



Community, Environment and Policy Department

Syllabus CPH 617: Advanced Public Health Policy Analysis – SPRING 2018

Time: Tuesdays: Noon – 2:50 pm

Dates: 01/16/18 through 05/01/18

Location: Drachman A116

Credit: 3 units

Course Instructor: Daniel Derksen, MD
A235 Drachman Hall
dderksen@email.arizona.edu
(520) 626-3085

Office Hours: Dr. Derksen: by appointment via Sharon Van Skiver:
sharonv@email.arizona.edu
(520) 626-5823

Teaching Assistant: None

Course Prerequisites: Admitted to MEZCOPH or UAHS DrPH, MPH, PhD, MD, PharmD programs or by instructor permission.

Required reading: Readings and assignments may be downloaded from the course D2L website. The readings and assignments for each week's module will be posted the preceding week at the latest.

Course Description: Course Content, Goals, and Objectives: The nation's health system is undergoing dramatic transformation, and public health plays crucial roles at the federal, regional, state, and local levels. Students will learn advanced skills in applied health policy including: evaluating proposed legislation and reform; researching health legislation (e.g., Public Health Service Act, Social Security Act, Affordable Care Act); understanding the rulemaking process at state and federal agency levels once laws are enacted; conducting literature reviews; analyzing the evidence base for public health policy interventions; writing one-page summaries of proposed legislation; giving testimony to inform health policy decisions; summarizing the pros and cons of health policy interventions; and identifying opponents, proponents, advocates, and stakeholders related to specific health policy issues and interventions.

Learning Objectives: At the end of the course students will be able to:

1. Understand the public health policy process at the local, state, and federal levels.
2. Identify public health policy problems and draft interventions to address problems.
3. Analyze proposed legislation and recommend improvements.
4. Critically appraise policy interventions (legislation, taxes, rules, state agency), summarize evidence base to support or oppose the policy intervention.
5. Write one-page summaries, policy briefs, and speeches on policy interventions.

6. Prepare for policy discussions, interviews, and testimony including print, television, radio, internet, social media or other methods to disseminate health policy information; tailor key messages to a defined audience.
7. Retrieve, review and analyze high-quality statistical and non-statistical data sources to investigate public health policy issues.
8. Understand state and federal health agencies, think tanks, professional organizations, and other stakeholder roles in formulating and implementing health policy.

Class format: Each class begins with 15- to 30-minute didactic faculty and/or student lecture followed by structured discussions, workshops, and interactive sessions. Pre-assigned reading and assignment completion are essential to successful in-class participation. Students must be prepared to answer and ask questions, and provide thoughtful commentary on the assigned reading, didactic presentations, workshops and interactive sessions.

Class discussion is encouraged; all are expected to contribute. The instructor will ask questions to encourage critical thinking, encourage collegial debate, and generate ideas. Students will share what they have learned about the topic of discussion, through their own investigation and experiences. Faculty will facilitate the discussion to assure that the dialogue is respectful, and that each student has an opportunity to contribute.

As the course will include contemporary health policy issues as they emerge on the national or regional scene - the work, assignments, participation, presentations, schedule and other course requirements are subject to change at the discretion of the instructor, with proper notice to the students through email and/or D2L. <http://d2l.arizona.edu/>

Assignments: assignments include individual and group-led reviews of selected articles and issues.

- A. **Individual Assignments:** The student will: 1) come to each session prepared to discuss the articles and readings; 2) complete assignments from the previous session; and 3) teach other students what they have learned.
- B. **Group assignments:** students will be assigned to groups for some sessions.

Evaluation and Grading: Participation, assignments, quizzes, the final exam or final assignment points total 200, with the opportunity for 15 bonus credit points. The course is graded A, B, C, D, E based on the percentage of total of 200 points the student earns. The scale is:

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 65 – 69%
- E = 0 – 64%

1. **Course Participation:** 15 sessions x 5 points = 75 points. Positive factors considered for each session (one point each): on time attendance, active participation, coming to class prepared, discussing the readings, and contributing to the subject matter. Negative factors considered: missing class (0 points), coming to class late, not participating in class discussions, coming to class unprepared, using laptop or phone during class unrelated to the session.
2. **Assignment Completion:** 15 sessions X 5 points = 75 points. Positive factors: concise, well written / prepared assignments, active contributions during session reviews and discussions. Some assignments will include evaluation of your performance by the instructor and the entire class. Negative factors considered: poorly written assignments (examples: grammar, spelling errors), disorganized or difficult to follow or read powerpoint and other presentations, assignments submitted past the deadline (late assignments will receive zero points).
3. **Quizzes, Final Exam or Final Assignment:** 50 points.
4. **Bonus Credit:** Up to 15 points total (two to five points will be available for certain assignments).

