

POLITICS AND POLICY IN PUBLIC HEALTH

Course number: PUBH 735

Section: 960

Spring 2007

Class Dates

Class Begins: January 10, 2007

You are required to participate in online discussion forums during the following weeks:

- Discussion 1: Jan. 22 through Feb. 9
- Discussion 2: Feb. 9 through March 2
- Discussion 3: March 2 through March 23
- Discussion 4: March 23 through April 13

You are required to complete the course units by the following dates:

- Unit 1: Feb. 9
- Unit 2: March 2
- Unit 3: March 23
- Unit 4: April 13

Group Case Analysis Due: May 7

All work should be complete by May 7, 2007

Introduction

Understanding policy development and the politics behind public health policy is a critical skill. Leading in the public health care arena necessarily involves understanding how health policy is developed and implemented and some of the basics surrounding the discussion of public health issues in the political world.

Policy development includes:

- Informing, educating, and empowering people about health issues;
- Mobilizing community partnerships to identify and solve health problems; and
- Developing policies and plans that support individual and community health efforts.

This 3.0 credit course requires students to apply skills, knowledge, theories, and strategies inherent in the policy development process to exercises and case studies.

To check your computer settings and Internet knowledge, try out our [Online Skills Test](#). For more information about navigating this course, see the [How To Get Around](#) page.

Course Goals

- Define policy and policy development;
- Describe theories of the policy process and policy change;

- Discuss the policymaking process in the U.S., including regulatory and legislative aspects;
- Identify and illustrate features of the policy environment;
- Identify and categorize key stakeholders in the policymaking process;
- Examine the role of the media in the policymaking process;
- Identify and apply the stages of policy development;
- Employ principles of policy analysis to better understand factors that influence the shape, pace and direction of policymaking processes;
- Identify strategies for moving policies in the desired direction using commonly applied tools; and
- Discuss and evaluate the role of community partnerships in policymaking and appropriate measures for ensuring community participation in the process.

Methods of Instruction

Readings: Substantial readings are assigned for each unit of this course. The readings provide important information and context to supplement and reinforce material presented in the tutorials. Complete the readings for each lesson first before proceeding to tutorials and activities. Reading materials are found in required textbooks or are available online in each lesson. Hard copies are also available on reserve in the Public Health Leadership Program office.

Tutorials: Most lessons include an audio tutorial – a pre-recorded, online lecture accompanied by slides. Tutorials highlight information and concepts presented in greater depth in readings and throughout each lesson.

Discussion / Activity Questions: This component of each lesson is designed to help you reinforce and apply concepts presented in the lesson. In many cases, you will be asked to discuss questions in the context of a case of your choosing that has particular relevance to your work or interests. Better responses are those that thoughtfully integrate concepts and information from the lesson and are well written. **Lengthy responses are unnecessary. Responses may be submitted in outline form, assuming enough information is provided.**

Group Discussions: Discussion forums bring you into contact with your classmates as you share ideas, opinions, and experiences relating to key concepts presented in the course. Emphasis will be placed on analyzing current events relating to the policymaking process. Each discussion group will consist of about five students, and groups will remain together for the duration of the course. Groups may opt to assign a moderator for each discussion to help guide the process and redirect discussion as necessary. **Don't wait until the last few days of the discussion period to start posting – that will stifle interesting discussion. Each of the four discussion forums is worth 25 points.** Your grade is based on your timely submission of the three required posts and on the quality of your posts. A quality post is one that:

- Shows careful consideration of the questions raised by the instructor;

- Draws upon course readings, other readings, or current and newsworthy events to illustrate points; and
- Builds on the ideas and thoughts of fellow students. Please be careful not to offer unsubstantiated opinions or simply agree or disagree with someone's post. **Your posts need not be more than one or two paragraphs in length.** Quality is more valuable than quantity.

For more general information on how discussion forums work and common rules of netiquette, please see the [Netiquette guide](#).

Group Case Analysis: A detailed case analysis, compiled by individuals working in their assigned group over the course of the class, is due at the end of the course. The purpose is to demonstrate knowledge of principles related to the course material and an ability to apply and integrate course concepts. Each group's analysis will include background information and a description of the policy to be examined, a review of the policy environment, stakeholder analysis, and an outline of a proposed methodology for conducting an in-depth policy analysis and generation of policy alternatives.

Grading: Participation in discussion forums, completion of online assignments, and quality final project earns a P grade, indicating solid graduate performance. Exceptional performance (95% or better) will merit an H in the course.

What should I do if I want to clarify an assignment, due date, or other course schedule or syllabus item?

Email the instructor, Adam Searing, at adam@ncjustice.org

What should I do if something is wrong with my computer or the course software?

