Syllabus PHPM 617: Advanced Public Health Policy Analysis – SPRING 2021

Time: Tuesdays: Noon – 2:50 pm

Dates: 01/19/2021 through 05/04/2021

Location: Drachman A114

Credit: 3 units

Instructor: Daniel Derksen MD, Professor of Public Health, Nursing and Medicine
976 Health Sciences Innovation Building
dderksen@email.arizona.edu Direct Line: (520) 626-3085

Availability: By appointment via email. Teaching Assistant: None

Catalog Description: This course will discuss and explore the intricacies of policy analysis in a context of competing ethics, values, and powers. Students will learn to critically appraise policy analyses. Students will be trained to recognize stakeholder sensitivities, perceptions, and views.

Course Description: Course Content, Goals, and Objectives: The nation’s health system is undergoing dramatic change after the November 2021 national elections. 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; displaying public health data to inform policymakers and the lay public; 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.

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

Course Objectives and Expected Learning Outcomes: At course end students will be able to:

1. Understand the organization, structure, and function of the U.S. health care, public health, legislative, and regulatory systems and be able to analyze, synthesize, and evaluate data and outcomes to inform contemporary public health policy issues.

2. Understand the public health policy processes at the local, state, and federal levels.

3. Identify public health policy problems and draft interventions to address problems.

4. Analyze proposed legislation and recommend improvements.

5. Critically appraise policy interventions - legislation, rules; cite supporting/opposing evidence.

6. Write one-page summaries, policy briefs, and speeches on policy interventions.

7. 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.

8. Retrieve, review and analyze high-quality statistical and non-statistical data sources to investigate public health policy issues.
9. Understand state and federal health agencies, think tanks, professional organizations, and other stakeholder roles in formulating and implementing health policy.

Competencies Covered

Assessment Link: The 15 sessions (modules) have reading assignments distributed in advance of the module discussed each Tuesday. Written assignments are to be submitted to the instructor each Friday before 5pm the week the module is discussed. Each module will include a faculty overview, and brief student oral presentations with time for balanced feedback emphasizing both the strengths and opportunities for improvement of the oral presentations. Written assignments must address the specific topics identified in the schedule of classes.

Wk1: two written assignments;
Wk2: three written assignments and one oral presentation;
Wk3: reading assignments; attend day-long Rural & Public Health Policy Forum at state capitol
Wk4: written assignment and oral interview;
Wk5: three written assignments;
Wk6: written assignment and oral presentation;
Wk7: written assignment and oral presentation;
Wk8: health policy data visualization participatory workshop;
Wk9: written assignment and oral presentation;
Wk10: written assignment; group final project preparation;
Wk11: written assignment and oral presentation;
Wk12: written assignment and oral presentation;
Wk13: written assignment and oral presentation;
Wk14-15: written assignments and oral final project presentations and feedback.

*Competencies for MPH Students in Public Health Policy and Management:* Describe the state and federal processes that govern the delivery of health services. **Assessment link:** Final Exam and/or Final Project and Presentation.

Specific MPH competencies include to:
1. Assess population needs, assets & capabilities that affect communities’ health (Weeks 1,2,3).
2. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence (Weeks 2,3,9).
3. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (Weeks 6).
4. Interpret results of data analysis for public health research, policy or practice (Week 8).
5. Compare the organization, structure, and function of health care, public health and regulatory systems across national and international settings (Week 12).

*Competency for DrPH Students in Public Health Policy and Management:*

**DrPH Competency 1 for PHPM 617:** Use publicly available datasets to design informative data illustrations that support evidence-based decision making. (Week 4)

Assessment: You will be assessed on your ability to use publicly available datasets to design informative illustrations that support evidence-based decision-making. You will identify one health policy issue that you are passionate about and one publicly available dataset that tracks data on that issue. You can use any of the following datasets or a health-related dataset of your choice.

• Medicare Health Disparities (this has a visualization tools built in, but don’t use those, just use the tool to extract data files using the download data feature at the bottom of the filter window): https://data.cms.gov/mapping-medicare-disparities
• CDC’s WISQARS™ (Web-based Injury Statistics Query and Reporting System)
• County Health Rankings (this has a visualization tools built in, but do not use those, just use the tool to extract data files using the downloads tab when viewing a specific state): http://www.countyhealthrankings.org/
• U.S. Census: https://data.census.gov/cedsci/

You will identify two to five (2-5) measures/indicators related to your policy issue. Conduct a quick analysis of the measures. You do not need to do any inferential statistical analysis for this activity; it is fine to focus on a descriptive analysis. Display your result in a data visualization (viz) / infographic. Depending on your analysis and results, this may be a statistical, informational, timeline, process, geographic, comparison, or hierarchical infographic.

