Course Location, Dates, and Times:
- The course begins January 7, 2015.
- The course will include online readings and discussion forums for each learning unit, approximately every two weeks.
- Students will participate in required Team Meetings (as scheduled by individual Teams) to produce Team work products.

You are required to participate in online discussion forums during the following dates:
- Discussion 1: Jan. 12 through Jan. 26
- Discussion 2: Feb. 2 through Feb. 16
- Discussion 3: Feb. 22 through March 13
- Discussion 4: March 16 through March 31

You are required to complete the course units by the following dates:
- Unit 1: Jan. 26
- Unit 2: Feb. 16
- Unit 3: March 13
- Unit 4: March 31

Group Case Analysis Due: April 24

Course Professor:
- Lori Carter-Edwards
  - Evaluator and Research Associate Professor, Public Health Leadership Program and Department of Health Behavior
  - 4111 McGavran-Greenberg Hall, Gillings School of Global Public Health, 135 Dauer Drive CB#7469, Chapel Hill, NC 27599-7469
  - Lori-carter-edwards@unc.edu; 919.966.5305

Course Teaching Assistant:
- Diane Davis, dimdavis12@gmail.com

Course Overview
This 3.0-credit online course presents concepts for understanding policy development and the politics behind public health policy, and requires students to apply skills, knowledge, theories, and strategies inherent in the policy development process to exercises and case studies. Policy development includes: 1) developing policies that will achieve public health goals; 2) informing the public, policymakers, community groups, businesses, nonprofit groups, and partner organizations about the existence of and rational for public health goals; 3) working together with policymakers, community groups, businesses, nonprofit groups, and partner organizations to propose and implement solutions to public health problems; and 4) in terms of developing public health policy,
both listening to community members about public health issues, and developing personal knowledge of current public health practice and research.

Understanding policy development and the politics behind public health policy is a critical skill. Leading in the public health arena necessarily involves understanding how health policy is developed and implemented and some of the basics surrounding the discussion of public health issues in the political world. The course’s overarching aim is to support the development of a set of skills, strategies, and best practices for understanding and developing policy surrounding public health issues.

Development in and practice of skills in policy development will be assessed through online individual assignments and quizzes, group assignments, course participation in forums based on assigned readings, and a group case analysis report. A collaborative learning approach will be used to capitalize on the unique and valuable experiences of the course participants and instructor.

Learning Objectives and Competencies

Objectives:

- Define policy and policy development;
- Describe theories of the policy process and policy change;
- Discuss the policymaking process in the U.S., including regulatory and legislative aspects;
- Identify and illustrate features of the policy environment;
- Identify and categorize key stakeholders in the policymaking process;
- Examine the role of the media in the policymaking process;
- Identify and apply the stages of policy development;
- Employ principles of policy analysis to better understand factors that influence the shape, pace and direction of policymaking processes;
- Identify strategies for moving policies in the desired direction using commonly applied tools; and
- Discuss and evaluate the role of community partnerships in policymaking and appropriate measures for ensuring community participation in the process.

Policy Development Competencies:* 

- Identify current trends affecting the health of a community;
- Gather information that can inform options for policies, programs, and services;
- Describe implications of policies, program, and services;
- Explain the importance of evaluations for improving policies, programs, and services;
- Gather information for evaluating policies, programs, and services.


Public Health Leadership Competencies:**

- Develop creative capacities to optimize learning, critical thinking, and analysis skills;
- Evaluate and determine appropriate actions regarding critical political issues;
- Identify and analyze policy issues and alternatives related to selected health problems;
- Assess existing political resources to address the needs of diverse and underserved communities.

Course Format
This course consists of contact hours via required narrated online tutorials posted on the class Sakai site, as well as through assigned readings, online discussion forums, and assigned team projects.

Students will be assigned to a project team for the duration of the course. Teams will be formulated as best as possible to reflect the diversity across the class, and in particular with regard to degree program. The course is composed of weekly modules. The content of each module is presented through assigned readings, online presentations/lectured, and completion of course assignments. Required reading and written assignments reinforce and expand the online presentations/tutorials and discussions. Written assignments, quizzes, and project work products – individual and team assignments – are submitted for grading. The final month of the course will be dedicated to the completion of the group case analysis report. A group case analysis report, a detailed product compiled by individuals working in their assigned team over the course of the class, demonstrates the knowledge of principles pertain and the ability to apply and cumulatively integrate knowledge gained from course concepts.