1. Call 919-962-HELP 24 hours a day seven days a week for help with general computer problems.
2. If the problem is course specific email Willie Williamson at wwilliam@email.unc.edu. In the subject title of the email write: TECHNICAL HELP and your problem will be addressed as soon as possible.

Where can I learn more about how to use Blackboard, email, the Web, my computer, or various kinds of software?

1. Look for information on your problem on the [Blackboard Student Help Site](#)
2. Visit UNC's Help website at <http://help.unc.edu>.
3. The UNC Instructional Technology Response Center has a 24-hour telephone number (919-962-HELP) and a walk-in center available during daytime hours for specific consultation.
4. There are training classes if you are near the UNC-Chapel Hill campus and would like to attend a class.

The following textbooks are required and available for purchase at the [Health Affairs Bookstore](#):

Stone, Deborah, *Policy Paradox*, Revised Edition, W.W. Norton & Company, New York, New York, 2002.

Kingdon, John W., *Agendas, Alternatives, and Public Policies*, Second Edition, Addison-Wesley Educational Publishers Inc, 2003.

All other required readings are available online on the course Readings page. The documents are in Adobe PDF format and require the free [Adobe Reader](#) to open them.

Unit 1: Overview of the United States Health Policymaking Process

Lesson 1: Promoting Health Through Public Policy

Milio, N. (1989). Chapter 1: Health and Health-Making. In *Promoting Health Through Public Policy* (pp. 3-6). Ottawa, Canada: Canadian Public Health Association.

Milio, N. (1989). Chapter 4: The Health Problem: Perspective for Policy. In *Promoting Health Through Public Policy* (pp. 69-89). Ottawa, Canada: Canadian Public Health Association.

Lesson 2: Theories of the Policy Process

Sabatier, Paul. (1999). Chapter 1: The Need for Better Theories. In Sabatier, Paul A. (Ed). *Theories of the Policy Process* (pp. 3-17). Boulder, Colorado: Westview Press.

Stone, Deborah. (2002). Chapter 1: The Market and the Polis. In *Policy Paradox*, Revised Edition. (pp. 17-34). New York, New York: Norton.
(Required Text)

Lesson 3: The Policy Process in the U.S.

Kingdon, John W. (2003). Chapter 2: Participants on the Inside of Government.

In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp. 21-44).
Addison-Wesley Educational Publishers Inc, 2003.
(Required Text)

Unit 2: Factors Affecting the Policy Process

Lesson 1: The Policy Environment

Milio, N. (1990). Introduction: Why, How, and So What?
In Milio, N. *Nutrition Policy for Food-Rich Countries: A Strategic Analysis* (pp. 1-11). Baltimore: The Johns Hopkins University Press.

Milio, N. (1990). Chapter 2: The Historical Context and Beginnings of Norway's Nutrition Policy. In Milio, N. *Nutrition Policy for Food-Rich Countries: A Strategic Analysis* (pp. 26-54). Baltimore: The Johns Hopkins University Press.

Kingdon, John W. (2003). Chapter 7: The Political Stream. In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp. 145-164). Addison-Wesley Educational Publishers Inc, 2003.
(Required Text)

Lesson 2: Stakeholders and Interest Groups

Kingdon, John W. (2003). Chapter 3: Outside of Government, But Not Just Looking In. In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp. 45-70). Addison-Wesley Educational Publishers Inc, 2003.
(Required Text)

Stone, Deborah. (2002). Chapter 9: Interests. In *Policy Paradox*, Revised Edition. (pp. 210-231). New York, New York: Norton.
(Required Text)

Lesson 3: The Role of the Media

Searing, Adam G. (May/June 2004) It's Not the Uninsured, Stupid: Two Hurdles on the Track to Affordable

Healthcare Coverage for All in North Carolina. *North Carolina Medical Journal*, Volume 67, Number 3, 230-233

Review “Media” section on p. 57 in: Kingdon, John W. (2003). Chapter 3: Outside of Government, But Not Just Looking In. In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp. 45-70). Addison-Wesley Educational Publishers Inc.
(Required Text)

Stone, Deborah. (2002). Chapter 12: Rules. In *Policy Paradox*, Revised Edition. (pp. 316-317 only). New York, New York: Norton.
(Required Text)

Media Case Study – Selection of Newspaper Articles Regarding Establishment of a High Risk Health Insurance Pool in North Carolina. 2006

Unit 3: Stages of Policy Development

Lesson 1: Problem Definition and Goals

Stone, Deborah. (2002). Chapter 6: Symbols. In *Policy Paradox*, Revised Edition. (pp. 133-162). New York, New York: Norton.
(Required Text)

