HPM 790
Advanced Health Policy Analysis
Health Policy Development, Health Policy Advocacy
(Credit Hours: 3)
Department of Health Policy and Management
School of Public Health
Spring 2018

Syllabus, Reading, and Assignment Schedule
Class Location: Michael Hooker Research Center 003
Meeting Times: Monday, 4:40-7:40

Faculty: Pam Silberman, JD, DrPH
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Telephone: 919-966-4525

TA: Wendi Elkins
Phone: 
Email: welkins@live.unc.edu

This class will provide students with a hands-on opportunity to learn about the health policy development process in the United States. Students will gain an understanding of the different ways in which health policy are made through the legislative, executive, and judicial branches of government, as well as the role of the media and advocates/stakeholder groups in shaping health policy. Students will also gain practical experience designing and implementing a campaign aimed at changing health policy. Specifically, students will be assigned a topic and a stakeholder, and will learn how to: 1) define their problem, 2) analyze different policy options, 3) conduct a stakeholder analysis, 4) develop an advocacy strategy, 5) prepare a legislative fact sheet using strategies of clear communication, and 6) make a legislative presentation.

Learning Objectives and HPM Competencies

<table>
<thead>
<tr>
<th>Course Learning Objective</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>1 Learn and be able to apply basic policy analysis skills including problem definition,</td>
<td>Information Seeking</td>
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<tr>
<td>identifying appropriate policy options, applying evaluation criteria to assess different</td>
<td>Innovative Thinking</td>
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<tr>
<td>options, and making policy recommendations</td>
<td>Strategic Orientation</td>
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</table>

Professor Pam Silberman
UNC-Chapel Hill
2 Describe the regulatory and legislative processes and be able to explain how health policies are made in each forum.

3 Gain practical skills about how to change public policies, including creation of a broad based advocacy strategy involving the media, grassroots, and other organizations.

4 Gain the skills needed to conduct a stakeholder analysis

5 Gain negotiation skills

6 Gain skills needed to write an advocacy fact sheet and to be able to articulate a position in favor of or opposed to a particular policy position.

**Evaluation/Grading**

**Grade Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Problem statement and policy analysis</td>
<td>30%</td>
</tr>
<tr>
<td>Policy advocacy strategy paper (20% for policy advocacy strategy generally, 10% for stakeholder’s analysis)</td>
<td>30%</td>
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<tr>
<td>Individual fact sheet</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Graduate students</th>
<th>Undergraduate students</th>
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<tbody>
<tr>
<td>92 or above (H)</td>
<td>92 or above (A)</td>
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<tr>
<td>75 to 91 (P)</td>
<td>80-91 (B)</td>
</tr>
<tr>
<td>60 to 74 (L)</td>
<td>70-79 (C)</td>
</tr>
</tbody>
</table>
Below 60 (F)  
60-69 (D)  
Below 60 (F)

NOTE: Students are expected to come to class prepared to participate in discussions. The course is designed to encourage interaction and debate by students. The quality (not quantity) of a student’s in-class comments and questions can move the student’s final grade up one notch on the above scale (from, say, a P+ to an H-). Quality is assessed by the relevance, thoughtfulness, and understanding displayed.

Requirements and Expectations

By the end of the class, each student will have defined their problem (problem statement) and conducted a policy analysis; developed a policy advocacy strategy including a stakeholders’ analysis; and learned how to represent the position of a stakeholder group on the recommended policy. Students will have group and individual assignments:

Group projects: Students will work in groups of 4-5 students around an assigned public policy problem. Each group will work on two group assignments: define the problem and analyze/select a policy option from competing policy options, and create an advocacy strategy around the recommended policy option, including a stakeholder’s analysis.

Individual assignments: Students will be expected to summarize a piece of proposed legislation and regulation (of the student’s choosing). Each student will be assigned to represent a specific stakeholder group. In addition to the group assignment around the assigned problem, each student will write a fact sheet and make a 2-3 minute legislative presentation from the position of their assigned stakeholder on their assigned policy problem.

Exam: There is one in-class exam that covers the first half of the class.

The specific deliverables and exam are described below in the order in which it appears in the syllabus. Electronic copies should be posted to Sakai (in the assignment section). Please attach word documents so that I can more easily edit the documents:

#1. Legislative Summary (Pass/Fail) Due January 29, 2018
Students will identify proposed legislation (bill) and write a 1-2 page summary of the bill. You can identify legislation at either the state or federal levels.

You need to include the following information in the bill summary:

a) Bill number (check to see if a companion bill was introduced in the other body—House or Senate)
b) Main sponsor and cosponsors (if any). Check to see their party affiliation—is the bill bipartisan or partisan.
c) Summary of the bill.
d) Where the bill was referred (and summary of any actions taken on the bill—i.e., was it voted out of committee, sent to another committee, action taken on the floor, etc.).
e) Does the bill include an appropriations or finance (taxes).

f) Any suggestion that this bill was amended into another bill (you are more likely to see this in Congress, where whole bills may be amended into other bills—to check, you’ll need to look at the amendments; in North Carolina appropriations bills may be included into the omnibus appropriations bill).

#2. Regulation Summary (Pass/Fail) Due February 5

Students will analyze proposed and final regulations and write a 2-4 page summary of the regulations. I want you to look at both the proposed and final regulations of any health related regulations at the federal level. To find the final and proposal regulations, start by going to the federal register website: https://www.federalregister.gov/. Then go to search documents (at the top right hand side) and enter a search term (eg, Medicaid, or health, or tobacco control). That will give you a list of documents. You want to look for something interesting with a circled R next to it (which means final rule). Click on the final rule and then open the PDF version. (You want to quickly scroll through the final version to make sure they have a section with responses to comments. You also want to look at the summary in the beginning, as well as reference to the proposed rule that preceded the final rule which is often found in the Executive Summary section).

