Mel and Enid Zuckerman College of Public Health  
The University of Arizona

SYLLABUS
CPH 696P: Public Health Policy and Management Field Seminar
SPRING 2020

**Time:** This class includes online presentations and discussion forums, class meetings (three 2-hour class meetings to be scheduled), student-partner meetings to be scheduled individually or in small teams, attendance at the Annual Arizona Rural and Public Health Policy Forum (TBA), and required observation sessions at the Arizona State Legislature during UA Spring Recess (March 5-9, 2018).

**Location:** Tucson; Phoenix.

Students will be responsible for all transportation and lodging costs, if incurred. Travel stipends may be available at the discretion of the Director of the Department of Community, Environment and Policy or the Arizona Center for Rural Health. Registered students may utilize UA Motor Pool Vehicles. Students must complete the Driver Registration thought the self-paced Defensive Driver Training course at [https://risk.arizona.edu/training/defensive-driving](https://risk.arizona.edu/training/defensive-driving). Please note the following:

- Students are responsible for ensuring they are approved to check our Motor Pool vehicles. Carpooling is highly encouraged to make best use of this resource.
- Students must have active Travel Authorizations to check out a vehicle – these will be coordinated through the Department of Community, Environment, and Policy.
- The system requires 24-hours to activate new student profiles after first log-in.
- Log in requires your UA NetID and password
- The Driver Registration section can take up to 48 hours to be verified and marked complete
- Allow for about one hour to complete the defensive driving course.

**Instructors and Contact Information:**

Daniel Derksen, MD  
A243 Drachman Hall  
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Leila Barraza, JD, MPH  
A245 Drachman Hall  
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(520) 626-0720

Heather Carter, EdD  
UA Phoenix Plaza 119  
heathercarter@email.arizona.edu
Instructor Availability: Office hours by appointment.

Teaching Assistant: None.

TA Office Hours: NA

Course Credit: 2 units

Catalog Description: This seminar will expose students to public and private health professionals, participate in small group discussions and/or community meetings, and learn policy and management issues addressed on a daily basis by these professionals.

Course Description: The Public Health Policy and Management Field Seminar introduces students to the legislative process for passing state health policy via a service-learning experience. Students will interact with key policy stakeholders including elected representatives, state officials, advocacy groups, and community-based organizations. Students will attend legislative sessions and observe the steps involved in the passage of health bills.

Service-learning: is a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection. Students involved in service-learning are expected not only to provide direct community service but also to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their roles as citizens. Service-learning is a form of experiential education that:

- is developed, implemented, and evaluated in collaboration with the community (in this course, the community will primarily be drawn from advocacy groups and elected representatives that are responding to community-identified concerns),
- responds to community-identified concerns,
- attempts to balance the service that is provided and the learning that takes place,
- enhances the curriculum by extending learning beyond the classroom and allowing students to apply what they've learned to real-world situations, and
- provides opportunities for critical reflection.

Course Prerequisites:
- Admitted to MEZCOPH graduate program (MPH, DrPH PhD); or Arizona Health Sciences graduate program (Nursing, Pharmacy, Medicine) with Instructor Permission
- Completed or currently enrolled in PHPM 617—Advanced Public Health Policy Analysis (Derksen); or PHPM 608A—Public Health Law and Ethics (Barraza)

Course Objectives: During this course students will:
- Review the basic legislative policy process in Arizona.
- Describe the challenges and barriers as well opportunities for passing state level policy.
- Identify the stakeholders involved in the development, writing and passage of public policy.
- Consider and evaluate how community-identified concerns are voiced and responded to through the advocacy and policymaking process.
- Apply insights and lessons learned to pragmatic activities, such as policy briefs, media communication, etc.
Expected Learning Outcomes:

DrPH Concentration Competencies:
Provide effective small-group leadership, collaborate with local advocacy groups, analyze public health problems, formulate legislative solutions, and develop evidence-based recommendations that justify government intervention.

PHPM MPH Concentration Competencies:
Collaborate with local advocacy groups, analyze public health problems, formulate legislative solutions, and develop evidence-based recommendations that justify government intervention.