Method of Instruction

- **Readings:** Substantial readings are assigned for each unit of this course. Complete the readings for each lesson first before proceeding to tutorials and activities. Reading materials are found in required textbooks or are available online in each lesson.

- **Tutorials:** Some lessons include an audio or video tutorial – a pre-recorded, online lecture accompanied by slides. Tutorials highlight information and concepts presented in greater depth in readings and throughout each lesson.

- **Short Videos:** Throughout the course I will try to provide short videos from me to supplement explanations on key points.

- **Discussion / Activity Questions:** This component of each lesson is designed to help you reinforce and apply concepts presented in the lesson. In many cases, you will be asked to discuss questions in the context of a case of your choosing that has particular relevance to your work or interests. Better responses are those that thoughtfully integrate concepts and information from the lesson and are well written. **Lengthy responses are unnecessary. Responses may be submitted in outline form, assuming enough information is provided.**

- **Group Discussions:** Discussion forums bring you into contact with your classmates as you share ideas, opinions, and experiences relating to key concepts presented in the course. Emphasis will be placed on analyzing current events relating to the policymaking process. Each discussion group will consist of about five to six students, and groups will remain together for the duration of the course. Groups may opt to assign a moderator for each discussion to help guide the process and redirect discussion as necessary. **Do not wait until the last few days of the discussion period to start posting – that will stifle interesting discussion.** Your grade is based on your timely submission of the three required posts and on the quality of your posts. A quality post is one that:
  - Shows careful consideration of the questions raised by the instructor;
  - Draws upon course readings, other readings, or current and newsworthy events to illustrate points; and
  - Builds on the ideas and thoughts of fellow students. Please be careful not to offer unsubstantiated
opinions or simply agree or disagree with someone’s post. Your posts need not be more than one or two paragraphs in length. Quality is more valuable than quantity.

- **Group Case Analysis:** A detailed case analysis, compiled by individuals working in their assigned group over the course of the class, is due at the end of the course. The purpose is to demonstrate knowledge of principles related to the course material and an ability to apply and cumulatively integrate knowledge gained through course concepts. Each group’s analysis will include:
  - Background information and a description of the policy to be examined;
  - A review of the policy environment;
  - A stakeholder analysis; and
  - An outline of a proposed methodology for conducting an in-depth policy analysis and generation of policy alternatives.

**Resources**

**Required Text:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>ISBN</th>
<th>Price (range for new/rental)</th>
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<tbody>
<tr>
<td>Stone, Deborah</td>
<td>Policy Paradox, Third Edition</td>
<td>978-0393976250</td>
<td>$8-65 (range for new/rental)</td>
</tr>
<tr>
<td>W.W. Norton &amp; Company</td>
<td>New York, New York, 2011;</td>
<td></td>
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</tr>
<tr>
<td>Kingdon, John</td>
<td>Agendas, Alternatives, and Public Policies</td>
<td>978-0205000869</td>
<td>$20-75 (range for new/rental)</td>
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**Course Website:**

- Sakai at https://sakai.unc.edu/portal use ONYEN and password to login; site: PUBH735.01W.SP15
- This website will be used extensively during the course for students to access required online tutorials and readings (not in the course text).
- Class announcements and other important communications will be distributed through this site, so please ensure your email address is correctly reflected in ConnectCarolina.
- Dedicated Forums/Team Sites will be established to facilitate Team communications, collaboration, storage of team documentation, and final posting of team assignments to be graded.
- Students will also be able to check their individual grades on the Gradebook.

**Valuing Diversity**

Promoting and valuing diversity in the classroom enriches learning and broadens everyone’s perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that occurs in this course. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. Diversity includes consideration of (1) the variety of life experiences other have had, and (2) factors related to “diversity of presence”, including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.
This course follows principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. The Equal Opportunity and Compliance Office (100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or 919.966.3576) has been designated to handle inquiries regarding the University’s non-discrimination policies. http://policies.unc.edu/policies/nondiscrim/

UNC Honor System
The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system.

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, therefore, specific responsibilities of the faculty which parallel the responsibilities of the students have been formally adopted by the Faculty Council. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected.