You need to include the following information in the regulatory summary:

Proposed regulations:

  g) Legal cite (to the Federal Register or state Register—i.e., date of publication, Register number and page number).
  h) The agency that is issuing the proposed regulations.
  i) The legal authority for publishing the regulation (i.e., what is the statute that gives the agency the authority to issue regulations in this area).
  j) A summary of the proposed rule (no more than a paragraph).
  k) Process for commenting on the rule (i.e., whether a person can request a public hearing, whether a public hearing has been scheduled by the agency, where a person can submit public comments, the comment period, etc.)

Final regulations:

  l) When were the final regulations issued (date of publication, register number and page number)
  m) A short summary of the comments and agencies’ response. (Note: I only want you to summarize one or two of the comments/responses. Some of the final regulations in state or federal registers can be very long.) I only want to be able to determine that you have reviewed some part of the final regulations in the register, to see how the comment and agency response process works. Look at the final regulations published in the federal register, not the Code of Federal Regulations (which is where the final regulations are codified. The CFR does not include summaries of comments and agency responses).

#3. Meetings with Professor about problem statement and policy option. Due no later than the week of February 12, 2018; Second meeting due no later than the week of Feb. 26

Based on Bardoch Steps 1 & 2
Meeting 1: Each student group will meet with the professor or TA to discuss their problem definition, potential policy solutions, and potential evaluation criteria. Students should arrange a time on or before the week of Feb. 13 to discuss their problem definition and potential policy solutions. Prior to the meeting, students should send the professor/TA an 1-2 page outline that includes the following information:

- Description of the problem (including why it is a problem, extent of the problem, etc.)
- Existing resources/programs to address the problem
- What has been tried elsewhere
- Possible policy solutions (students should identify as many potential legislative solutions as there are students in the group; one of which should be the status quo)
- Potential evaluation criteria (including costs to the government, impact, political feasibility, and 2 other evaluation criteria of your choosing)

Meeting 2: Students should arrange another meeting with the professor/TA no later than week Feb. 26th to discuss how the different policy options were rated (eg, the evaluation matrix), and to start brainstorming on stakeholders who are likely to have an interest in the issue. Each group should be able to identify at least 10-15 stakeholder groups interested in your preferred policy. You have to have at least two groups that would oppose the option and/or seek changes to the proposed policy. Prior to the meeting, students should send the professor/TA an 1-2 page outline that includes the following information:

- Description of the problem (including why it is a problem, extent of the problem, etc.)
- A short description of the policies you chose to evaluation (eg, 2-3 sentences).
- A short description of your evaluation criteria (along with how the evaluation criteria are weighted)
- Your evaluation matrix
- Your list of potential stakeholders (those who are likely to be interested in your recommended policy)

#4. Exam (20% of grade). Feb. 26
Students will take an in-class exam that covers the first half of the class. It will cover the roles of the legislature, executive agencies, and courts in the policy making process. It will also cover the different stages of policy analysis (Bardoch). The exam will include multiple choice and short answer questions.

#5. Problem Statement and Policy Policy Analysis (30% of grade). Due Friday, March 5
Based on Bardoch Steps 1-8.
Each group will prepare a 10-20 page paper (double spaced) that:

a) Describes the problem you want to address. Include information on who the problem affects, how many people are affected, and why there is a problem.
b) Identifies any other programs/systems that exist to address the problem. Include a description of the existing programs/systems (e.g., services provided, people covered, funding sources, etc.) and gaps or limitations in existing programs/systems.

c) Describes your policy goals. What do you want to accomplish?

d) Includes a short description of 4-5 alternative policy options that could address their problem. At least one of these options should be to maintain the status quo. (Note: There should be one policy option for each student; including the status quo). For each policy option, you should:
   i. Describe the option, and project how it will impact on the problem (projecting outcomes)
   ii. Describe whether the policy has been implemented elsewhere, and if so, what the experience has been (including any evaluations of the option). **Note, you will be graded on the extent to which the policy has evidence of successfully addressing the problem you are trying to solve.**
   iii. Any information on costs involved, ease of implementation, etc. You should try to include information needed to assess the different policy options (based on the criteria you selected in 4b, below).

e) Includes at least five evaluation criteria the student will use to compare the different policy options (each group must include costs to the state/government, impact (e.g., number of people helped), and political feasibility, students should select 2 other criteria).

f) Present your analysis of the different policy options using the evaluation criteria chosen. Present in both matrix and in descriptive format.

**#6. Framing Exercise (Pass/Fail). Due March 5**

Each group will come to class prepared with a short message that frames their public policy problem and solution using the 27-9-3 rule:

- 27 words, 9 seconds, 3 points
- What do you want your audience to think or understand about your issue?
- How do you want them to feel about what you have just said?
- What do you want the audience to do about it? (policy solution)


**#7. Stakeholder Analysis (10% of your grade). Draft due March 19, Final should be included as part of your Advocacy Strategy paper.**

Each student group will prepare a stakeholder analysis of the final policy recommended from Step #4. The stakeholder analysis should include 10-15 different stakeholder groups. It should be presented in grid format and have the following information for your recommended policy option:

a) Will the group be a supporter or opponent? (For ease of presentation, you might want to separate the supporters from opponents). Will they offer strong support, moderate support, neutral, moderate opposition, or strong opposition?

b) What is their reason for supporting or opposing your recommended policy option?

c) How powerful is the group? Are they very powerful, somewhat powerful, or weak? (Note: this is closely connected with the next point).

