



Mel and Enid Zuckerman
College of Public Health

January 14, 2008

SYLLABUS
CPH 616: Public Health and Rural Policy Analysis
SPRING 2008

Time: Tuesday, 1:00 – 3:50pm

Location: Drachman Hall, Rm. A-116 January 20 – May 5, 2008

Instructor:

Gary Hart, Ph.D.

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Office hours by appointment

A. Course Description:

This course will discuss and explore the intricacies of public health and rural policy analysis in a context of competing ethics, values, and powers. Students will learn to critically appraise public health policy analyses and rural public health analyses and to perform relatively simple analyses. Students will be trained to recognize stakeholder sensitivities, perceptions, and views.

B. Prerequisites:

Admitted to MEZCOPH DrPH or PhD Programs or by permission of instructor.

C. Course Learning Objectives:

By the end of this course, students should be able to:

1. Use improved critical review public health policy analysis and rural public health policy analysis and research skills
2. Know the steps to performing a relatively straightforward policy analysis
3. Apply improved comprehension of the federal and state public health legislation process, issues, and problems
4. Better consider ethics, values, and so forth in examining public health issues

5. Have and enhanced appreciation of public health and rural health issues at various scales (e.g., individual, population)
6. Understand and apply the important concepts, theories, and literature concerning the influence of politics on public health policy, in general, and rural public health policy, in particular
7. Better identify the values underlying alternative health policies
8. Utilize and recognize how politics and power influences policy analysis, research, and legislation
9. Grasp the pitfalls of public policy analysis, rural public policy analysis and research

D. Teaching Approach:

On a regular basis, students will be required to perform specific reading assignments, summarize their thoughts on the readings, critique one public health policy and rural public health research or policy analysis journal paper, and discuss these in class. The paper critiques will involve students reading assigned policy analysis or research papers and coming to class prepared to discuss the strengths and weaknesses' of the papers (strengthening their critical thinking skills). Each student will have the semester to write a paper on the history and status of a selected public health or rural public health issue and present this to the class near the end of the semester. The paper will be limited to 15 pages or less and part of the paper's grade will depend on the student's skill to synthesize and summarize the material in an understandable fashion. Class time will consist of paper critiques, student presentations, discussions of reading assignments, and presentations by Dr. Hart and selected visiting presenters. They should have read assigned materials, hand in assignments, and be prepared to present assigned presentations. A final examination will be administered.

E. Grading:

Students will be graded based on their in-class presentations, policy article critiques, public policy and rural public health policy issue paper, reading summaries, and class discussion participation. All assignments must be turned in to receive a passing grade.

• Policy article critiques	10%
• Readings summaries	10%
• Class discussion participation	10%
• Paper Presentation (i.e., content & technique)	10%
• Policy issue paper	35%
• Final written exam	20%
Total Grade	100%

Students will be graded based on their in-class presentations, article critiques, policy issue paper, reading summaries, thoughtful class participation, final examination, and class discussion participation. All assignments must be turned in to receive a passing grade. The final semester paper must be submitted on the due date or before. The grade on the paper will be reduced by half a letter grade for each day it is late.

F. Required Text:

Bardach, Eugene, *A Practical Guide for Policy Analysis: The Eightfold Path to Move Effective Problem Solving*. (2nd Edition) New York: Congressional Quarterly, Inc., January 2005.

Dunn, William N., *Public Policy Analysis: An Introduction* (4th edition) Prentice Hall, 2003.

Guess, George and Farnham, Paul G. *Cases in Public Policy Analysis* (2nd Edition). Georgetown University Press, 2000. Paperback.