Academic Dishonesty:
Plagiarism in the form of "deliberate" or "reckless" representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Plagiarism can take many forms and there may be a number of reasons why it occurs. Some are examples are as follows:

- Quote and cite any words that are not your own.
- If you paraphrase the words of another, you must still give proper attribution.
- The default citation style for the UNC Gillings School of Global Public Health is APA Style.
- "If you look it up, write it down."

Authorized vs. Unauthorized Collaboration:
All academic work in this course, including homework, quizzes, and exams, is to be your own work, unless otherwise specifically provided. It is your responsibility if you have any doubt to confirm whether or not collaboration is permitted.

Unauthorized Materials:
Course assignments will indicate if students are permitted to use old exams, outside resources, internet articles, or any other materials in the completion of academic assignments.

Resources for Additional Information:
Students wishing to seek additional information are welcome to contact the course instructor or the Office of Student Conduct at 919.962.0805 or review the UNC Graduate Record.
Grading
A student's final grade will be based on a combination of class and team participation (25%), individual assignments and quizzes (25%) and a group case analysis final report (50%).

UNC Graduate Level grading will be applied:
H = High Pass; P = Pass; L = Low Pass; F = Fail; IN = Work Incomplete*
*A temporary grade that converts to an administrative fail unless the incomplete coursework is completed so that the temporary grade is replaced with a permanent grade before the last day of class for the same term one year later.

A quality final group case analysis project, participation in discussion forums, and completion of online assignments earns a P grade, indicating solid graduate performance. Exceptional performance (95% or better) will merit an H in the course.

The grading rubric is as follows:

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<thead>
<tr>
<th>Grade Composition</th>
<th>Weight</th>
<th>Component</th>
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</thead>
<tbody>
<tr>
<td>Individual Assignments and Quizzes</td>
<td>25%</td>
<td>Individual</td>
</tr>
<tr>
<td>Participation</td>
<td>25%</td>
<td>Individual and Team</td>
</tr>
<tr>
<td>Course Participation</td>
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<td>Peer Evaluation</td>
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<tr>
<td>Group Case Analysis Report</td>
<td>50%</td>
<td>Team</td>
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Peer Evaluation
The purpose of the peer evaluation is to evaluate each of your team members on their performance as a team member in completing team assignments. This electronic peer evaluation is completed once at the end of the course. In the peer evaluation, you will be asked to rate individual team members on each of the following five statements using a 5-point Likert scale (5=strongly agree; 4=agree; 3=somewhat agree; 2=disagree; and 1=strongly disagree):
- This team member actively participated in team assignments;
- This team member accomplished tasks on time;
- This team member’s work reflected an acceptable level of thought and effort;
- This team member functioned as a valuable member of the team by supporting the efforts of fellow team members;
- This team member would make an excellent project manager for this team.

In addition to the five statements, the peer evaluation has an open-ended question in which you can write specific comments (no longer than 3-4 sentences) on the performance of each of your team members or to provide any specific information to the professor. You will receive an overview of the feedback provided as by your team after the evaluations have been submitted and tallied. Follow-up by the professor will be undertaken with individuals and/or teams as required by the aggregated average scores that will be reported to students; comments will not be shared.
Course Policies and Requirements

- Class participation is encouraged and expected, through actively participating in individual group discussions and activities – whether team meetings and teleconferences, posting on your team’s forum site in Sakai, or other course-related participation.
- Assigned readings and online tutorials are to be completed before the end of each unit. See dates above on Page 1.
- If there is something you do not understand, ask a question. Email Dr. Carter-Edwards at lori_carter-edwards@unc.edu, or call 919.966.5305. **However, please feel free to ask your question, as it is likely something that other class members might also not understand.**
- Questions and replies that are addressed with Dr. Carter-Edwards or her teaching assistant, Diane Davis (dimdavis12@gmail.com) outside of class that are relevant to other class members will be posted to the course Sakai site for clarification and communication for all.
- The Honor Code described above is in effect for the duration of this class. If you have a question about how certain activities, especially group activities, might be interpreted under the Honor Code, please ask.
- A grade of incomplete may be taken only because of illness or special circumstances and **only with the permission of your departmental adviser and the course instructor.**
- As course professor, Dr. Carter-Edwards reserves the right to make changes to the syllabus, including project due dates, when unforeseen circumstances occur. While no changes to the syllabus are anticipated, if they are, the changes will be announced as early as possible.