d) What is the resources that this group can bring to the effort? (e.g., can they set policy themselves (policy makers), do they have a PAC or make substantial financial contributions to candidates, do they have lobbyists, personal connections to policy makers, ability to mobilize grassroots, provide information/research, etc.)
e) What is the likelihood of this group getting involved in this issue (very likely, somewhat likely, or not likely). Note: Just because a group has an “interest” in an issue does not mean that they will use their political capital to actively engage in the issue.

f) How can you influence the stakeholders’ positions, if at all? Can you compromise to neutralize your opponents or to get them to support your position (remember, not all compromises are good compromises—some would undermine what you are trying to accomplish)? Alternatively, can you find supporters even within your larger group of opponents—for example, if business and industry will oppose as a group, are there any businesses that would support your position who can counter their industry position?

I also want to know which stakeholders the different group members will represent in the final presentation. Ideally, there will be at least two groups that support the final recommendation, and at least two groups who oppose it (one or more of these could be groups that would not support unless the bill is changed to address their concerns).

Note: I am looking for stakeholders that might get involved in the policy advocacy process. Certain groups/individuals do not fall into that category. For example: 1) federal organizations or agencies are unlikely to lobby at the state level. 2) State agencies (eg, NC Division of Aging, Department of Health and Human Services) or the Governor’s office might get involved. However, the state agencies will follow the Governor’s lead in their legislative approach, so you don’t need to include the Governor and the agencies as separate stakeholders. 3) Don’t include political parties as stakeholders. While they are stakeholders, they won’t lobby. (They might work behind the scenes, but won’t be helpful as a stakeholder group to represent for the fact sheet.) 4) Don’t include individuals as stakeholders, eg, older adults, people of color, people with disabilities. They will only know about an issue if they are part of an advocacy group that is following the legislative process. So, instead of older adults (if it’s an aging related issue), include AARP (or other advocacy group representing older adults). Also, national organizations don’t generally lobby at the state level (so you shouldn’t include CDC, CMS, or the AHA or AMA. This about their state-level equivalents.)

#8. Critique of Fact Sheets (Pass/Fail). Due April 2
Students will bring their draft fact sheet to class and will work with other students to critique the fact sheets (using the fact sheet grading rubric). Students must complete and print out the certificate of completion from the NIH Plain Language seminar.

#9. Policy Advocacy Strategy Paper (20% of your grade). Due April 16
Each group will prepare a 5-10 page paper (double spaced) that includes the following information:

a) Overview of the problem and your policy solution. While you already wrote a separate paper for the policy analysis, you should provide a summary at the beginning of your policy advocacy paper to ground the reader on the problem you are trying to address and your proposed legislation.

b) Your long-term and short-term policy goals (i.e., if you can’t get everything you want, what are you willing to compromise on). Remember, the goal is still to achieve your long-term goals, but you want to think about potential compromises early on, in case you can’t get your full long-term strategy implemented at once. (Ideally, your short term strategy is a step towards your longer term strategy.)
c) Who are the key stakeholders in support and opposition to the proposal (incorporating the stakeholders grid from Requirement #7 above.

d) The 2-3 major points you want to get across in your policy advocacy (e.g., what is your elevator speech). What are the best arguments in support of your long-term goal? What are your best responses to what your opponents are likely to argue?

e) Who will you seek to introduce the legislation? What committee will the bill be referred to (and can you influence that choice)?

f) What is your overall communications strategy with the legislature? How will you communicate with legislators? Testify in committees? Letter writing campaign? Telephone calls? Individual lobbying? Social media?

g) Do you plan to work in a coalition to accomplish your goal? If so, discuss whether the coalition already exists, whether you would need to form it, and which groups would be part of it? Is this an ad-hoc coalition (around the specific issue), or a more long-standing coalition.

h) How will you get your other allies to communicate with policy makers?

i) The role, if any, will the media play—and if there is a role, describe your media strategy

j) Grassroots mobilization plan (if any). Do you want to mobilize the grassroots, and if so, how will you accomplish this?

### #10. Advocacy Fact Sheet and Presentation (10% of your grade for each—20% total). Due: April 16 or 23, 2018

Each student will write a 1-2 page fact sheet and give a 2-3 minute presentation on why policy makers should support your proposal. More information is available on Sakai about fact sheets and advocacy presentations.

#### Class Participation

Students are expected to come to class prepared to participate in discussions. Failure to participate in class discussions or to constructively participate in critiques of other student work product (eg, fact sheets, presentations of policy problem) can reduce your final grade by up to 5 points. You are also expected to actively participate in discussions with guest lecturers and to have questions prepared to facilitate discussion.

#### UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

Each student will be expected to review the materials on plagiarism from the UNC Library: [http://guides.lib.unc.edu/c.php?g=9028&p=45251](http://guides.lib.unc.edu/c.php?g=9028&p=45251). Make sure to review all the information.
contained in all the tabs on the website. It is an honor code violation to plagiarize materials, which includes (but is not limited to), taking direct quotations from other documents without properly citing it. (For example, it is plagiarism if you include a direct quotation and include the reference, but do not include quotation marks. Anything taken verbatim must include quotation marks—and you should use direct quotations sparingly).

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (919-966-4084) or the Office of the Dean of Students (919-966-4042).

Read “The Instrument of Student Judicial Governance” (http://instrument.unc.edu).

Accommodations for People with Disabilities or Certain Medical Conditions

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), http://accessibility.unc.edu; phone 919-962-8300, email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.”