Required Texts or Readings: Readings may be downloaded from the course D2L website.

Required or Special Materials: None.

Course Requirements:

1. This course will require students to observe and participate in the legislative process as it unfolds at the Arizona State Capitol and engage with Arizona-based advocacy groups working on a broad array of issues related to protecting and improving the public’s health and wellness. There will be three class meetings that will be 2-hours in length. Additionally, students will be required to schedule and participate in visits to Phoenix over UA Spring Recess (March 9-13, 2020) in Phoenix. Car pool is encouraged. UA Motorpool vehicles can be supported.

2. Attendance: There will be no makeup sessions for missed classes or community activities. If an unavoidable crisis occurs, the student must provide documentation to receive an appropriate make-up assignment to be determined by the instructor responsible for the missed session.

3. Participation: Active and engaged participation throughout service, training/presentation, and reflection activities is crucial. Service-learning requires flexibility and your ability to activate your personal and professional skills to solve problems, facilitate service activities and critically reflect on broad public health and policy themes presented in the course. Participation includes thorough review of assigned readings and preparation to fully engage in class discussions and reflection assignments. If you consistently demonstrate that you have done this, you will receive appropriate points for participation.

4. Reflections: Much of the grading for this course is based on structured reflection, both written and in group discussion. There will be two individual written reflection papers, and two structured group reflection discussions. These products must be coherent reflections on the themes, issues, and processes encountered in the course readings, interactions, and service experiences. See below for guidelines on the reflection process.

5. Deliverables to Community Partners: The community partners for this course will be drawn from the advocacy community along with key stakeholders and others working closely within the legislative process. Students will provide service to community partners in the form of a specific deliverable related to a policy goal. After meeting with partners, students will select a partner with which they will work closely in small groups, and collaborate to determine a feasible deliverable (such as a policy brief, data visualization, community outreach plan, or other). A work plan will be established for completing the deliverable within the course timeline.
6. **Leadership for Doctoral Students:** Doctoral students will lead small group sessions of fellow classmates over the course of the semester.

7. **Summary of Graded Course Components for Masters Students:**

<table>
<thead>
<tr>
<th>Participation</th>
<th>100</th>
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<tbody>
<tr>
<td>Total possible points:</td>
<td>100</td>
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<tr>
<td>Class Meetings (30 points)</td>
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<tr>
<td>Completion of online presentations/material (20 points)</td>
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<tr>
<td>Engagement with Community Partner and Legislature-based activities (50 points)</td>
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<table>
<thead>
<tr>
<th>Reflection</th>
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<tbody>
<tr>
<td>Total possible points:</td>
<td>50</td>
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<tr>
<td>Individual written reflections (2 @ 15 points = 30 points)</td>
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<tr>
<td>Group discussion reflections (2 @ 10 points = 20 points)</td>
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<th>Final deliverable/presentation</th>
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<td>Total possible points:</td>
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| Total Points:                  | 200     |

**Grading/Student Evaluation (Masters Students):** Total course points = 200

**Summary of Graded Course Components for Doctoral Students:**

<table>
<thead>
<tr>
<th>Participation</th>
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<tr>
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<tr>
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<tr>
<td>Engagement with Community Partner and Legislature-based activities (50 points)</td>
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<table>
<thead>
<tr>
<th>Reflection</th>
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<tbody>
<tr>
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</tr>
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<tr>
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<table>
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<tr>
<th>Final deliverables/presentation</th>
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<tr>
<td>Total possible points:</td>
<td>50</td>
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<tr>
<td>50 points (Deliverable # 1)</td>
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<th>Leadership Assessment</th>
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<td>Total possible points:</td>
<td>50</td>
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<tr>
<td>25 point peer leadership assessment</td>
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<tr>
<td>25 points faculty leadership assessment</td>
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| Total Points:                  | 250     |