All other required readings are available online on the course materials page in Sakai OR in the reserve list on Sakai.

Unit 1: Overview of the United States Health Policymaking Process

- **Lesson 1: Promoting Health Through Public Policy**
  
  a. **Readings**
     

  b. **Unit 1, Lesson 1 Presentation (Available in course materials)**

  c. **Short Video - Policykeeper, politics, and politicians (Available in course materials and at http://vimeo.com/8317482)**
     - In this very short video (recorded by Adam Searing five years ago, but it is still relevant) he talks about the concept of the policykeeper, why it is good for students to take take different political positions, and how politicians can present the same issue very differently.
Lesson 2: Theories of the Policy Process

a. Unit 1 Lesson 2 Policy Process Presentation (Available in course materials)

b. Readings:
   - Stone, Deborah. *Policy Paradox, Chapter 1* (Required Text)

Lesson 3: The Policy Process in the U.S.

a. Ted-Ed Video: How Power is Divided in the United States Government  


c. Schoolhouse Rock: "I'm Just a Bill": [http://youtu.be/0dVo3nbLYC0](http://youtu.be/0dVo3nbLYC0)

d. Reading:

Unit 2: Factors Affecting the Policy Process

Lesson 1: The Policy Environment

a. Slide Presentation

b. Reading:
   - Kingdon, John W. Chapter 7: The Political Stream. In *Agendas, Alternatives, and Public Policies*

c. One minute on the case analysis (Video) (Available in the Unit 2 course materials.)

Lesson 2: Stakeholders and Interest Groups

a. Slide Presentation

b. Readings:
   - Stone, Deborah. Chapter 10. In *Policy Paradox (Required Text)*
Lesson 3: Theory behind the role of the media (much more on practical media strategies later)


b. Readings:


Unit 3: Stages of Policy Development

Lesson 1: Problem Definition and Goals

a. Unit 3 Lesson 1 tutorial presentation

b. Readings:
   - Stone, Deborah. *Chapters 7-9*. In *Policy Paradox* (Required Text)
   - Kingdon, John W. *Chapter 5*: Problems. In *Agendas, Alternatives, and Public Policies*

Lesson 2: Goals and Evaluation Criteria

a. Unit 3 Lesson 2 tutorial presentation

b. **Short Video:** Causes and the Golden Leaf Foundation - I give a very short overview of the concept of causes and also talk about the Golden Leaf Foundation - the example for the question used in this lesson. See: http://www.vimeo.com/8318009

c. Readings:
   - Stone, Deborah. *Chapters 2-5*. In *Policy Paradox* (Required Text)
   - Garber, Ala and Sox, Harold, “The Role of Costs in Comparative Effectiveness Research,” Health Affairs, October 2010, (pp. 1805-1811).
Lesson 3: Identifying and Evaluating Policy Alternatives and Policies in Place

a. Unit 3 Lesson 3 Tutorial presentation

b. Readings

Unit 4: Promoting Policy  [Note: All readings for Unit 4 are PDFs that are available in the Unit itself.]

Lesson 1: Strategies for advocates: Coalitions, video, etc.

a. Readings:
   - Debra Strong, Debra Lipson, Todd Honeycutt and Jung Kim; “Foundation's Consumer Advocacy Health Reform Initiative Strengthened Groups' Effectiveness.” Health Affairs, 30, no.9 (2011):1799-1803
   - VIDEO: How to create a personal story video that makes real a policy issue. Adam Searing and Adam Linker, 2011 Available at: http://vimeo.com/30089272

Lesson 2: The basic practice of strategic communication in public policy advocacy

a. Readings:
   - [FamiliesUSA advanced...] Media: Advanced Tools and Tips for Advocates (Traditional Media Tools) (2012), FamiliesUSA
   - Media Basics: Storybanking (2011)
   - FamiliesUSA Glossary of Media Terms (2012) FamiliesUSA
Lesson 3: Online advocacy in public policy and for nonprofits: The basics AND understanding the limits on online electioneering and campaigning

a. Readings:
   - “Online Politics 101” 2011 (Pages 1-35 and pages 56-58)
   - [AFJ influencing pub pol...] “Influencing Public Policy in the Digital Age: The law of online lobbying and election-related activities” Allen Mattison, Alliance for Justice, 2011 [Pages 1-10]