Course Evaluation

HPM participates in the UNC-CH’s online course evaluation system, enabled at the end of each semester by DigitalMeasures. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

Resources

Textbooks


Optional Readings (On Sakai)


Optional (good references for anyone interested in learning more about the policy making process):


Website:
HPM 790 has its own website on Sakai. This syllabus is on the website.

Articles: All articles can be accessed via links available on the course web site or will be posted on Sakai.

Web Sources:

Among the many useful websites are:
Good health policy and/or data websites:
- The Henry J. Kaiser Family Foundation ([www.kff.org](http://www.kff.org))
- The National Center for Health Statistics ([www.cdc.gov/nchs/](http://www.cdc.gov/nchs/))
- The Commonwealth Fund ([www.cmwf.org](http://www.cmwf.org))
- National Association of City and County Health Officials ([www.naccho.org](http://www.naccho.org))
- The Centers for Disease Control and Prevention ([www.cdc.gov](http://www.cdc.gov))
Federal and state legislation:
- The Congressional Budget Office (www.cbo.gov)
- National Conference of State Legislatures (www.ncsl.org)
- National Academy of State Health Policy (www.nashp.org)
- National Governors Association (http://www.nga.org/cms/home.html), see especially the NGA Center for Best Practices, Health Division (http://www.nga.org/cms/center/health)

Best practices:
- Washington State Institute for Public Policy (http://www.wsipp.wa.gov) (Look at the cost benefit results and reports section. This will be really useful for many of your projects).
- The Guide to Community Preventive Services (CDC): (www.thecommunityguide.org)
- National Registry of Evidence-Based Programs and Practices (SAMHSA): (www.nrepp.samhsa.gov/)
- Best Evidence Encyclopedia (Education related best practices) (www.bestevidence.org)
- Blueprints for Violence Prevention (www.colorado.edu/cspv/blueprints/)
- What Works for Health (www.countyhealthrankings.org/what-works-for-health)
- Promising Practice Network (www.promisingpractices.net)
- Social Programs that Work (http://evidencebasedprograms.org/)

A more complete list of useful websites will be posted on Sakai. Review of websites is not required unless specified. These URLs are provided as a service.

Course Schedule (Readings and Assignments)
Note: The schedule below lists the speakers for each section (either Pam Silberman, guest lectures, or student led classes). It also includes the objectives and readings for each session. The objectives and readings may be updated during the semester; a current schedule will always be posted on the course Sakai site.

In addition, there is a separate document, posted on Sakai, with useful health-related websites. This document may include links to organizational websites that will be useful to you for your recitations and for your policy analysis and mock legislative presentation.

<table>
<thead>
<tr>
<th>JAN. 22</th>
<th>CLASS 1. INTRODUCTION: OVERVIEW OF CLASS AND PROBLEM DEFINITION</th>
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</table>
| Session Learning Objectives | • Understand how the course is structured, what it will cover, and student assignments  
• Be able to explain Bardoch’s steps in an ideal policy making process  
• Describe Problem Definition  
| Required Readings/ Class Discussion | Review Slides  
Begin Policy Analysis Process (Problem Definition)  
<table>
<thead>
<tr>
<th>JAN. 29</th>
<th><strong>CLASS 2. THE CONGRESSIONAL AND NORTH CAROLINA LEGISLATIVE PROCESS</strong></th>
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<tbody>
<tr>
<td><strong>GUEST SPEAKER:</strong> INVITED RACHEL DOLIN</td>
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</table>
| **Session Learning Objectives** | • Be able to describe the Congressional and North Carolina legislative process  
• Identify the ways in which advocates can intervene to try to influence legislative policy making |
| **Required Readings** | Review slides  
Bardoch, Steps 3-7, pp 16-70.  
Appendix B, What Governments Do, pp. 141-149.  

*Congress:*  
US House of Representatives. The legislative process. (Shorter, more condensed version of the Congressional legislative process)  
[http://www.house.gov/content/learn/legislative_process/](http://www.house.gov/content/learn/legislative_process/)  

*North Carolina:*  
How a Law is Made. NC General Assembly. Available at:  
| **Class Discussion** | Come prepared with questions for guest speaker |
| **Assignments** | **Assignment #1. LEGISLATION SUMMARY.** (Pass/Fail) Students will be expected to identify proposed legislation (bill) and write a 1-2 page summary of the bill. You can choose either state or federal legislation. See #1 in Requirements and Expectations Section for more specific information about what should be included in your summary.  
**Group Project:** Students should meet with other team members, contact the community contact to set up a time to talk, and develop their team contract. |

<table>
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<tr>
<th>FEB. 5</th>
<th><strong>CLASS 3: RULEMAKING AND THE JUDICIAL SYSTEM</strong></th>
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<tr>
<td><strong>John Rittelmeyer, JD, Disability Rights NC</strong></td>
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| **Session Learning Objectives** | • Be able to describe the federal and state rulemaking process  
• Identify ways in which advocates can influence the rulemaking process  
• Be able to describe the role that litigation can play in policy making |
**Class discussion**

- Identify the ways in which advocates can try to influence policy making through the judiciary

**Required Readings**

Come prepared with questions for guest speakers

- Review slides

- Review discussion of HIPAA regulation (in Sakai)


**Optional Readings**

US Administrative Procedures Act:

- 5 U.S.C. 551(4)(5)(definition of rule); 552 (agency rules), 553 (rulemaking)
  - [http://www4.law.cornell.edu/uscode/5/551.html](http://www4.law.cornell.edu/uscode/5/551.html)
  - [http://www4.law.cornell.edu/uscode/5/552.html](http://www4.law.cornell.edu/uscode/5/552.html)
  - [http://www4.law.cornell.edu/uscode/5/553.html](http://www4.law.cornell.edu/uscode/5/553.html)

NC Administrative Procedures Act:

- NCGS §150B et. seq. 150B-2 (definition of a rule), 150B-18 – 150B-21.28 (rulemaking). Available online at: [http://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByChapter/Chapter_150B.html](http://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByChapter/Chapter_150B.html)


**Assignments**

**Assignment #2. REGULATION SUMMARY (Pass/Fail)** Students will be expected to analyze proposed regulations and write a 2-4 page summary of the regulations. See #2 in the Requirements and Expectations section for more information about what should be included in the summary.

