

Maternal and Child Health Policy and Advocacy

If we don't stand up for children, then we don't stand for much.

Marian Wright Edelman, Founder, Children's Defense Fund

Tuesdays & Thursdays 2:00 – 3:15 pm

Hybrid Mode

Tuesdays: In person, Morey Room 504

Thursday: Remotely by Zoom: <https://rochester.zoom.us/j/97138061201>

Prof. Molly McNulty

Spring 2023

Please note: because of the community-engaged nature of this course, expect changes in deadlines and readings. The current syllabus will always be posted on Blackboard.

This is a course that applies public policymaking models to government decisions, laws, and policies for 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.¹

We will be learning in depth about our community partner's (The Children's Agenda) policy and advocacy priorities. TCA will be teaching several classes, and coordinating field trips to a local school-based health clinic and lobbying trips to Albany (NYS Legislature) on several children's policy issues.

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 guest talks, and to U of R undergraduates Devin Hott, Madeline Bordo, Meg Curtis and Tommy Oddo for their teaching assistance.

Course Policies

Honesty and Ethics: I take cheating and plagiarism very seriously; it constitutes theft of ideas and unfair advantage over other students. (I used to sit on my College's Academic Honesty Review Board). Please take [Honesty Quiz # 1](#) to test your knowledge of the [University's Academic Honesty code](#). Students MUST comply with **the Academic Honesty Code**. This includes refraining from copying and pasting material written by others without explicit attribution (e.g. footnotes). **This is a particular temptation when studying law and policy, which can be confusing to the novice.** Ask when you are confused. This is what office hours are for. As Albert Einstein said, "If you can't explain it simply, you don't understand it well enough."

- The University requires this language in a syllabus:
 - "At Rochester, we are committed to academic excellence, which depends on academic honesty. Academic honesty means being truthful in our academic pursuits, maintaining ownership of our own work, and acknowledging our debt to the work of others. All assignments and activities associated with this course--including, but not limited to, collaboration, citation, and use of outside resources--must be performed in accordance with the University of Rochester's Academic Honesty Policy.
 - Please review the [Academic Honesty policy](#)"

Time Students are expected to do extensive reading and writing in this course; to direct their own acquisition of knowledge through this reading and writing, and should budget **a minimum of 9 to 12 hours per week** (including class time) (per NYS Education legal standards for 4 course credits).

Participation Students are expected to be autonomous and "active" learners. This means speaking up in class, managing your times so that you submit your best work before the deadlines, and completing all reading before class.

Attendance Required attendance - Something to think about if you're thinking of skipping - each class costs students (or your parents - or the government) **\$255**. In general, you're expected to **attend every class** and complete each assignment on time. With that said, please communicate to Prof. McNulty or the TA 12 hours in advance if you need to miss class or turn in work late for any reason. Extensions will be given for emergencies only (e.g. for medical emergencies, but not for poor time planning)

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 required to **have your camera on** unless it adversely affects your connection. In person, please bring a laptop to class, as you'll use it for various Lab activities. Cell phones must be turned off.

Instructors:

- Prof. Molly McNulty, JD, Assistant Professor of Public Health Law and Policy
 - Office Hour: I will NOT be holding campus office hours this semester. Instead, email me to set up an appointment.
- The Children's Agenda (<https://thechildrensagenda.org/>)
 - Dr. Stephanie Townsend, Communications Director, Policy Agenda and Advocacy Strategies.
 - Shannon Mullin/Pete Nabozny, How to use data in the MCH policy & advocacy process
 - Dr. Jeff Kaczorowski, Advocacy for Better MCH Medicaid
- Onika Phillips, Teaching Assistant (<https://www.linkedin.com/in/onika-phillips/>)
 - Office Hour: TBD

Course Objectives

1. To Describe and analyze the major values and media biases that influence the development and implementation of health and health-related public policies.
2. To Acquire skills to research and analyze MCH data, policies and laws
3. To acquire the skills to construct an effective advocacy strategy.

