Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
Public Health Advocacy CPH 565
Fall 2013

Time: Wednesday 9:00 AM – 11:50 AM
Location: Drachman Hall, A120

Instructors: Maia Ingram
maiai@email.arizona.edu
626-2267
Roy P. Drachman Hall, Rm. A217
1295 N. Martin Ave, Bldg. A202
Tucson, AZ 85724

Jill Guernsey de Zapien
dezapien@email.arizona.edu
626-7083
Roy P. Drachman Hall, Rm. A317D
1295 N. Martin Ave, Bldg. A202
Tucson, AZ 85724

Office Hours: By appointment.

Teaching Assistant: N/A

Catalog Description: This course establishes a framework within which advocacy is understood to be an essential role of the public health professional in promoting, implementing and sustaining effective public health policy. Through case studies, readings, lectures, role plays, field research and action planning, students will develop the skills needed to be an effective advocate for public health

Course Prerequisites: None

Course Learning Objectives:

By successfully completing this course, students will be able to:
1. Understand the role of public health policy in addressing health disparities.
2. Describe and explain the relationship among advocacy, public health practice and policy change.
3. Understand and select the appropriate frameworks that underpin policy and advocacy.

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4. Apply advocacy principles to the policy-making process at local, state and national levels.
5. Use the analytical skills of a public health advocate.
6. Apply strategies and tools to address public health issues on a local, state and national level.
7. Develop advocacy strategies for defined public health issues.
8. Design an advocacy action plan for a defined public health issue.

**MPH/SECTION Competencies Covered:**

**POLICY DEVELOPMENT/PROGRAM PLANNING SKILLS:**
- Assess and interpret information to develop relevant policy options.
- States policy options and writes clear and concise policy statements.
- Articulating the health, fiscal, administrative, legal, social, political, and ethical implications of each policy option.
- Deciding on the appropriate course of action and writing a clear and concise policy statement and implementation plan.

**ANALYTICAL SKILLS:**
- Defines a problem.
- Determines appropriate uses and limitations of data.
- Understands how the data illuminates ethical, political, scientific, economic, and overall public health issues.

**COMMUNICATION SKILLS:**
- Communicates effectively both in writing and orally.
- Interpreting and presenting accurately and effectively demographic, statistical, and scientific information for professional and lay audiences adapting and translating public health concepts to individuals and communities.
- Soliciting input from individuals and organizations.
- Advocating and marketing for public health programs and resources, including political lobbying, grant writing, collaboration building, and networking.
- Using all types of media to communicate important public health information.

**CULTURAL SKILLS:**
- Interacting competently, respectively, and professionally with persons from diverse backgrounds.
- Determining health related consequences of social structure.

**BASIC PUBLIC HEALTH SCIENCE SKILLS:**
- Defining, assessing, and understanding the health status of population, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.
- Understanding of the historical development and structure of state. Local and federal public health agencies.

**Course Notes:** N/A

**Recommended Texts/Readings:** Aside from the course texts, all other course readings will be available on-line or through D2L.

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Required Texts:


Themba, Makani N. Making Policy Making Change: How Communities are Taking Law into Their Own Hands, Berkley California, 1999

Required Readings:


Fairchild AI, Rosner D, Colgrove J, Bayer R, Fried LP. The exodus of public health: What history can tell us about the future. 2010; 100(1); 54-68.


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Rogers, MB. Cold Anger: A story of faith and power politics. 1990. University of North Texas Press, Denton, TX


Course Requirements:

- Attend all classes.
- Be prepared to participate in class discussions by completing reading and other assignments in a timely manner.
  - Complete five (5) individual assignments.
    - Public Health Agenda (1/2 page single spaced)
    - Legislator Interview Report (2 pages single spaced)
    - Policy analysis on health care reform (2-3 pages single-spaced)
    - Op-Ed (300 – 500 words)
    - Elevator Speech (half page single spaced)
- Participate in the group development of an advocacy plan that includes:
  - Select an aspect of a current policy issue that is relevant on local, state, nation, global level.
  - Analyze the policy using the theoretical constructs provided in class.
  - Identify opponents and allies and how to engage them.
  - Develop advocacy tools on this policy issue that may include fact sheets, letters to the editor and elevator speeches, media advocacy plans, and community mobilization efforts.
  - Describe advocacy strategies for your policy
  - Present the action plan to the class
  - Revise and submit a final action plan
Grading/Student Evaluation: Grades will be distributed among individual and team work. Your level of participation in team assignments also will be graded by a peer evaluation process.

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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Percent of total grade:

- Individual assignments: 40%
- Group Advocacy Plan: 40%
- Peer Evaluation/Reviews: 10%
- Class participation (attendance & participation): 10%

Total: 100%

Class Attendance/Participation: We expect you to attend class and to be prepared to participate in discussions, case presentations, critiques and any other class activities. This course is designed to be highly interactive, and that requires collaboration on everyone’s part. Participation will be assessed through the peer evaluation process. Use of laptop computers and cellular phones in the class is not permitted. Please be considerate of our speakers and be on time for all classes. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. Absences pre-approved by the UA Dean of Students (or Dean’s designee will be honored.)