**FEB. 12**

**CLASS 4: NUTS AND BOLTS OF LOBBYING USING RESEARCH TO INFORM POLICY**

**GUEST SPEAKERS:**

- Harry Kaplan, JD, Partner, McGuire Woods
- Pat Yancey, independent lobbyist
- Betsy Vetter, American Heart Association (NC Chapter)

**Session Learning Objective:**

- Describe the opportunities and challenges in using research to inform public policy
- Be able to articulate the different perspectives of researchers and policy makers about the usefulness of research in the policy making process
- Describe the different steps in the lobbying process, including setting legislative agendas, communicating with legislators, engaging with partners (allies), and countering opponents arguments
- Gain skills necessary to conduct a stakeholder analysis

<table>
<thead>
<tr>
<th>Class Discussion</th>
<th>Come prepared with questions for lobbyist guest speakers</th>
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</table>
| Required Readings| Review slides on lobbying  
Review Research and Policy Slides |
| Assignment | **Assignment #3. PROBLEM DEFINITION AND POLICY OPTIONS. Students should schedule a meeting with the professor and/or TA (if available) to discuss** |
their problem definition, potential policy solutions, and potential evaluation criteria. Students should arrange a time on or before the week of Feb. 13 for the meeting. Prior to meeting with the professor/TA, students should send a 1-2 page paper that includes the information listed in #3 above (information for the first meeting).

| FEB. 19 | CLASS 5. STAKEHOLDERS ANALYSIS AND NEGOTIATION SKILLS  
GUEST SPEAKER: Noel Mazade, PhD, Professor of the Practice, UNC School of Social Work |
|---|---|
| Session Learning Objectives | • Gain skills necessary to conduct a stakeholder analysis  
• Gain a basic understanding of negotiation techniques |
| Required Readings | Review slides on stakeholder analysis  
Review slides on negotiations  

| FEB. 26 | CLASS 6: EXAM (20% OF GRADE)  
FIRST HALF OF CLASS – DISCUSSION ON POLICY OPTIONS  
IN CLASS EXAM (COVERS EVERYTHING UP UNTIL DAY OF EXAM) (SECOND HALF OF CLASS) See #4 in Requirements and Expectations above |
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<tr>
<td>Class Discussion</td>
<td>Each team should come prepared to give an overview of their policy problem, potential policy options, and evaluation criteria. Each group will give a 5 minute presentation on their problem, and potential policy options during the first hour. After, students will take their exam. (They have 2 hours to complete the exam). The exam will be on Sakai.</td>
</tr>
<tr>
<td>Assignments</td>
<td>Assignment #3. PROBLEM DEFINITION AND POLICY OPTIONS. Students should schedule a meeting with the professor and/or TA (if available) to discuss their problem definition, potential policy solutions, and potential evaluation criteria. Students should arrange a time on or before the week of Feb. 13 for the meeting. Prior to meeting with the professor/TA, students should send a 1-2 page paper that includes the information listed in #3 above (information for the second meeting).</td>
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| MAR. 5 | CLASS 7 FRAMING MESSAGES FOR POLICY ADVOCACY  
GUEST SPEAKER: Marissa Fond, PhD, researcher and assistant director for research at the FrameWorks Institute |
<table>
<thead>
<tr>
<th>Session Learning Objectives</th>
<th>Evaluate public health messages and learn how to frame public health messages for broader audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class discussion</td>
<td>Come prepared with questions for guest speaker</td>
</tr>
<tr>
<td>Required Readings</td>
<td>Review slides: Framing Messages</td>
</tr>
<tr>
<td></td>
<td>Framing Public Issues. Frame Works Institute. 2002. Available at:</td>
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<tr>
<td></td>
<td><a href="http://www.frameworksinstitute.org/assets/files/PDF/FramingPublicIssuesfinal.pdf">http://www.frameworksinstitute.org/assets/files/PDF/FramingPublicIssuesfinal.pdf</a></td>
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<td><a href="http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023">http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf63023</a>.</td>
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<tr>
<td>Assignments</td>
<td>Assignment #5. PROBLEM STATEMENT AND POLICY ANALYSIS (30% of grade). Students should turn in</td>
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<td>their problem statement and policy option: An analysis of at least 4-5 different policy options</td>
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<td>to address the problem (at least one of which should be the status quo). (Note: there should be</td>
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<td>as many policy options as there are students in the group.) More specific information about what</td>
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<td>should be included in this paper is in #5 in the Requirements and Expectations Section.</td>
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<td>Assignment #6. FRAMING EXERCISE (Pass/Fail). Students should come prepared with a short message</td>
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<td>that frames their public policy problem and solution. It needs to be explainable in no more than</td>
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<td>27 words, nine seconds, and 3 points. See #6 in Requirements and Expectations Section for more</td>
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<td>detailed description of the framing exercise.</td>
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<td>MAR. 12</td>
<td>SPRING BREAK</td>
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<tr>
<td>MARCH 19</td>
<td>CLASS 8. COALITION BUILDING AND MOBILIZING THE GRASSROOTS</td>
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<tr>
<td>GUEST SPEAKERS:</td>
<td>Tessie Castillo, Advocacy Coordinator, NC Harm Reduction Coalition</td>
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<td></td>
<td>Willona Stallings, Care Share Health Alliance</td>
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<tr>
<td></td>
<td>Morgan Wittman Gramann, Executive Director, NC Alliance for Health</td>
</tr>
<tr>
<td>Session Learning Objectives</td>
<td>How to develop coalitions with other advocacy and community organizations</td>
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<td></td>
<td>How to mobilize the grassroots in public policy advocacy</td>
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<tr>
<td>Class discussion</td>
<td>Come prepared with questions for guest speakers</td>
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<tr>
<td></td>
<td>Groups will work together to identify potential partners to include in a community coalition.</td>
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<td></td>
<td>You’ll also talk about potential mobilizing techniques to mobilize the grassroots.</td>
</tr>
<tr>
<td></td>
<td>Institute. Oakland, CA: 2002. Available at:</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.countyhealthrankings.org/sites/default/files/eightstep.pdf">http://www.countyhealthrankings.org/sites/default/files/eightstep.pdf</a> (On Sakai)</td>
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<tr>
<td></td>
<td>Community Catalyst. It’s All about the Base: A Guide to Building a Grassroots Organizing Program.</td>
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<td></td>
<td>pp. 1-23. I’d like you to look through the document, but you do not need to read the specific state</td>
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<td></td>
<td>examples. Available at:</td>
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Optional Readings