G. Additional Readings (*probable selections from within these books*)

1. Barry, Brian. *Why Social Justice Matters*. Polity Press, 2005.
2. Beauchamp, D. and Steinbock, B. *New Ethics for the Public's Health*. Oxford University, 1999.
3. Daniels, N. et.al., *Is Inequality Bad for Our Health?* Boston: Beacon Press, 2000.
4. Dunn William N., *Public Policy Analysis: An Introduction* (4th Edition), Prentice Hall, 2003.
5. Farmer, P., *Pathologies of Power*, Berkeley, CA: University of California Press, 2003.
6. Geyman, JP, Norris TE, and Hart LG., *Textbook of Rural Medicine*, New York: McGraw-Hill, 2001.
7. Institute of Medicine, *Quality Through Collaboration: The Future of Rural Health.*, Washington, D.C.: National Academies Press, 2005.
8. Lou, S., and Quill, BE., *Handbook of Rural Health*. New York: Kluwer Academic/Plenum Publishers, 2001.
9. Kraft, Michael and Furlong, Scott, *Public Policy: Politics, Analysis, and Alternatives*. Congressional Quarterly, Inc., 2006 Paperback.
10. Lowi and Ginsburg, American Government. Norton, 1996.
11. Moronr, Litman Theodor J. and Robbins, Leonard S. *Health Politics and Policy* (4th Edition) Thompson Delmar Learning, 2008.
12. Satel, Sally., *Political Correct M.D.: How Political Correctness Is Corrupting Medicine.*, Basic Books, 2000. Paperback.
13. Stone, Deborah. *Policy Paradox: The Art of Political Decision Making*, New York: WW Norton and Company, Revised Edition 2001.
14. Wilson, James Q. and Dilulio, John J. *American Government: The Essentials* (9th Edition) Houghton Mifflin, 2004.
15. Wolf, Alan. *Does American Democracy Still Work?* New Haven, CT: Yale University Press, 2006.

H. Critique Articles:

The critique articles and chapters will be announced each week and will be adjusted given the class's interests and current events.

I. Readings by Session:

Assignments will be given in class and are available on the web site (<http://lgaryhart3.blogspot.com>). Students who miss a class one week will not be excused from the discussions regarding that week's assignment the next week.

#	Date	Subject or Question	Readings
1	Jan 20	Class requirements and student questions	Submission of email addresses; Handout for next class - Geyman, JP, Norris TE, and Hart LG., <i>Textbook of Rural Medicine, Chp. 6: The Emergence of Federal Rural Health Policy in the United States</i>
2	Jan 27		Critique article TBN
3	Feb 3		Critique article TBN
4	Feb 10		Critique article TBN
5	Feb 17		Critique article TBN
6	Feb 24		Critique article TBN
7	Mar 3		Critique article TBN
8	Mar 10		Critique article TBN
9	Mar 17	NO CLASS	SPRING BREAK [Mar 14-22, 2009]
10	Mar 24		Critique article TBN
11	Mar 31		Critique article TBN
12	Apr 7		Critique article TBN
13	Apr 14		Critique article TBN
14	Apr 21		Critique article TBN
15	Apr 28		Critique article TBN
16	May 5		Last day of class

TBN=To be Named (and distributed)

Required Statements:

J. Absence Policy:

Students are expected to attend all classes. In those cases where a student cannot attend a class, Dr. Hart should be notified before the class via e-mail or phone message. Excessive absences will influence grading. If there are reasonable extenuating circumstances, discuss these with Dr. Hart and remedial work can be assigned. For UA policy see: <http://catalog.arizona.edu/2007%D08/policies/classatten.htm>

K. Academic Integrity:

Students are expected to abide by the University of Arizona Code of Academic Integrity found at: <http://grad.arizona.edu/catalog/policies/academic-policies/code-of-academic-integrity>

L. Classroom Behavior:

Students are expected to be familiar with the UA Policy on **Disruptive Behavior in an Instructional Setting** found at: <http://web.arizona.edu/~policy/disruptive.pdf> and the **Policy on Threatening Behavior by Students** found at: <http://web.arizona.edu/~policy/disruptive.pdf>.

M. Grievance Policy, and Discrimination and Sexual Harassment Policy:

<http://grad.arizona.edu/catalog/policies/academic-policies/grievance-policy>
<http://grad.arizona.edu/catalog/policies/academic-policies/discrimination-and-sexual-harassment>.

N. Disability Accommodation:

Students who are registered with the Disability Resource Center should submit appropriate documentation to the instructor if they are requesting reasonable accommodations found at: <http://drc.arizona.edu/ada>

O. Syllabus Changes:

Information contained in the course syllabus, other than the grade and absence policies, is subject to change with reasonable advance notice, as deemed appropriated by Dr. Hart.