**Grading/Student Evaluation (Doctoral Students):** Total course points = 250

A 90-100% B 80-89% C 70-79% D 60-69% E < 60%

**Guidance for Reflection Assignments**

*What is Critical Reflection?* Reflection is a process by which you analyze your experiences as a means for identifying, absorbing, and integrating what you have learned in a service-learning course. This process is essential for transforming experiences gained from service activities and course materials into genuine learning. Through reflection, you will do some or all of the following:
• Think critically about your experiences by looking back on the implications of actions taken and determining what has been gained, lost, or achieved.
• Connect these conclusions to future actions and a larger societal context.
• Analyze concepts, evaluate experiences, and form opinions.
• Examine and question your personal beliefs, opinions, and values.
• Observe, ask questions, and synthesize facts, ideas, and experiences to derive new meaning.

Individual Written Reflection Instructions
For each reflection, pick one important or interesting experience from the period of time on which you are reflecting. Because this is your reflection, you should use the first person and active voice. Write not more than a two-page paper that adheres to the following format:

1. In no more than two sentences, briefly tell what happened (objective reporting).
2. In no more than two sentences, briefly tell how you felt and thought about what you saw and heard (subjective reporting).
3. The entire rest of the paper must analyze the experience. Select from the following elements:
   a. WHY what you saw and heard happened.
   b. WHY you felt, thought, and responded as you did.
   c. HOW AND WHY the parts of a complex experience functioned and were interrelated.
   d. WHAT additional information you might need to gain further insight.
   e. HOW you might do things differently in the future based on the experience and your analysis of it.
   f. HOW something from your course readings/information resources provided greater insight into what happened.
   g. WHICH course learning objectives in the syllabus were achieved by what happened and your analytical reflection about it.

Group Discussion Reflection Instructions
Group Discussion Reflection is an opportunity to present your observations and analyses to the class in an interactive way. The goal of group discussion in this course is primarily to demonstrate effective communication skills – including the ability to express ideas clearly to the group, the ability to think in terms of clear and distinct ideas, the ability to listen with empathy and respect, and the ability to respond to questions, critique, and suggestions.

Reflection Grading Rubric

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<thead>
<tr>
<th>Points</th>
<th>Individual</th>
<th>Group</th>
<th>Rationale for Points</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>10</td>
<td>10</td>
<td>Reflection includes thoughtful insights with respect to service-learning and field experiences and incorporates one or more Analytical elements. Problems cited include a proposed solution or plan for seeking a solution. Reflection incorporates insights gained from course readings.</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>6</td>
<td>Reflection is less analytical and does not incorporate insights from course readings.</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>2</td>
<td>Reflection asks and answers no analytical questions and does not mention readings.</td>
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Late Assignments/Extra Credit Opportunities: Community-based work may create valid conditions for late assignments and extra credit opportunities; however, these must be discussed in advance with course instructor and are not to be assumed.
Academic misconduct shall result in loss of points for assignment, grade of zero for assignment, or failure of course. Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies. University policy regarding grades and grading systems is available at: 
http://catalog.arizona.edu/policy-type/grade-policies

Required examinations, papers and projects:
Required papers: Two individual written reflection papers will be submitted as per the course schedule. The Final Deliverable and Presentation will replace a final exam for this course, and will be due on Week 15 of the course. The final class meeting and final group oral reflection will take place as noted on the course schedule.

Absence and Class Attendance/Participation: (Expected attendance, participation levels)
1. Attendance: There will be no makeup sessions for missed classes or community activities. If an unavoidable crisis occurs, the student must provide documentation to receive an appropriate make-up assignment to be determined by the instructor responsible for the missed session.
2. Participation: Active and engaged participation throughout service, training/presentation, and reflection activities is crucial. Service-learning requires flexibility and your ability to activate your personal and professional skills to solve problems, facilitate service activities and critically reflect on broad public health and policy themes presented in the course. Participation includes thorough review of assigned readings and preparation to fully engage in class discussions and reflection assignments. If you consistently demonstrate that you have done this, you will receive appropriate points for participation.

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: (please see the following URL):
https://academicaffairs.arizona.edu/syllabus-policies

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.