Class Assignment
*Assignment #7 Stakeholder Analysis (10% of grade). Students should submit a draft of your stakeholder analysis grid for the policy option you selected as your preferred policy option. More specific information about what should be included in this paper is in #7 in the Requirements and Expectations Section.*

MAR 26
**CLASS 9. USING THE MEDIA TO GET YOUR MESSAGE ACROSS**

Rose Hoban, BSN, MJ, MPH

Session Learning Objectives
- Describe different types of media
- Gain skills needed to effectively engage with media
- Learning principles of clear communication

Class discussion
Come prepared with questions for guest speaker

Required Readings
Review slides: Media
Come prepared with questions for media guest speaker


Slides on Writing Effective Fact Sheets

APR 2
**CLASS 10. CLEAR COMMUNICATION: WRITING FACT SHEETS FOR GENERAL AUDIENCES**

Required Readings
How to write an advocacy fact sheet and make a short legislative presentation (on Sakai)

Assignment
*Assignment #8. Students should bring a draft of their fact sheet. You will critique each other’s fact sheets using the grading rubric on Sakai. Fact sheet lessons are on Sakai.*

APR 9
**CLASS 11. WORKING WITH AGENCY OFFICIALS, DEVELOPING AN ADVOCACY CAMPAIGN**
| Session Learning Objectives | Leah Devlin, Former NC State Health Director  
Becky Slifkin, Former Director of the Office of Planning, Analysis and Evaluation, Health Resources and Services Administration, US Department of Health and Human Services |
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<tbody>
<tr>
<td>Class Discussion</td>
<td>Come prepared with questions for guest speakers</td>
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</tbody>
</table>
| Required Readings | Review slides: Developing an Advocacy Campaign  
Silberman, P. Consumers Guide to Health Care Policy Making: How to Change North Carolina Health Policies. 1997 Aug. (on Sakai) (*Note: this is outdated, but still may provide helpful steps for you to think about in developing your advocacy strategy*). |
| APR. 16 | **CLASS 12. IN CLASS PRESENTATIONS CRITIQUE BY LEGISLATORS**  
Lanier Cansler, CPA, Former Secretary, NC Department of Health and Human Services, Former Representative (R), NC House  
TBD |
| Session Learning Objectives | This is the culmination of the work that the students did throughout the semester, and should incorporate work from earlier in the semester. |
| Required Readings | Half of the class will make presentations to legislators by group topic. Each student will present representing their stakeholder group, and will be critiqued by legislators. |
| Assignment | **Assignment #9. EVERYONE SHOULD SUBMIT THEIR POLICY ADVOCACY STRATEGY PAPER** (20% of grade). Each group will prepare a 5-10 page paper (double spaced) that describes long-term and short-term policy goals, includes a stakeholder analysis, and your legislative or regulatory advocacy strategy. See #8 of the Requirements and Expectations section. |
| Assignments | **For Groups Presenting on this Day:**  
**Assignment #10. Fact sheet**. (10% of grade)  
Each student will prepare a 1-2 page fact sheet. |
| **APR. 23** | **CLASS 13: IN CLASS PRESENTATIONS**  
**CRITIQUE BY LEGISLATORS**  
Marilyn Avila, Former Representative (R), NC House  
Deborah Ross, JD, Former Representative (D), NC House (Confirmed but double check to see which date is better) |
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<tr>
<td><strong>Session Learning Objectives</strong></td>
<td>This is the culmination of the work that the students did throughout the semester, and should incorporate work from earlier in the semester.</td>
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<tr>
<td><strong>In class discussion</strong></td>
<td>The other half of the class will make presentations to legislators by group topic. Each student will present representing their stakeholder group, and will be critiqued by legislators.</td>
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</tbody>
</table>
| **Assignments** | **Assignment #10. Fact sheet.** (10% of grade)  
Each student will prepare a 1-2 page fact sheet.  
**Presentation.** (10% of grade) Each student will give a 2-3 minute presentation to other students. The presentation should be in the format of giving oral testimony in a legislative committee. |
Bios

Marilyn Avila. Marilyn Avila currently serves as Policy Advisor to the Office of the Speaker Pro Tempore in the North Carolina House of Representatives. She served for five terms in the North Carolina House of Representatives (2007-2016) representing Wake County. She had numerous leadership positions while in the House, serving as chair of the Appropriations Subcommittee on Health and Human Services and of the Joint Committee on Health and Human Services Oversight. She was also vice chair of the Health Policy Committee and of the Science and Technology Committee. Prior to that she worked as the Events Coordinator and Director of Administration for the John Locke Foundation. Former Representative Avila received numerous awards while serving in the NC General Assembly, including Legislator of the Year from the Aids Drug Assistance Program (ADAP) Advisory Association, Legislator of the Year from the Arc of North Carolina, and William Purcell award for Excellence in Health Policy from the NC Public Health Association.