Competencies: Critical Analysis

- (D1) Apply theoretical and evidence-based perspectives from multiple disciplines in the design and implementation of programs, policies, and systems.
- (D2) Interpret quantitative and qualitative data following current scientific standards.
- (D5) Synthesize information from multiple sources for research and practice.
- (D6) Evaluate the performance and impact of health programs, policies, and systems.
- (D7) Weigh risks, benefits, unintended consequences of research and practice.

Competencies: Management

- (F4) Align policies and procedures with regulatory and statutory requirements.
- (F8) Establish a network of relationships, including internal and external collaborators.

Required Statements:

Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog ([here](#)).

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

Accessibility and Accommodations: Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Classroom Behavior: The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. This information is available [here](#). Students are expected to be familiar with the UA Policy on Disruptive and Threatening Student Behavior in an Instructional Setting found [here](#) and the Policy on Threatening Behavior by Students found [here](#).

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Communications: You are responsible for reading emails sent to your UA account from your professor and the announcements that are placed on the course web site. Information about readings,

news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found [here](#).

Nondiscrimination and anti-harassment policy: The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately as described in the section below, “Reporting Discrimination, Harassment, or Retaliation.” All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations. More detail can be found [here](#).

Grievance Policy: Should a student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, Assistant Dean for Student and Alumni Affairs, department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance using the Graduate College Grievance Policy found [here](#).

Grade Appeal Policy can be found [here](#).

Honors Credit: All Tier One and Tier Two courses must be available for Honors credit. This course does not have a stand-alone Honors section; therefore, the requirements to fulfill an Honors contract are available [here](#).

Plagiarism: The University Libraries have some excellent tips for avoiding plagiarism, available [here](#). What counts as plagiarism?

- Copying and pasting information from a web site or another source, and then revising it so that it sounds like your original idea.
- Doing an assignment/essay/take home test with a friend and then handing in separate assignments that contain the same ideas, language, phrases, etc.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Hiring another person to do your work for you, or purchasing a paper through any of the on- or off-line sources.

Syllabus Changes: Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate.

Telephone and Computer Use: Laptops are allowed and use is governed by the following University policy [here](#). Turn your cell phones to silent or vibrate in order to not disrupt the class. Texting, emailing, or other use of phones, laptops, etc. unrelated to class work are strongly discouraged.

UA Smoking and Tobacco Policy: The University's “Smoking and Tobacco Policy” is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco- and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available [here](#).

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DDerksen M.D.

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Advanced Public Health Policy Analysis CPH 617 – SPRING 2018
Tuesday January 16, 2018 – Tuesday May 1, 2018 Drachman Hall A-116

Date	Module Topics	Faculty
1. Jan 16	Overview: Advanced Public Health Policy Analysis	Derksen
2. Jan 23	City, County, State - Public Health Policy Analysis	Derksen
3. Jan 30	Federal – PHSA, SSA, ACA – Implementing Reform	Derksen
4. Feb 6	Elections: Implications for Health Policy 2018-2021	Derksen
5. Feb 14	State/Fed Health Agencies, Rulemaking, Regulating, Implementing	Derksen
6. Feb 20	The Judicial Branch Health Policy	Derksen
7. Feb 27	Evaluating, Writing & Delivering Health Policy Speeches	Derksen
Mar 5-9	SPRING BREAK	
8. Mar 13	Data Visualization for Policymakers	Derksen
9. Mar 20	Affordable Care Act – Coverage, Access, Tax Reform	Derksen
10. Mar 27	Prepare for Final Project – Group Meetings	Derksen
11. Apr 3	Think Tanks and Advocacy Groups – Understanding Allies and Opponents in Health Policy	Derksen
12. Apr 10	Writing Speeches, Leave Behinds, and Policy Briefs	Derksen
13. Apr 17	Preparing for a Media Interview on a Public Health Issue	Derksen
14. Apr 24	Final Project Presentations	Derksen
15. May 1	Final Project or Exam, Evaluations	Derksen

Updated 10/24/17

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