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 at: [http://www.registrar.arizona.edu/emailpolicy.htm](http://www.registrar.arizona.edu/emailpolicy.htm)

Disability Accommodation: If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. The official policy can be found at: [http://catalog.arizona.edu/2012%2D13/policies/disability.htm](http://catalog.arizona.edu/2012%2D13/policies/disability.htm)

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Classroom Behavior: (Statement of expected behavior and respectful exchange of ideas) The Dean of Students has set up expected standards for student behaviors and has defined and identified what is disruptive and threatening behavior. This information is available at: [http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines](http://deanofstudents.arizona.edu/disruptiveandthreateningstudentguidelines)

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**Grade Appeal Policy:** http://catalog.arizona.edu/2012-13/policies/gradappeal.htm

**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.
## Course Schedule:

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
<th>Individual Work</th>
<th>Group Work</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1. 8/28</td>
<td><em>The Political Nature of Public Health</em></td>
<td>Individual assignment #1:</td>
<td>Group Project: Discussion of advocacy plan</td>
<td>• Advocacy Institute, 2000, 2003</td>
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<td></td>
<td>Introduction to the goals and process of the course</td>
<td>Public Health Policy Agenda due next week 9/4 – be prepared to present!</td>
<td>issues.</td>
<td>• Fairchild, et al 2010</td>
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<td></td>
<td>This American Life: Breaking the Ice</td>
<td>Identify Arizona legislators for Districts 25-30 (keep this list!)</td>
<td>• Avery &amp; Bashir, 2003</td>
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<td>The complexities of Advocacy</td>
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<td>• Bassett, 2003</td>
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<td>Policy vs. Program Game</td>
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<td>• Caira et al., 2003</td>
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<td>2. 9/4</td>
<td><em>The Political Nature of Public Health: Frameworks for analysis and action</em></td>
<td>Individual assignment #1 due and presented in class</td>
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<td>• Evans, 2003</td>
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<td>Speaker: Pete Worthem, Chief Legislative Liaison Health Choice Arizona - IASIS Healthcare Corp.</td>
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<td>• Finebeg 2013</td>
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<td>Speaker: State Representative Ethan Orr</td>
<td>Interview with legislators - report due 9/25.</td>
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<td>• Frieden, 2010</td>
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<td></td>
<td>2. Theoretical constructs related to public health advocacy and policy change</td>
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<td>• Stone, 2002, Chapter 1&amp;2</td>
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<td></td>
<td>3. Constituents meet their legislators: Creating the interview</td>
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<td>• Baum, et al 2009</td>
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<td>4. 9/18</td>
<td>1. Finding common ground for advocacy: State-level policy agenda for public health</td>
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<td>Speaker: Senator David Bradley</td>
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<td>2. Questions of equity in public health: Distributions of equity exercise</td>
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| 5. 9/25   | *Insiders vs. Outsiders – How will you advocate?*<br>Speaker Tim Schmaltz<br>Advocacy training<br>Reflection on Interviewing a legislator | Individual assignment #2 due (interview report) |  | • Wiist, 2010  
• Weeks, 2003  
• Rachel’s Environmental and Health News #814, 2005 |
| 6. 10/2   | *Public Health Advocacy on a state level*<br>Speakers: Jennifer Bonnet, Executive Director AzPHA | Individual Assignment #3 due 10/9: Letter to the Editor | Discuss Advocacy Plan Topics | • Kingdon Chaps 5-8  
• Community Toolbox: Chap 33: Section 2 [http://ctb.ku.edu/tools/sub_sections/main_1239.htm](http://ctb.ku.edu/tools/sub_sections/main_1239.htm) |
| 7. 10/9   | *Elements of Effective Advocacy at the local level: Influencing Policy Makers*<br>Speaker: Montserrat Caballero, Policy Analyst, Pima County Health Department | Individual Assignment #3 due (letter to the Editor) | Finalize Advocacy Plan Topics | • Themba Chapters 2 – 3.  
• Tsoukalas et al., 2003 |
| 8. 10/16  | *Mobilizing the community for action*<br>Speaker: Robert Ojeda, Community Food Bank: Community Organizing | Individual assignment #4: health care reform policy analysis (due 10/30) | Group assignment due 10/23: Problem definition using CBT 1) but why technique and 2) identifying social determinants | • Themba – chaps. 4-6.  
• Clemens et al 2012  
• Rogers, MB. Cold Anger  
| 9. 10/23  | *Framing your issue:*<br>Gun Debate<br>Rat story case study | Group Assignment: Frame your issue for three different audiences Due 10/30. |  | • Freudenberg & Ruglis 2003  
• CBT: Chapter 32 Section 5 Framing the Issue [http://ctb.ku.edu/en/tablecontent](http://ctb.ku.edu/en/tablecontent) |
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<tr>
<td>14. 11/27</td>
<td>Work on Advocacy plans</td>
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<td>Group assignment: Draft</td>
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<td>15. 12/4</td>
<td>Advocacy Plan Presentations and Critiques</td>
<td>Peer Review Due</td>
<td>Group assignment: Draft Plan due.</td>
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<td>16. 12/11</td>
<td>Course Wrap Up: The social responsibility of public health professionals. Speaker: Amanda Aguirre, President &amp; CEO of the Regional Center for Border Health</td>
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<td>Group Assignment #2: Advocacy Plan revised and submitted</td>
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Plagiarism: 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.