Lanier Cansler, CPA. Lanier Cansler is a former Republican member of the North Carolina House of Representatives where he served for six years (1995-2001). During his tenure in the North Carolina House of Representatives, he served as co-chair of the Appropriations Committee on Health and Human Services, co-chair of the Joint House/Senate Legislative Oversight Committee on Healthcare. He also served as a member of the Committee on Mental Health and Public Health. He also served as Deputy Secretary (2001-2005) and later Secretary of the North Carolina Department of Health and Human Services (2009-2012). Lanier is currently the President of Cansler Collaborative Resources, Inc. a consulting firm with an emphasis on health and health care services and governmental operations.

Tessie Castillo. Since 2010, Tessie has served as Advocacy and Communication Coordinator for NCHRC. She is the agency’s only registered lobbyist and has successfully advocated for several new laws pertaining to overdose prevention, naloxone access, law enforcement needle-stick injury prevention, and the legalization of syringe exchange programs. She produces the majority of NCHRC’s media articles on harm reduction, drug policy reform, criminal justice and law enforcement issues and has been published in Slate, Salon, The Fix, and AlterNet. She is also a regular contributor on harm reduction topics to The Huffington Post.

Leah Devlin, DDS, MPH. Leah Devlin began her public health career working for the Wake County Health Department, where she served as Director for 10 years. She served as the State Health Director in the North Carolina Department of Health and Human Services from 2001-2009. She is now a professor in the Department of Health Policy and Management at the Gillings School of Global Public Health. Leah serves on the board of the Robert Wood Johnson Foundation and the Centers for Disease Control and Prevention Foundation Board. She is a past president of the Association of State and Territorial Health Directors.

Rachel Dolin, PhD. Rachel Dolin is a David A. Winston Health Policy Fellow with the Democratic staff of the Committee on Ways and Means, Subcommittee on Health. Rachel completed her Ph.D. in Health Policy and Management in May 2017 at the Gillings School of Global Public Health at the University of North Carolina at Chapel Hill. Starting in 2009, Rachel worked as a researcher for L&M Policy Research, LLC, in Washington, D.C., where she contributed to numerous research contracts for the Centers for Medicare & Medicaid Services, including the Center for Medicare & Medicaid Innovation, as well as other federal, state, and private-sector clients.
Marissa Fond, PhD is a researcher and assistant director for research at the FrameWorks Institute. An applied sociolinguist with training in discourse analysis, pragmatics, and conversation analysis, her past research has explored the practice of talking topically, or co-constructing an intersubjective orientation to talk in interaction. In particular, she has examined this interactional skill in the evaluation of discourse-pragmatic communication disorders that often result from acquired brain injury. Prior to joining FrameWorks, she worked as a research sociolinguist at the US Census Bureau, conducting cross-linguistic sociocultural research on survey respondents’ understandings of various data collection materials and methods, the measurement of race and ethnicity, and functional equivalence in translation. She received her BA in linguistics and Spanish from Smith College and her MS and PhD in linguistics from Georgetown University.

Morgan Wittman Gramann Morgan Wittman Gramann is the Executive Director of the North Carolina Alliance for Health, an independent, statewide coalition convening and mobilizing partners to advance equitable health policies that promote wellness and prevent obesity and tobacco use. Passionate about community health and policy change, Morgan has been an advocate for public health since 2006. She got her start in the tobacco use prevention movement, working with Youth Empowered Solutions, The Campaign for Tobacco-Free Kids, helloCHANGE, IGNITE, and Colleges Against Cancer. In 2008, she was named International Youth Advocate of the Year by the Campaign for Tobacco-Free Kids for her work in global teen tobacco use prevention. Since joining NCAH, Morgan has had the pleasure of expanding her health policy work to the area of obesity prevention and specifically healthy food access. Morgan earned her JD from the University of North Carolina at Chapel Hill School of Law and her BA in Anthropology from The American University in Washington, DC, where she was a Division I athlete.

Rose Hoban, BSN, MJ, MPH is the founder, editor, and reporter of NC Health News, which since launching in 2012, has published close to 1500 stories. Prior to starting NC Health News, she served as the health reporter for more than six years with North Carolina Public Radio (WUNC) where she covered health care, state health policy, science, and research with a focus on public health issues. She began her career as a practicing nurse, and has a joint master’s degree from UC Berkeley in journalism and public health. Rose has received numerous regional and national awards, including broadcast journalism’s highest award—the Columbia-DuPont and a Gracie Award for her reporting on unsafe abortions in southern Africa.