Required Textbooks

Kirby	Kotch's Maternal and Child Health
Snyder	Advocacy For Public Health Policy (Print only for purchase, but library has digital)
Wilensky	Essentials of Health Policy and Law
Tobin-Tyler	Essentials of Health Justice
Smith	Writing Public Policy (Print only for purchase)

Graded Assignments

Means Of Assessment	Weight	Deadline
A Media Bias Analysis	5%	Thursday, January 19, 2023

Lab 1 Defining the Problem Part 1: Data Literature Review	5%	Tuesday, February 14, 2023
Lab 2 Defining the Problem Part 2: Framing the Problem.	10%	Tuesday, February 21, 2023
Lab 3 Landscape & Strategy Development	15%	Thursday, March 23, 2023
Lab 4 Policy Literature Research Methods	10%	Thursday, March 30, 2023
Lab 5 Legal Literature Research Methods	10%	Thursday, April 6, 2023
Lab 6 Policy Options Assessment	10%	Thursday, April 13, 2023
Lab 7 Advocacy Strategy	10%	Thursday, April 20, 2023
Draft Paper for Review (Peer, Faculty, TCA tbd)	5%	Thursday, April 20, 2023
Final Research Paper (Policy Brief)	15%	Friday, April 28, 2023
Participation including Attendance	5%	

Module 1 Introduction

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| 1 | 12-Jan | Scope of Course: Skills-Building Course about Public Policymaking with MCH Content |
| 2 | 17-Jan | Values and Media Bias Analysis |
| 3 | 19-Jan | MCH Lifecourse Theory |
| 4 | 24-Jan | What is MCH Health Policy? |
| 5 | 26-Jan | How Is MCH Health Policy Made? |
| 6 | 31-Jan | What is the role of Law in MCH Health Policy? |
| 7 | 2-Feb | The Children's Agenda: Policy Agenda and Advocacy Strategies – Guest Speaker Dr. Stephanie Townsend |
| 8 | 7-Feb | Policy Brief Step 1: Defining the MCH problem using MCH data [Skills class] |
| 9 | 9-Feb | The Children's Agenda: How to use data in the MCH policy & advocacy process. Guests Shannon Mullin/Pete Nabozny [Skills class] |

Module 2 MCH Healthcare System and the Safety Net

10	14-Feb	MCH Safety Net and Systems Overview
11	16-Feb	MCH Insurance, National Health Reform
12	21-Feb	Medicaid and SCHIP
13	23-Feb	HRSA Funded Programs - Community Health Centers
14	28-Feb	HRSA Funded Programs - Planned Parenthood

Module 3 Reproductive Health

15	2-Mar	Reproductive health and abortion law
16	14-Mar	Reproductive health and contraceptive Law
17	16-Mar	The Children's Agenda - Advocacy for Better Medicaid for MCH , Guest Dr. Jeff Kaczorowski [Skills class]

Module 4 Disparities

18	21-Mar	How To Research MCH Policy [Skills class]
19	23-Mar	How to create an advocacy strategy [Skills class]
20	28-Mar	What Are "Disparities?" Policy Options and Advocacy Strategies
21	30-Mar	Oral Health Disparities
22	4-Apr	Mental Health Disparities
23	6-Apr	Mental Health (Possible Guest NYS Senator Samra Brouk)
24	11-Apr	Infant & Maternal Mortality (Possible Guest NYS Senator Samra Brouk)

Module 5 Vaccination Policies

25	13-Apr	What are the MCH Vaccines? The Anti-Vax Movement. (Possible Guest NYS Senator Samra Brouk)
26	18-Apr	Vaccine Policy and Advocacy

Conclusion

27	20-Apr	TCA Response of how Lab 2/Fact Sheets were used (tentative)
28	25-Apr	No Class (instead, peer review of final papers/policy briefs)

Optional* Field Trips

FIELD TRIP #1 – LOCAL MCH HEALTH CARE PROVIDER: East High School Health Center

FIELD TRIP #2 OPTIONS – LOBBYING TRIPS TO NYS LEGISLATURE IN ALBANY NY –

Register at <https://thechildrensagenda.org/news/events/>

- A) Schools Not Suspensions Pre-K through Grade 3 – Monday January 30th
- B) Early Intervention/Special Education – Tuesday February 7th
- C) Child Care – Tuesday February 14

* These are optional because they are outside of regular class times. However, I STRONGLY urge you to try to go on an Albany lobbying trip. They are a life-changing experience!