Stone, Deborah. (2002). Chapter 7: Numbers. In *Policy Paradox*, Revised Edition. (pp. 163-187). New York, New York: Norton.
(Required Text)

Stone, Deborah. (2002). Chapter 8: Causes. In *Policy Paradox*, Revised Edition. (pp. 188-209). New York, New York: Norton.
(Required Text)

Kingdon, John W. (2003). Chapter 5: Problems. In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp. 90-115). Addison-Wesley Educational Publishers Inc, 2003.
(Required Text)

Patton, Carl and Sawicki, David. (1993). *Basic Methods of Policy Analysis and Planning*, Second Edition. (pp. 52-56). New Jersey: Prentice Hall.

Lesson 2: Goals and Evaluation Criteria

Stone, Deborah. (2002). Chapter 2: Equity. In *Policy Paradox*, Revised Edition. (pp. 37-60). New York, New York: Norton.
(*Required Text*)

Stone, Deborah. (2002). Chapter 3: Efficiency. In *Policy Paradox*, Revised Edition. (pp. 61-85). New York, New York: Norton.
(*Required Text*)

Stone, Deborah. (2002). Chapter 4: Security. In *Policy Paradox*, Revised Edition. (pp.86-107). New York, New York: Norton.
(*Required Text*)

Stone, Deborah. (2002). Chapter 5: Liberty. In *Policy Paradox*, Revised Edition. (pp. 108-130). New York, New York: Norton.
(*Required Text*)

Patton, Carl and Sawicki, David. (1993). *Basic Methods of Policy Analysis and Planning*, Second Edition. (pp. 57-58). New Jersey: Prentice Hall.

Lesson 3: Identifying and Evaluating Policy Alternatives and Policies in Place

Patton, Carl and Sawicki, David. (1993). *Basic Methods of Policy Analysis and Planning*, Second Edition. (pp. 58-65). New Jersey: Prentice Hall.

Kingdon, John W. (2003). Chapter 9: Wrapping Things Up. In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp.200-205). Addison-Wesley Educational Publishers Inc, 2003.
(*Required Text*)

Unit 4: Promoting Policy

Lesson 1: Strategies for Advocates

Kingdon, John W. (2003). Chapter 8: The Policy Window, and Joining the Streams. In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp. 165-195). Addison-Wesley Educational Publishers Inc, 2003.
(Required Text)

Kingdon, John W. (2003). Chapter 9: Wrapping Things Up. In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp. 201-206). Addison-Wesley Educational Publishers Inc, 2003.
(Required Text)

Lesson 2: Coalitions

Kingdon, John W. (2003). Chapter 7: The Political Stream. In *Agendas, Alternatives, and Public Policies*, Second Edition. (pp. 159-162). Addison-Wesley Educational Publishers Inc.
(Required Text)

Minkler, Meredith (Editor). (1997). Part VII: Building and Maintaining Effective Coalitions, and Chapter 16: Understanding Coalitions and How They Operate. In *Community Organizing & Community Building for Health*. (pp. 259-277). Rutgers University Press.

Minkler, Meredith (Editor). (1997). Appendix 3: Coalition Checklist. In *Community Organizing & Community Building for Health*. (pp.359-365). Rutgers University Press.

Turnock, Bernard. (2004). Chapter 6: The Infrastructure of Public Health. In *Public Health, What It Is and How It Works*. (pp. 244-246). Jones and Bartlett Publishers.

Lesson 3: Community-Based Approaches

Minkler, Meredith and Wallerstein, Nina. (1997). Chapter 12: Improving Health Through Community Organization and Community Building. (pp. 241-269). In Glanz, Karen, Lewis, Frances M., and Rimer, Barbara (Editors), *Health Behavior and Health Education Theory, Research, and Practice*, 2nd Edition. Jossey-Bass Publishers.

Themba, Makani and Minkler, Meredith (2003). Chapter 17: Influencing Policy Through Community Based

Participatory Research. (pp. 349-370). In Minkler, Meredith and Wallerstein, Nina (Editors), *Community-based Participatory Research for Health*. Jossey-Bass Publishers.

Van Olphen, Juliana, Freudenberg, Nicholas, Galea, Sandro, Palermo, Ann-Gel, and Ritas, Cassandra. (2003). Chapter 18: Advocating Policies to Promote Community Reintegration of Drug Users Leaving Jail: A Case Study of First Steps in a Policy Change Campaign Guided by Community Based Participatory Research (pp. 371-389). In Minkler, Meredith and Wallerstein, Nina (Editors), *Community-based Participatory Research for Health*. Jossey-Bass Publishers.