Harry Kaplan, JD. Harry is a Senior Advisor with McGuireWoods Consulting LLC. He focuses his practice on government relations, business expansion, procurement, and regulatory matters. Harry represents a diverse group of clients in many industries on a range of issues including healthcare and health insurance, education, property and casualty insurance, pharmaceuticals, transportation, and the environment. He previously ran his own legal and lobbying practice in Raleigh for more than a decade. He has been recognized consistently during his career as one of the top lobbyists at the North Carolina General Assembly. He was ranked as the 5th "Most Influential Lobbyist" of the 2013-14 and 2011-2012 Legislative Sessions, and has been ranked among the most influential lobbyists for 11 consecutive two-year legislative sessions, by the North Carolina Center for Public Policy Research in its annual survey of legislators, lobbyists and Capitol Press Corps members. Harry also served as the director of government relations and counsel for the North Carolina Region of Kaiser Permanente.
Noel Mazade, PhD. Noel is Professor of the Practice in the UNC School of Social Work and Adjunct Professor in the Department of Health Policy and Management in the Gillings School of Global Public Health. He also directs the UNC Certificate Program in Nonprofit Leadership at UNC-CH. Prior to coming to UNC, he served as Executive Director of the Delaware Dispute Center, the founding Executive Director of the National Association of State Mental Health Program Directors Research Institute, and Program Director for the Staff College, National Institute of Mental Health. Noel has worked in various capacities around mental health issues in Delaware, Maryland, Michigan, North Carolina, and Virginia. In addition to his behavioral health-related academic and professional activities, Noel is an experienced mediator and conflict resolution educator with extensive professional practice in superior court, family mediation, academia, and designing alternative dispute resolution systems. He received a master’s degree in social work for the University of Michigan, and a master’s and PhD from the School of Public Health at the University of Pittsburgh.

John Rittelmeyer, JD is the Director of Litigation for Disability Rights NC, supervising the 15 attorneys on staff. He attended University of Mississippi School of Law, receiving his law degree in 1988, then served as a law clerk to Justice James L. Robertson of the Mississippi Supreme Court. The following year, John moved to North Carolina and joined the law firm of Graham & James. From 1994 to 2007, John practiced in the firm of Hartzell & Whiteman, specializing in consumer class actions and disability insurance claims. During this time, John also volunteered to provide representation of death row inmates in federal habeas corpus proceedings. John left his private practice to join Disability Rights NC in 2007. John lives in Cary, NC with his wife Jennifer, and was drawn to disability issues as the parent of a child with severe developmental disabilities.

Deborah Ross, JD. Deborah was a member of the North Carolina House of Representatives from 2002-2013. In 2007, she was elected to serve as one of the House Democratic Whips. Prior to being elected to the NC House of Representatives, Deborah served as state Director for the NC ACLU. Deborah left the General Assembly in 2013 to serve as legal counsel for Go Triangle. In 2016, she unsuccessfully ran for US Senate against Richard Burr. She received her law degree from UNC in 1990. Deborah is currently Of Counsel with Smith Moore Leatherwood in Raleigh.

Rebecca Slifkin, MHA, PhD, is a Clinical Associate Professor in the Department of Health Policy and Management (HPM). Prior to joining HPM she directed the Office of Planning, Analysis and Evaluation within the Health Resources and Services Administration (HRSA), U.S. Department of Health and Human Services. She served as HRSA’s policy lead on Affordable Care Act implementation and was also responsible for performance measurement activities, GAO engagements, intergovernmental affairs, trans-HRSA research and evaluation, agency-wide policy analysis, and liaison with other HHS operating divisions. From 2000-2010 Dr. Slifkin directed the North Carolina Rural Health Research & Policy Analysis Center at the Cecil G. Sheps Center for Health Services Research, University of North Carolina at Chapel Hill. She has substantial experience leading quick turnaround projects aimed at a policy audience, and she has consulted with agency and congressional staff numerous times on the potential impact of legislative policies. From 2000-2010, Dr. Slifkin was a member of the Rural Policy Research Institute Rural Health Panel, a national panel committed to producing objective analyses of the impacts of public policy on rural people and places.

Willona Stallings, MPH, is the Director of NC Get Covered, the statewide coalition of ACA navigators, certified application counselors, insurance agents and brokers, insurers and other interested
organizations working to help North Carolinians obtain health insurance coverage through the Marketplace. Willona has more than 10 years of experience in program development and management, stakeholder engagement, and data management. Most recently, Willona served as the founding director of the NC Council of Churches’ health initiative, Partners in Health and Wholeness—helping to promote health as a faith issue.

**Betsy Vetter.** Betsy is the Regional Vice President of Government Relations at the American Heart Association/American Stroke Association Mid-Atlantic Affiliate. Betsy has worked in government relations and grassroots advocacy for the American Heart Association for approximately 15 years. She also served as the immediate past-chair for the NC Alliance for Health. During her tenure with the American Heart Association, Betsy helped advocate for NC’s smoke-free restaurant and bar law. She is also the chair of the Care4Carolina coalition aimed at expanding Medicaid to cover more low-income individuals.

**Pat Yancey** previously served as director of public education for SHIFT NC, formerly the Adolescent Pregnancy Prevention Campaign of North Carolina, a nonprofit, United Way agency based in Durham, North Carolina. She represented SHIFT NC's interest as a lobbyist in the legislature and before other governing entities, state departments, agencies, and regulatory boards and commissions. In addition, she is an independent businesswoman and works as a consultant and lobbyist for the North Carolina Association of Naturopathic Physicians, an organization that represents doctors specializing in natural medicine. In the past, she has served as a lobbyist for a number of other nonprofits, including March of Dimes North Carolina Chapter, Friends of Residents in Long Term Care (a nonprofit organization that advocates on behalf of residents and the families of residents in long term care facilities), and the Carolinas Center for Hospice and End of Life Care. Pat is a graduate from North Carolina A&T State University in Greensboro. She served as a policy advisor to Governor James B. Hunt, Jr., during his first and second terms as Governor.