Syllabus CPH 617: Advanced Public Health Policy Analysis – FALL 2013

Time: Wednesdays 1:00 – 3:50 pm
Dates: 8/28/13 through 12/11/13
Location: Drachman A122
Credit: 3 units
Course Director: Daniel Derksen, MD
A243 Drachman Hall
dderksen@email.arizona.edu
(520) 626-3085
Office Hours: Wednesday mornings 7am to 9am, and by appointment via Sharon Van Skiver: sharonv@email.arizona.edu
Teaching Assistant: None
Course Prerequisites: Admitted to MEZCOPH or AHSC DrPH, PhD, MD, PharmD programs or by instructor permission.
Required reading: Reading may be downloaded from the course d2L website.
Course Description: As the nation dramatically reforms its health system in 2014, public health plays crucial implementation roles. Students will learn advanced skills in applied health policy analysis including: evaluating proposed legislation; researching health legislation (Public Health Service Act, Social Security Act, Affordable Care Act); understanding the rulemaking process at the state and federal agency levels; conducting a literature review; 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.
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), summarize evidence base to support or oppose the policy intervention.
5. Learn to write one-page summaries, policy briefs, and speeches to support or oppose 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 stakeholders roles in formulating and implementing health policy.

Class format: Each class will begin with 15 to 30 minute didactic faculty and/or student lectures followed by structured discussions, workshops and interactive sessions. Pre-assigned reading is 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 to 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.

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

A. Individual Assignments: The student will come to each session 1) prepared to discuss the article 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: The seminar is graded A, B, C, D, and E. The scale is:

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

1. Course Participation: 15 sessions x 2 points = 30 points (attendance, participation)
2. Assignment Completion: 15 sessions X 3 points = 45 points
3. Final Exam or Assignment: 25 points
4. Bonus Credit: 10 points
Competencies (DrPH):

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.

Management

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

OTHER INFORMATION

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

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/2013%2D14/policies/disability.htm

Academic Integrity: All UA students are responsible for upholding the University of Arizona Code of Academic Integrity, available through the office of the Dean of Students and online: The official policy found at: http://deanofstudents.arizona.edu/codeofacademicintegrity

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.
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

Students are expected to be familiar with the UA Policy on Disruptive and Threatening
Student Behavior in an Instructional Setting found at:
http://policy.arizona.edu/disruptive-behavior-instructional and the Policy on Threatening
Behavior by Students found at:
http://deanofstudents.arizona.edu/sites/deanofstudents.arizona.edu/files/Disruptive_threat
_bklt_2012.pdf

Telephone and Computer Use:  Laptops are allowed and use is governed by the
following University policy http://security.arizona.edu/aup.  Turn your cell phones to
silent or vibrate in order to not disrupt the class and disturb your fellow students and
professor.

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 at:
http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy

Grade Appeal Policy:  http://catalog.arizona.edu/2013-14/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.

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Center for Rural Health | Read our Blog | Follow us on Twitter
Named the 2013 Outstanding Rural Health Organization by the NRHA
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<th>Topic</th>
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<td>Overview: Advanced Public Health Policy Analysis</td>
<td>Derksen</td>
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<td>2. Sept 4</td>
<td>City, County, State - Public Health Policy Analysis</td>
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<td>3. Sept 11</td>
<td>Federal – PHSA, SSA, ACA – Implementing Reform</td>
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<td>4. Sept 18</td>
<td>Think Tanks &amp; Advocacy Groups – Health Policy</td>
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<td>5. Sept 25</td>
<td>State Health Agencies, Rulemaking, Regulating, Implementing</td>
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<td>6. Oct 2</td>
<td>Federal Health Agencies, Proposed Rulemaking</td>
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<td>7. Oct 9</td>
<td>Informing Health Policy – Giving Effective Testimony</td>
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<td>8. Oct 16</td>
<td>Writing Speeches, Leave Behinds, and Policy Briefs</td>
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<td>10. Oct 30</td>
<td>Meeting with Policymakers – Driving Home Key Policy</td>
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<td>11. Nov 6</td>
<td>Contemporary Public Health Policy Issues - Workshop</td>
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<td>14. Nov 27</td>
<td>Student Led Presentations</td>
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<td>15. Dec 4</td>
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<td>16. Dec 11</td>
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