Prepare a three (3) page report in which you interpret your infographic/viz. Describe how you would use it as evidence to support one evidence-based decision related to your health policy issue.

Post your infographics and report to the designated discussion board forum on D2L. Provide feedback on at least two of your classmates’ results and presentation. Your classmates and the instructor will provide feedback on your infographic and report. Use the feedback to revise your report and policy brief and submit your final project to the designated area of the D2L course site.

References for DrPH Competency 1:

DrPH Competency 2 PHPM 617: Analyze the health, economic, and social impacts of a state and/or federal bill (legislation) addressing a contemporary public health problem. (Weeks 14,15) Assessment: Students are assessed by requiring them to analyze the health, economic, and social impacts of state and/or federal legislation addressing a contemporary public health problem as a final course project (weeks 14, 15) as follows.
You will identify a contemporary public health problem and a state or federal bill that addresses it. You will analyze the health, economic, and social impacts of the legislation by conducting a review of the relevant literature. Your review can take a variety of forms (e.g., scoping, systematic, etc.), and must be conducted and reported using systematic, replicable methods. The review can use the Cochrane Methodology or the CDC’s Guide to Community Preventive Services as appropriate and may use the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) checklist for additional rigor.
Prepare an approximately ten-page report; present a succinct two-page summary in class as follows.

1. Describe the public health problem and the associated legislation that addresses it.
2. Analyze the health, economic and social impacts of the legislation on the target population(s).
3. Include the methodology used to conduct the review; cite evidence of effect/impact of the legislation.
4. Assess and summarize the quality of available evidence that the bill will address the problem.
5. Describe the findings and implications for future policy/program improvement or for research.
6. Prepare a two (2) page, succinct policy brief with one to two (1-2) photographs or images, that describe the public health problem, the legislation/bill, its health, economic, and social impacts, and recommendations for alternative or improved legislation based on available data.
7. Present and answer questions (15-minutes or less total) on your policy brief and receive feedback from the instructor and classmates. You will use the feedback to revise your report and policy brief, and submit your final project to the designated area of the D2L course site.

Course Notes: The instructor will post presentation materials after class sessions.

Required Readings: Will be posted and sent by email to students for each module the week prior.

Class Requirements: Each class begins with a brief 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.

The course includes contemporary health policy issues as they emerge on the national or regional scene. The work, assignments, participation, presentations, schedule and other requirements are subject to change at the discretion of the instructor, with proper notice to the students through email.

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; 3) teach other students what they have learned; 4) provide feedback to other students on their presentations.

B. Group assignments: students will be assigned to groups for some sessions.

C. Policy Proposal (DrPH only, see Competencies for DrPH students):
   1. Submit your data visualization (viz)/infographic in D2L, present (15-min) your viz to the entire class, provide feedback to other students. (Week 4).
   2. Research, synthesize, and submit an approximately ten-page health policy report and two-page concise policy brief on a current public health issue and the federal and/or state legislation (introduced, passed and/or enacted) to address the problem. Present a 15-minute summary of your two-page policy brief in class. (Weeks 14,15).

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>65 - 69%</td>
</tr>
<tr>
<td>E</td>
<td>0 - 64%</td>
</tr>
</tbody>
</table>

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. **Policy Proposal (DrPH Only)**: 50 points
5. **Bonus Credit**: Up to 15 points total (two to five points will be available for certain assignments).

**Telephone and Computer Use**: Laptops are necessary for course work. Please turn your cell phones off, to silent or vibrate during class. Texting, emailing, or other use of phones, laptops, etc. unrelated to class work are strongly discouraged.

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

**Required Statements**: The following are standard statements for UA Courses:

**Communications**: You are responsible for reading emails sent to your UA account from your instructor 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: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

**UA Smoking and Tobacco Policy**: The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on its campuses and in its vehicles, http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy

**University Course Policies**: the link provides individual policies on Absence and Class Participation, Threatening Behavior Policy, Accessibility and Accommodations, Code of Academic Integrity, Nondiscrimination and Anti-Harassment Policy, Subject to Change Statement. https://academicaffairs.arizona.edu/syllabus-policies

**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.

**MEZCOPH Committee on Inclusion and Equity - Optional Syllabus Language**

**Gender Pronoun Guideline** - It is recommended that instructors address, in one way or another, pronoun usage in their classroom, and that this be done the first day of class. It can be done in a fashion each instructor prefers, but for many, the following statement could work:
“It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. As the course includes group work and in-class discussion, it is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.

