY ANALYSIS (60%)		
Participation	Join the Advocacy Community, Peer Review, and Class Participation	5%
Policy Lab 1	Translating & Using Data in the Policy Process	10%
Policy Lab 2	Framing the Issue Fact Sheet	10%
Policy Lab 3	Developing Policy Options	10%
Final Policy Analysis Paper	Synthesis of Policy Labs 1-3 + Commentary	25%
TCA (THE CHILDREN'S AGENDA) DELIVERABLES (40%)		
Policy Brief	1-Page Policy Brief on a TCA Policy Priority	10%
Policy Brief/Infographic and Social Media Posts	1-Page Policy Brief on a TCA Policy Priority Or Create a set of infographics/social media posts covering needed and pending legislation	10%
Policy Brief/Landscape Analysis	1-Page Policy Brief on a TCA Policy Priority Or Conduct a landscape analysis on NYS legislation and policies compared to other states	10%
Policy Brief/Parent and Provider Video Clips	1-Page Policy Brief on a TCA Policy Priority Or Develop and submit a video clip of a parent/provider voicing	10%

	support for needed and pending legislation	

CHANGE HISTORY