The application of this guideline in all instructional settings involving group interactions is strongly encouraged, but the means of carrying it out are left to each faculty member.

**Content Advisory Guideline** - It is recommended that instructors use “content advisories” when assigning certain kinds of course materials. The purpose of these advisories is to alert students to the possibility of unexpected exposure to content evocative of prior traumatic experiences. So alerted, students can talk with the instructor about alternate materials, if such is possible, since students will remain responsible for requirements of the course. The policy is not meant to restrict course content in any way, but to provide ample information about course content in advance, enabling students with legitimate concerns to plan better. Students are encouraged to speak with the instructor at the beginning of the semester prior to course content engagement to voice concerns.

Instructors may adopt the University of Arizona General Education existing policy recommendation (referred to as the “Notification of Objectionable Materials”) dated August 2016 that states:

**Notification of Objectionable Materials** (recommended, not required): “This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

[http://gened.arizona.edu/content/course-syllabus-guidelines](http://gened.arizona.edu/content/course-syllabus-guidelines).”

**Attendance** If you feel sick or you may have been in contact with someone who is infectious, stay home. Except for seeking medical care, avoid contact with others and do not travel. Notify your instructor if you will be missing an in person or online course meeting, or you will miss an assignment deadline. Non-attendance for any reason does not guarantee an automatic extension of due date or rescheduling of examinations. Please communicate and coordinate any request directly with your instructor. [Campus Health](https://www.arizona.edu/campushealth) is testing for COVID-19. Please call (520) 621-9202 before you visit in person. Visit the [UA Arizona COVID-19](https://www.arizona.edu/campushealth/covid19) page for regular updates.

______________________________
Daniel Derksen MD, Professor of Public Health, Community, Environment & Policy Department
Mel and Enid Zuckerman College of Public Health (MEZCOPH)
Associate Vice President for Health Equity, Outreach & Interprofessional Activities
University of Arizona (UA) Health Sciences
Walter H. Pearce Endowed Chair & Director, UA Arizona Center for Rural Health
Senior Advisor, Arizona Area Health Education Center Program
520-626-3085 | dderksen@arizona.edu
<table>
<thead>
<tr>
<th>Module Date</th>
<th>Module Topics</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jan 19</td>
<td>Overview: Advanced Public Health Policy Analysis</td>
<td>Derksen</td>
</tr>
<tr>
<td>2. Jan 26</td>
<td>City, County, State - Public Health Policy Analysis</td>
<td>Derksen</td>
</tr>
<tr>
<td>3. Feb 1,2</td>
<td>Rural &amp; Public Health Policy Forum Virtual</td>
<td>Derksen</td>
</tr>
<tr>
<td>4. Feb 9</td>
<td>Data Visualization for Policymakers</td>
<td>Koch</td>
</tr>
<tr>
<td>5. Feb 16</td>
<td>State/Fed Health Agencies, Rulemaking, Regulating, Implementing</td>
<td>Derksen</td>
</tr>
<tr>
<td>6. Feb 23</td>
<td>Think Tanks and Advocacy Groups – Understanding Allies and Opponents in Health Policy</td>
<td>Derksen</td>
</tr>
<tr>
<td>Mar 9</td>
<td>READING DAY</td>
<td></td>
</tr>
<tr>
<td>8. Mar 16</td>
<td>Medicaid, Medicare, ACA Quiz [online readings, D2L submission]</td>
<td>Derksen</td>
</tr>
<tr>
<td>9. Mar 23</td>
<td>Preparing for Media Interviews on Public Health Topics</td>
<td>Derksen</td>
</tr>
<tr>
<td>10. Mar 30</td>
<td>COVID-19 Pandemic; Prepare for Final Project</td>
<td>Derksen</td>
</tr>
<tr>
<td>11. Apr 6</td>
<td>U.S. Health System Implications for 2020 and Beyond</td>
<td>Gerald</td>
</tr>
<tr>
<td>12. Apr 13</td>
<td>The Judicial Branch and Health Policy</td>
<td>Derksen</td>
</tr>
<tr>
<td>13. Apr 20</td>
<td>Final Project Presentations</td>
<td>Derksen</td>
</tr>
<tr>
<td>14. Apr 27</td>
<td>Final Project Presentations, Course Evaluations</td>
<td>Derksen</td>
</tr>
<tr>
<td>15. May 4</td>
<td>Final Evaluation</td>
<td>Derksen</td>
</tr>
</tbody>
</table>

Updated 02/09/2021